A Quantitative Analysis of Leadership Styles and Organisational Culture: A Data-Driven Study of the South Carolina Army National Guard

Zandy U. Elliott
University of Technology, Jamaica

Paul Andrew Bourne
Vocational Training Development Institute

Tomielee M. Chambers
Jamaica Constabulary Force

Tanisher H. McNeil
Jamaica Constabulary Force

Dale N. C. Moses
Jamaica Constabulary Force

Ryan Nelson
Jamaica Constabulary Force

The National Guard in South Carolina has a rich culture of organised militiamen, with leadership playing a crucial role in shaping organisational culture. The study investigates the relationship between leadership styles (transformational, transactional, and laissez-faire) and organisational culture within the SCARNG, using the Competing Values Framework to identify dominant cultural dimensions. The study found a significant negative correlation between transformational and Clan culture, a positive correlation between transformational and Adhocracy culture, and a positive correlation between transactional and Adhocracy culture. Transformational leadership style predicted Clan, Market, and Hierarchy culture, while transactional leadership positively impacted market and hierarchy cultures. Laissez-faire leadership did not significantly affect any of the organisational cultures examined. The findings suggest that leadership styles play a crucial role in shaping organisational culture, with transformational and transactional leadership being more effective than laissez-faire leadership in fostering desired cultural outcomes.

Keywords: transformational leadership, transactional leadership, laissez-faire leadership, organisational culture, military culture, subordinates, SCARING

INTRODUCTION

The military is a diverse group of organised personnel protecting a nation (Young-Gon Kim & Shin, 2021). The U.S. military is viewed as the U.S. Department of the Army, Air Force, Navy, Marine Corps, and its subcomponents (Reinhard, 2021). The commander-in-chief determines the need for the existence of the military and, in this context, the Army National Guard (Reinhard, 2021). The U.S. Army National Guard is highly trained, military-ready, and equipped to respond to natural disasters and assist internationally (Shane, 2017). The National Guard has a versatile and versatile culture of organised militiamen that can react to combat situations in hours (National Guard, 2023). The legitimacy of the chain of command is an essential characteristic of the military culture (Substance Abuse and Mental Health Services Administration [SAMHSA], 2010).

Leadership within military organisations, especially in reserve and National Guard units, plays a pivotal role in shaping the organisational culture and determining the overall effectiveness of the force. As part of the larger National Guard framework, the South Carolina Army National Guard (SCARNG) is tasked with domestic and international responsibilities, ranging from disaster response to combat operations. The success of these multifaceted missions hinges on the interplay between leadership styles and the organisational culture that underpins them.

Organisational culture, often described as the shared values, beliefs, and norms within a group, is a fundamental aspect that influences how individuals interact, work together, and perform tasks. A strong organisational culture in the military is essential for maintaining morale, enhancing communication, and fostering resilience in high-pressure situations. However, the culture within military units is not static—leadership behaviours and decisions continuously shape it. Leadership, in turn, can directly influence critical aspects of organisational culture, such as trust, cohesion, and adaptability. Despite the crucial role that leadership and culture play in military settings, there has been limited quantitative research specifically focused on the South Carolina Army National Guard. Most existing studies have either concentrated on active-duty forces or have been qualitative, leaving a gap in data-driven analysis. This study seeks to address that gap by conducting a quantitative analysis of the leadership styles prevalent within the SCARNG and their effect on the organisational culture of the unit.

The research will focus on identifying the types of leadership behaviours exhibited by officers and non-commissioned officers (NCOs) within the SCARNG, including transformational, transactional, and laissez-faire leadership styles. Furthermore, the study will explore how these leadership styles influence key elements of the organisational culture, such as communication, morale, trust, and operational effectiveness. By understanding the dynamics between leadership styles and organisational culture, this study aims to offer actionable insights that can be used to enhance leadership development programs and improve the cultural environment within SCARNG. Ultimately, this study will contribute to the growing knowledge of military leadership and organisational culture, providing a model for future research in other National Guard units and military branches. Through this research, SCARNG leadership can better understand the organisation's strengths and areas for improvement, leading to more effective leadership strategies, improved cultural alignment, and better overall performance.

Background of the Problem

Leadership is a central element in shaping the culture and effectiveness of organisations, and its influence is particularly profound in military contexts. In military units, effective leadership is crucial for fostering an environment that supports operational success, unit cohesion, and high morale. The relationship between leadership styles and organisational culture in the military has been widely acknowledged, but exploring this dynamic within specific branches like the National Guard is underexplored. Leadership in this context is defined by the behaviours and actions that guide and influence followers to achieve organisational goals. In contrast, organisational culture refers to the shared values, beliefs, and practices that shape how members interact and perform.

In the broader context of leadership theories, transformational leadership has significantly influenced organisational culture by enhancing morale, communication, and trust (Bass, 1985). Transformational

leaders inspire their followers by creating a vision, fostering innovation, and motivating others to exceed their expectations (Northouse, 2018). In contrast, transactional leadership, which focuses on routine tasks and reward-based motivation, has been linked to stable but sometimes less dynamic organisational cultures (Bass, 1985). Moreover, laissez-faire leadership, which avoids active leadership, can lack clear direction and an undefined organisational culture (Avolio & Bass, 2004).

The Competing Values Framework (Cameron & Quinn, 2011) offers a valuable lens for understanding organisational culture. This model categorises culture into four types: Adhocracy, market, and Hierarchy— that vary in focus on internal versus external dynamics, as well as flexibility versus control. Military organisations like the South Carolina Army National Guard often exhibit a mixture of hierarchical and Clan cultures, emphasising order, discipline, and teamwork (Cameron & Quinn, 2011). However, cultural shifts and leadership transformations within such organisations have not been sufficiently studied through a data-driven approach, particularly for state-based National Guard units.

Statement of the Problem

In the military, particularly within National Guard units, leadership is essential in shaping the organisational culture, influencing mission success, unit cohesion, and overall effectiveness. The South Carolina Army National Guard (SCARNG), a critical component of state and National Defence, faces unique challenges due to its dual mission of responding to domestic emergencies and engaging in overseas deployments. Despite the importance of leadership in fostering a strong organisational culture, a limited body of research quantitatively investigates the specific relationship between leadership styles and organisational culture in the SCARNG.

While existing studies on military leadership primarily focus on active-duty forces or large federal organisations, research explicitly addressing the SCARNG is sparse. The leadership styles prevalent in the SCARNG, whether transformational, transactional, or laissez-faire, may significantly influence the unit's culture—affecting communication, trust, morale, and the ability to carry out missions effectively. Furthermore, there is limited insight into how leadership behaviours reinforce or disrupt cultural norms within this state-based reserve unit, which is essential for its success. Moreover, **Social Learning Theory** proposes that individuals learn behaviours and values through observation, imitation, and modelling, particularly in a social context (Bandura, 1977). According to this theory, leaders serve as role models, influencing followers' attitudes, behaviours, and values by demonstrating specific actions, ethical standards, and leadership styles.

Organisational culture frameworks, such as the **Competing Values Framework** (Cameron & Quinn, 2011), offer valuable models for analysing the alignment between leadership and cultural outcomes within organisations. However, these frameworks have not been applied comprehensively within National Guard units, mainly focusing on the South Carolina Army National Guard. Understanding the interaction between leadership styles and organisational culture in this unique military setting could lead to actionable insights for improving leadership strategies and enhancing the cultural environment of SCARNG.

This gap in research presents a critical need for a quantitative study that explores how different leadership styles within the SCARNG influence key cultural dimensions such as trust, communication, and operational effectiveness. Identifying these dynamics could lead to more informed decisions regarding leadership development programs, improve organisational health, and ensure higher readiness levels for domestic and international missions. This problem is significant because, without a clear understanding of these dynamics, the SCARNG may miss opportunities for leadership improvement, cultural alignment, and enhanced overall performance.

Purpose of the Study

This quantitative analysis investigated the intricate relationship between leadership styles and organisational culture within the South Carolina Army National Guard (SCARNG). Leadership is critical in shaping organisational culture, particularly within military units, where cohesion, trust, and effective communication are essential to mission success. The SCARNG, as a part of the broader military structure,

faces unique challenges that influence leadership dynamics and the organisational culture that supports its operations.

By utilising a quantitative approach, this study aims to provide a comprehensive analysis of how various leadership styles are practised within the SCARNG and how these styles correlate with the prevailing culture in the organisation. Specifically, the study seeks to determine how transformational, transactional, or laissez-faire leadership behaviours influences critical cultural elements such as morale, teamwork, and overall effectiveness.

Additionally, the study explores whether the prevailing organisational culture fosters or hinders leadership success and the performance of SCARNG members. It is essential to understand how organisational culture, influenced by leadership, affects outcomes such as personnel retention, satisfaction, and the efficiency of military operations. This research is crucial for enhancing leadership development within the SCARNG and identifying strategies to improve organisational culture to support the Guard's mission in peacetime and combat scenarios. Ultimately, the study aims to provide actionable recommendations for SCARNG leadership and policymakers to foster a more effective, cohesive, and adaptive organisational culture. By gaining a deeper comprehension of the relationship between leadership and culture, this research hopes to contribute valuable insights to the field of military leadership, with broader implications for other branches of the armed forces and similar institutions.

The Rationale of the Study

The rationale for conducting a quantitative analysis on the relationship between leadership styles and organisational culture within the South Carolina Army National Guard (SCARNG) is rooted in the critical need to understand how leadership influences organisational dynamics and effectiveness in military settings. Military organisations, especially National Guard units like the SCARNG, are unique because they are part-time reserve forces, often balancing domestic emergency responsibilities with federal missions. This unique structure can present challenges in maintaining organisational coherence and leadership effectiveness. It is imperative to explore how leadership practices and organisational culture align to enhance mission success and unit readiness.

Research on leadership in military organisations has primarily focused on active-duty units and general theoretical leadership models. However, a significant gap in research addressing the South Carolina Army National Guard remains. While leadership styles such as transformational leadership (Bass, 1985), transactional leadership (Burns, 1978), and laissez-faire leadership (Avolio & Bass, 2004) have been explored in various organisational contexts, limited studies have quantitatively examined their impact on the organisational culture of National Guard units. National Guard units like the SCARNG often face distinct challenges, such as maintaining cohesion and discipline during irregular and usually sporadic training schedules and responding to high-stakes state and federal missions.

Organisational Culture is key in determining how well a unit can function under pressure, how leadership is perceived, and how effective communication flows among unit members. Complete comprehension of the culture within SCARNG and how leadership styles shape it is crucial for several reasons:

1. **Morale and Retention:** Effective leadership contributes to a positive organisational culture, increasing morale and retention rates. According to Schein (2010), leadership shapes culture through behaviours that set organisational norms, values, and expectations. In the context of SCARNG, fostering a positive culture through strong leadership could lead to higher commitment and retention among service members.

2. **Unit Cohesion and Readiness:** Military readiness and cohesion are strongly tied to leadership and organisational culture (Cameron & Quinn, 2011). By studying how different leadership styles affect organisational culture within the SCARNG, it becomes possible to identify specific leadership behaviours that improve or undermine unit cohesion, which is essential for mission success.

3. **Leadership Development:** The findings from this study could inform leadership development programs within the SCARNG. Leadership styles that foster a positive organisational culture

can be targeted for replication, while those that create barriers to communication or morale can be addressed through training programs (Bass, 1985; Northouse, 2018). This study has the potential to directly influence how leadership training is structured within the SCARNG, ensuring that leaders are well-equipped to shape the desired culture.

4. **Implications for Policy and Practice:** The research could also influence policy decisions within the SCARNG related to leadership selection and training, organisational development, and personnel management. By understanding the interplay between leadership and culture, military leaders and policymakers can make informed decisions on improving leadership practices and fostering a more effective organisational culture.

Existing studies on leadership and organisational culture in military organisations underscore the need for a quantitative approach. These studies often rely on qualitative methods, which may not provide the objective, generalisable data necessary to assess broad trends within the SCARNG. A data-driven study can offer a clear picture of the relationship between leadership styles and organisational culture, allowing for actionable insights to be applied across various National Guard units.

This quantitative approach, therefore, is timely and necessary for addressing these gaps and improving leadership effectiveness within the SCARNG. The findings will contribute to the broader field of military leadership studies by providing evidence-based recommendations on aligning leadership behaviours with the desired organisational culture to enhance operational effectiveness, readiness, and morale.

Objectives of the Study

These objectives align with the study's theoretical foundation: Social Learning Theory (SLT) and Competing Values Framework (CVF). The SLT helps explore how subordinates observe, learn, and model leadership behaviours, influencing organisational values and culture. The CVF classifies organisational culture types and their connection to leadership styles. These objectives ensure that the study addressed leadership styles and organisational culture, with practical implications for improving leadership practices in military organisations.

1. This study investigates the relationship between leadership styles (transformational, transactional, and laissez-faire) and organisational culture within the SCARNG. The Competing Values Framework will identify the dominant cultural dimensions (Clan, Adhocracy, Market, and Hierarchy).
2. T*he social learning theory* will predict practical strategies for enhancing leadership practices aligned with organisational culture, improving unit cohesion, morale, and operational readiness within the SCARNG.

THEORETICAL FRAMEWORK

The study will investigate how leadership styles influence organisational culture in the South Carolina Army National Guard (SCARNG), drawing from Social Learning Theory (Bandura, 1977) and the Competing Values Framework (Cameron & Quinn, 2011). These theories offer complementary insights into the role of leadership in shaping the culture of military organisations and provide a conceptual basis for understanding how leadership behaviours influences organisational dynamics and readiness.

Competing Values Framework

Competing Values Framework (CVF) Cameron and Quinn (2011) provide a model to evaluate organisational culture based on competing priorities, such as flexibility vs. stability and internal vs. external focus. CVF is a reliable, valid, well-established instrument showing constructive outcomes at different leadership levels. The Competing Values Framework CVF, developed by Cameron and Quinn (2011), is an organisational culture model that identifies four key cultural types: Clan, Adhocracy, market, and Hierarchy. These cultural types represent different approaches to managing internal dynamics and aligning the organisation with external demands. The CVF is particularly useful for understanding the organisational culture within the SCARNG, as it allows for identifying specific cultural dimensions influenced by

leadership styles. These four cultural types are **Clan, Adhocracy, Market,** and **Hierarchy** (Cameron & Quinn, 2011).

- *Clan Culture* focuses on internal cohesion, collaboration, and people-oriented values. It emphasises loyalty, trust, and strong interpersonal relationships. In a military context, this culture might be associated with transformational leadership, where leaders prioritise developing close relationships with subordinates, encouraging teamwork, and fostering community within the unit (Cameron & Quinn, 2011).
- *Adhocracy Culture*: Emphasizes innovation, flexibility, and a focus on change and adaptability. This type of culture is suited to high-risk, dynamic environments that require leaders to be forward-thinking and open to new ideas. Leaders who encourage creativity and innovation would be associated with this culture (Cameron & Quinn, 2011).
- *Market Culture*: Focuses on results, competitiveness, and external orientation. It emphasises achieving specific goals and outcomes, often linked to transactional leadership. Leaders who value performance, accountability, and rewards would encourage a market-driven culture (Cameron & Quinn, 2011).
- *Hierarchy Culture*: Emphasizes structure, control, and stability. It values efficiency, consistency, and adherence to procedures. In the military context, this may align with transactional leadership, where rules, procedures, and authority are stressed (Cameron & Quinn, 2011).

Using the CVF, this study investigates how different leadership styles (transformational, transactional, and laissez-faire) influence SCARNG's organisational culture and how the culture, in turn, affects performance, morale, and readiness.

The theoretical framework for this study integrates insights from leadership theory and organisational culture theory, providing a robust lens through which to analyse the relationship between leadership and culture in SCARNG. This framework will guide the formulation of hypotheses, research design, and data analysis, helping to uncover how transformational and transactional leadership styles influences various dimensions of organisational culture as identified by the Competing Values Framework.

Using the **Competing Values Framework**, this study will explore how different leadership styles shape the cultural dimensions within the SCARNG. Specifically, the research investigated:

- How transformational leadership foster a clan culture with a focus on collaboration, trust, and shared values.
- How transactional leadership may align with a hierarchy culture, reinforcing control, procedures, and strict compliance.
- Whether elements of ad theocracy or market cultures emerge in specific subunits of the SCARNG depends on leadership behaviours and situational demands.
- Whether elements of laissez-faire are embraced within the SCARNG, especially within the context of leadership styles.

Social Learning Theory

Social Learning Theory (SLT) proposes that individuals learn behaviours and values through observation, imitation, and modelling, particularly in a social context (Bandura, 1977). According to this theory, leaders are role models, influencing followers' attitudes, behaviours, and values by demonstrating specific actions, ethical standards, and communication styles. Social learning occurs when individuals observe leaders' behaviour, internalise it, and replicate it in their actions.

In the context of the SCARNG, leadership behaviours significantly influence soldiers' understanding of unit norms, values, and expectations. Leaders who exhibit transformational leadership behaviours—inspirational motivation, fostering individual development, and encouraging intellectual stimulation—can cultivate a culture of empowerment, trust, and collaboration within the unit. Conversely, transactional leadership behaviours, which emphasise rewards and penalties, might reinforce a more hierarchical and compliance-based culture. Laissez-faire leaders may not actively model behaviours as transformational or

transactional leaders do. Instead, they allow followers to learn independently by trial and error or by observing peers and other leaders. The STL underscores how leadership, through modelling, becomes a key determinant in developing the organisation's culture.

The social modelling process can take many forms:

- *Observational Learning*: Soldiers learn leadership behaviors by observing their superiors.
- *Reinforcement*: Leaders provide positive reinforcement for behaviours that align with organisational goals.
- *Behavioral Consistency*: Leaders maintain consistency in their actions, allowing followers to internalise desired behaviours.

The CVF and SLT guided the study in investigating how different leadership styles influence organisational culture within the SCARNG. Figure 1 represents the social learning theory and the competing values framework concept map.

FIGURE 1
SOCIAL LEARNING THEORY & COMPETING VALUES FRAMEWORK CONCEPT MAP
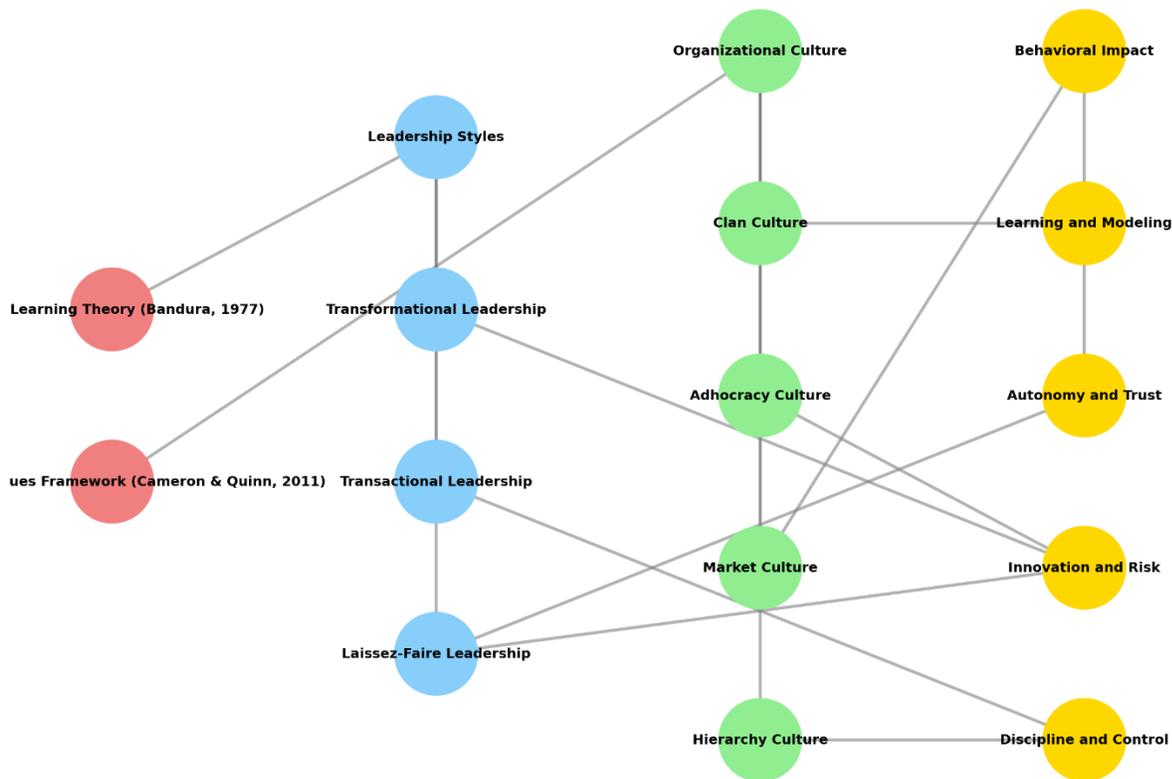
Note. This framework depicts a broad range of leadership styles described by Cameron, K. S., & Quinn, R. E. (2011). Diagnosing and changing organisational culture: Based on the Competing Values Framework (3rd ed.). doi:10.1002/9781118256177 and Bandura, A. (1977). Social learning theory. doi: 10.1016/0022-4405(93)90023-N

Definitions of Terms

Defined terms are explained in different areas not understood within an organisational or cultural context. Leadership and leadership styles are also explored. The concepts of culture and organisational culture are clearly defined. Military culture, levels of culture, and cultural competence were examined within the context of military leadership and organisational culture. The following definition terms guided this study:

- *Culture:* Culture is viewed as an abstract that is described and designated by a leader's informal flexibility and Adhocracy with a degree of structure and shared collective meaning characteristics by a relatively stable set of beliefs (Byrd, 2019; Coufal, 2010; Lim, 1995; Maran et al., 2021; Schein, 2017).
- *Competence:* Cultural competence is a set of congruent behaviours, attitudes, and policies that work together effectively at the organisational level and in cross-cultural situations (Abu-Shawish, 2021; Cross et al., 1989).
- *Leader:* A person who inspires and influences others to achieve a common goal is commonly called a leader (Byrd, 2019; Devi & Narayanamma, 2016; Northouse, 2021; SAMHSA, 2010).
- *Leadership:* Leadership is a set of goals that inspire and influence others to agree to tasks to facilitate a collective effort to get other individuals to do something significant to achieve a common goal (Byrd, 2019; Devi & Narayanamma, 2016; Northouse, 2021; Sivaruban, 2021; Yukl, 2013).
- *Levels of culture:* Levels of culture is a concept developed through the lens of leadership styles exploring artefacts as organisational structure, values as cultural awareness, and assumption as thoughts subjectively perceived (Byrd, 2019; Faupel & Süß, 2019; Mohsin et al., 2020; Sefidan et al., 2021; Stewart, 2006).
- *Leadership style:* Leadership style is viewed as a two-dimensional and direction-implemented plan, which provides a structure of considerations within an organisation (Byrd, 2019; Halpin, 1957; Newstrom, 1993; Tinsulanonda, 1997).
- *Loyalty*, *duty*, *respect*, *selfless service*, *honesty*, *integrity*, *and personal courage* (LDRSHP*):* LDRSHIP is defined as leadership in a military context, viewed as loyalty, duty, respect, selfless service, honour, integrity, and personal courage (SAMHSA, 2010).
- *Military*: The military is a diverse group of organised personnel protecting a nation (Young-Gon Kim & Shin, 2021).
- *Military culture:* Military culture is defined as a unique combination of values, attitudes, and beliefs focused on creating a mission-ready force through socialisation, structure, discipline, and constant training (Luning et al., 2021; Redmond et al., 2015; Trenhan & Soni, 2021).
- *Military leadership:* Military leadership provides a purpose, motivation, and direction to improve organisational culture and leadership while completing the mission (Teasley et al., 2021).
- *Organisational culture:* Organisational culture is defined as shared beliefs, attitudes, and values held by individuals within the organisation (Byrd, 2019; Hatch & Cunliffe, 2013; Morgan, 2006; Robbins & Coulter, 2007; Saeed & Mughal, 2019).
- *Subordinates:* Subordinates are defined as those who are lower in position, and *rank subordinates* are used interchangeably in the relationship, which allows for interaction between the leader and follower (Siew & Koh, 2022).

LITERATURE REVIEW

The literature addressed the aspects of the research essential to achieving the study objectives: the background, the literature review, and the theoretical framework of the variables. The literature review draws extensively on seminal works and scholarly peer-reviewed academic journals to address the variables under study: organisational culture and the different leadership styles. This research study uses a total of 219 references, of which 87% ($n = 190$) are journal articles, 9% ($n = 20$) are books, and 4% ($n = 9$) are dissertations. Of the references used in this dissertation, 76% ($n = 167$) have a publication date within the past 5 years (2018–2023). This research investigates the intricate relationship between leadership styles and organisational culture within the South Carolina Army National Guard (SCARNG).

Additionally, as theoretical frameworks previously discussed leadership styles and organisational culture, the rich history expands on previous seminal work investigating the relationship between leadership

styles and organisational culture guided by the *Social Learning Theory* (Bandura, 1977) and *Competing Values Framework* (Cameron & Quinn, 2011).

Leadership

Leadership is a set of goals that encourage and impact others to fulfil a task and collectively enable people to do something significant to achieve a common goal (Byrd, 2019; Devi & Narayanamma, 2016; Northouse, 2021; Sivaruban, 2021; Yukl, 2013). Over the years, researchers have delved into leadership and debated what constitutes leadership and what it takes to become a successful leader (Ott et al., 2008). According to Ott et al. (2008), many researchers have produced different answers, but none with ease of simplification. Lombard and McCall (1978) described leadership as "one of the most magnetic words that can influence others to achieve goals" (p. 3).

Hughes et al. (1993) explained leadership as the ability to influence individuals to achieve goals; Ott et al. (2008) expressed leadership as an interpersonal process influencing a person's attitude, beliefs, and behaviour. Burns (2012) described leadership as one of the many considerable phenomena. Silva (2016) stated that leadership requires subordinates to accept an individual as a leader. Bennis and Thomas (2020) associated leadership with self-awareness, motivation, and social skills. Leadership is integrally linked to various factors in an individual's leadership perspective (Hunt, 2004).

Leadership Styles and the South Carolina Army National Guard

In reviewing the literature, it is apparent that theories of leadership styles have been developed and redesigned to reflect effective leadership styles, including transformational leadership, transactional leadership, and laissez-faire leadership, to improve organisational development and cultural competence in diverse cultural contexts (Castillo, 2020; Edward et al., 2015; Kellerman, 2018). The concept of leadership development and growth of leadership personnel describes military leadership as a dynamic interplay of diverse elements and facets leading to a multilevel methodological approach to leadership (Castillo, 2020; Day & Dragoni, 2015; Zheng & Muir, 2015). Considering how leaders become successful and maintain leadership positions in organisations is essential, with certain innate qualities such as emotional intelligence, excellent work ethics, and the ability to resolve conflict among diverse groups (Castillo, 2020).

According to Kayaalp (2018), military leadership is comparable to cultural competence, where behaviours and attitudes work together at the organisational level and cross-culturally. Military culture is hierarchically structured, leadership-bound, and aimed at transforming subordinates into leaders (Bishop & Ross, 2018; Bryan & Polden, 2021; Chiorcea & Cioranu, 2021; Johnson, 2019). Transformational leadership and subordinate relationships are recognised throughout commanding officers' leadership styles in the military organisational culture as inclusive leadership (Belanger, 2018; Castillo, 2020). Saeed and Mughal (2019) argued that culture intervenes in the relationship between transactional leadership styles and organisational culture. As in every profession, the military needs leaders to effectively employ skills, education, and training (Mele, 2020). The literature presented is in a military organisational and cultural context and is perceived as helpful for this research study under the current leadership continuum of the SCARNG (Clinton, 2018).

The military has core values: loyalty, duty, respect, selfless service, honour, integrity, and personal courage. It is also indicated as LDRSHIP (Clinton, 2018; Kirchner, 2018). Military narratives and past discourse do not guarantee that leadership should be transformational, transactional, or laissez-faire but acknowledge that leaders face challenges ranging from mild to complex (Eagly et al., 2003; Margiotta, 2019; Woods, 2019). The research on leadership style remains a phenomenon that has yet to unveil its true nature and definition, especially from an organisational cultural perspective (Castillo, 2020; Clinton, 2018; Northouse, 2018). Leadership styles involve many concepts, elements, facets, and multidisciplinary leadership engagements (Margiotta, 2019; Philippson, 2018). As a result, researchers have not specified definitive findings on what impacts leadership, what makes a person a leader, and how many behavioural traits are involved (Clinton, 2018; Kellerman, 2018; Puni et al., 2020; Taylor, 2018).

Transformational Leadership in the South Carolina Army National Guard

Military leadership is imperative because of the diverse professionals of leadership that mould the military culture (Hamad, 2015). The SCARNG transformational leadership approach caused a change in individual subordinates and officers at the social level (Hamad, 2015). The leadership approach in this organisational culture reflects leaders who follow and lead as a representation of the nature of leadership (Hamad, 2015). Nevertheless, leaders who follow self-serving attributes may not be able to transform other subordinates into leaders through a positive relationship (William, 2012). Evidence has shown that few leaders often give subordinates flawed arguments, persuading subordinates away from core leadership prospects (Ferreira et al., 2020; Holt & Davis, 2022). For example, the impaired bias that clouds officers' judgment and the inability to enforce talent management reduces subordinates' career progression (Holt & Davis, 2022). From a leadership perspective, talent management should include an innovative, transparent leadership environment geared toward diversifying the armed forces with no exclusion to improve the total force (Holt & Davis, 2022).

Military leaders must enrich talent management and develop a total force (Ferreira et al., 2020). The scope of diversity should be improved to eliminate career bias that may degrade Army culture and deflate organisational structure (Ferreira et al., 2020; Holt & Davis, 2022). Leaders within organisations who transmit flawed arguments to subordinates may inspire vision in subordinates (Ferreira et al., 2022; Spicer, 2020). Ferreira et al. (2022) argued that leaders make declarations to subordinates without regard for the truth, but it can also be effective. McCarthy et al. (2020) argued that though a flawed argument can be positive, it may disrupt subordinates' performance. Leadership should be truthful in distributing information to subordinates to get results (McCarthy et al., 2020). The truth gives freedom of approach to leadership, and subordinates accept the truth as trust from leaders (Ferreira et al., 2022). Spicer (2020) deliberated that the flawed argument concept may be misperceived as a profound yet condescending argument limiting subordinates' development.

Castillo (2020) found that trust must be revealed to gain truth, but Ferreira et al., 2020 found that ethical assumptions are always necessary to change leaders' attitudes and perceptions toward trust. Insight from a body of knowledge supports an ethical foundation where subordinates adhere to transformational leadership based on trust and acknowledging the truth (Castillo, 2020; Ferreira et al., 2020; McCarthy et al., 2020; Spicer, 2020). Transformational leadership allows for a more social and voluntary approach to communication and an open, coordinated experience (Arham et al., 2017; Castillo, 2020). In the military and the SCARNG, transformational leadership provides more significant focus and is more ethically bound and effective than transactional and laissez-faire leadership (Arham et al., 2017; Castillo, 2020). According to Castillo (2020), leadership must be ethical and efficient because it provides direction and moral truth to the people.

Transactional Leadership in the South Carolina Army National Guard

In the confines of the military, rewards and punishment follow suit (Young-Gon Kim & Shin, 2021). Rewards should be given for good behaviour, but punishment is the consequence when military policies and regulations are broken (Saeed & Mughal, 2019). Military rewards are contingent on officers' and subordinates' growth and expansion within the SCARNG organisational culture, spanning the increase of victories and mission manoeuvres (Toney, 2021). The rewards are present, but most National Guard personnel would agree that it is not for some officers or subordinates to receive them (Newton, 1964; Saeed & Mughal, 2019; Toney, 2021). Young-Gon Kim and Shin (2021) suggested that transformational action is achieved by price, hence, the rewarding nature of the armed forces to embrace performance by reward. The SCARNG repetitively provides rewards by performance, embracing the old forge's organisational and cultural diversity, signalling the existence of control (Young-Gon Kim & Shin, 2021). The transactional leadership style is influenced by exertion executed by commanding officers connected deeply by self-determination and organisational satisfaction (Young-Gon Kim & Shin, 2021).

While the literature on transactional leadership focuses on the performance of subordinates, leadership within the SCARNG is boosted by directives, goal setting and the establishment of routine activities endorsed by feedback mechanisms based on decision-making and regulation (Puni et al., 2020). A

transactional leader is an individual who appreciates ranking structure and command leadership (Toney, 2021). Transactional leadership is similar to laissez-faire leadership because it rewards achieving specific goals and accomplishing milestones (Puni et al., 2020). The literature suggests transactional leadership recognises subordinates' rewards for work completed under the status quo (Puni et al., 2020).

Laissez-Faire Leadership in the South Carolina Army National Guard

Leaders within the SCARNG organisational culture have methods and resources to evade responsibility (Batista-Foguet et al., 2021; Briding, 2021; Dague, 2021). Leaders who are part of laissez-faire, passive avoidant leadership run afoul of the fallacies created by flawed arguments, which undermine the validity of the arguments (Ferreira et al., 2022), encouraging subordinates to act by themselves instead of reassuring command leadership. A laissez-faire leadership style explores and encourages risk-taking unsuitable for military leadership (Briding, 2021; Dague, 2021; Ferreira et al., 2022). This leadership style leads subordinates to become tomorrow's leaders by encouraging self-development, training, and support (Eagly et al., 2003). When this leadership approach is reckoned with in a military context, leaders embrace subordinated decision-making and laud the work accomplished (Eagly et al., 2003). Some leadership styles uncovered in organisations align more with transformational than laissez-faire leadership styles (Eagly et al., 2003).

Nevertheless, the implications of other leadership styles may encourage military subordinates to move away from motivation and inspiration not beneficial to growth and development and submerge in laissez-faire leadership because of the contingent reward accompanying this leadership style (Eagly et al., 2003). Although transformational leaders in the SCARNG have a more encouraging leadership style, persuading subordinates to become more enthusiastic and energetic about mission objectives is critical (Eagly et al., 2003). The laissez-faire leadership style is popular in the military because it offers rewards such as medals, promotions, and endorsements while holding soldiers accountable for their performance and conduct (Eagly et al., 2003). Although transactional and transformational leadership are widely accepted in many organisations (Newton, 1964), laissez-faire leadership is poised to lead in the strategic decision-making process derived from military leadership (Saeed & Mughal, 2019). Although the literature has suggested that laissez-faire leaders are limited in leadership responsibility (Eagly et al., 2003), laissez-faire leadership remains a leadership style by exception, granting rewards contingent on performance measure styles (Toney, 2021).

Culture, Military Culture & Organisational Culture

Culture is a product of a military social environment that includes norms and values governed by regulations (Redmond et al., 2015). If culture is added to leadership styles, it is posited that it can become effective (Khan et al., 2018; Rasool et al., 2019; Saeed & Mughal, 2019). Cultural relationships are imperative for organisational development (Khan et al., 2018; Rasool et al., 2019). Due to cultural impedance in the military, an organisational cultural mismatch occurs, and officers and subordinates become divided (Melo, 2020). Though culture is seen as abstract, the degree and structure may become shared, collective meaning that explains biological and cultural factors (Byrd, 2019; Credé, 2018; Luning et al., 2021). Military culture is embedded in socialization and integration (Redmond et al., 2015). Though defined as a unique combination of values, attitudes, and beliefs focused on creating a mission-ready force through socialization, structure, discipline, and constant training (Luning et al., 2021; Redmond et al., 2015; Trehan & Soni, 2021), military culture is hierarchical and structured in nature (Redmond et al., 2015).

Organisational culture originated in the organisation's history, which deals with different organisations' heroes and role models (Akpamah et al., 2021; Carter, 2021; Mash et al., 2018; Nam & Park, 2019; Sutter, 2020). Organisational culture is more than a group of individuals that comprise an organisation (Luning et al., 2021; Schein, 2017). Organisational culture is a shared belief characterized by an integrated norm and values unified in human resources and organisational identity (Dewi & Sukarno, 2021; Imran et al., 2021; Rahmatullah et al., 2022). Sapta et al. (2021) described organisational culture as situational factors with groups engaging in personal behaviors with separate identities. Rahmatullah et al. (2022) described organisational culture as a prevailing culture where people gather and work as a group. Emita et al. (2021)

described organisational culture as members united as a family. The descriptions symbolize the armed forces (Emita et al., 2021).

RESEARCH METHODOLOGY

The current research focused on a quantitative cross-sectional research design coupled with a correlational and simple linear regression analysis, which was used to investigate the intricate relationship between leadership styles and organisational culture within the South Carolina Army National Guard (SCARNG). The Competing Values Framework (Cameron & Quinn, 2011) guided this research study.

Research Design

Researchers use a cross-sectional design to test for a relationship between two or more variables (Creswell & Creswell, 2018). Research designs help ensure that questions are answered and valid discoveries are made to find appropriate solutions for scientific research problems (Mello, 2022). Cooper and Schindler (2003) suggested that a research study conducted between two or more variables is correlational, which justifies using the chosen research design. Neuman (2003) concurred with Cooper and Schindler's justification of correlational designs. The following summarizes each method and provides a description reinforced by the literature.

Participants

The participants were selected from the general population of the Army National Guard. The Army National Guard has 336,000 members, and the Air National Guard has 108,300 members (Duffin, 2022). There are over 11,500 Air National Guard and Army National Guard members in the State of South Carolina (SC; McEntire Joint National Guard [MJNG], 2012). The unit Squadron Airmen, located at the McEntire Airbase, comprises approximately 1,500 Air National Guardsmen (MJNG, 2012). The study sample was drawn from the SCARNG domain in South Carolina. The study included purposive (judgmental) sampling, a nonprobability sampling technique that does not randomly choose participants (Nurlitasari et al., 2022). The sample size needed for the target population was 219 (Raosoft, 2004). A 95% confidence level was used for this study, with a 5% margin of error and a population size of 503 because the total population was known. Laguilles et al. (2011), the average response rate for an online survey is 20%; thus, the survey may be delivered to more than 1,860 potential participants to obtain the required sample size.

Operationalised Instrumentation

Participants in this research study completed a self-administered survey compiled by Mind Garden, which offers an integrated data-processing survey system. The Competing Values Framework (CVF) and Social Learning Theory (SLT) instruments have been tested for reliability and validity in prior research, often reporting acceptable Cronbach's alpha and other consistency measures. Respondents typically rate the CVF item scale agreement on a Likert scale ranging from 1 = "Strongly Disagree" to 5 = "Strongly Agree" for each statement. To score the items, respondents distributed 100 points across the four cultural types (Clan, Adhocracy, market, and Hierarchy) to reflect the extent to which each type describes their organisation—the aggregate scores for each cultural type to identify dominant cultural dimensions. Studies utilizing the CVF consistently report Cronbach's alpha values ranging from 0.70 to 0.90, which indicates good internal consistency. Studies using instruments aligned with SLT report high reliability between 0.70–0.95.

Validity of the Instruments

Competing Values Framework (CVF) has been validated through confirmatory factor analysis (CFA) and construct validity tests in multiple studies. Quinn and Rohrbaugh (1983) established the conceptual validity of the CVF, demonstrating that the four cultural types align with real-world organisational behaviors. Denison et al. (1995) further confirmed the framework's validity by correlating cultural dimensions with organisational effectiveness metrics (e.g., performance, innovation). The CVF and its

associated tools (like the OCAI) are reliable and valid for measuring organisational culture across industries, including military settings, with strong construct and convergent validity.

Multiple studies have validated the social learning theory (SLT), which was confirmed through CFA. There is a clear differentiation between transformational, transactional, and laissez-faire leadership. Construct validity was established by correlating leadership behaviors with organisational outcomes, such as follower satisfaction, trust, and performance. Instruments measuring observational learning and behavioural modelling (core SLT principles) often demonstrate strong construct and predictive validity.

Reliability of the Instruments

Reliability is taken for granted as an essential but inadequate condition for validity in assessment use (Moss, 1994). Reliability is the extent to which an instrument is measured consistently and repeatedly in similar situations (Heale & Twycross, 2015). The measure of reliability is the estimated evaluation of measurement stability; it is also the measure of internal consistency and interrater reliability (Kimberlin & Winterstein, 2008; Sürücü & Maslakçi, 2020). Reliability has been operationalised in academic literature as a standard of assessment for measure (Moss, 1994). According to Zhao et al. (2022), reliability consistently evaluates the measure to ensure solid results in the analysis. In reliability, procedures, especially accounting for research biases, may be achieved through true values and comparable findings (Noble & Smith, 2015). The overall reliability of CVF measuring organisational culture across industries, including military settings, Cronbach's alpha is .0.70–0.90. The overall reliability for SLT Cronbach's alpha is 0.70–0.95, validating strong construct and predictive validity evidence.

Research Procedures

In October 2021, the researcher made contact via email, requesting to use the CVF instrument at the graduate level. The office of Kim Cameron, the owner of the copyright instrument, responded favorably, stating that there is no charge to students for research purposes to use the CVF. Permission was granted in October 2021. The Adjutant General's Office in South Carolina was contacted via email for permission to conduct research; additional information about the research study was presented to the Adjutant General's Office. Permission was granted in February 2022, with directives to follow Department of Defense (DOD) policy 5500.07-R, section 3-300b ethical guidelines. Email correspondence must not be generated via military email addresses to conduct this research. Civilian email addresses were allowed. Because of the nature of participating in military members' drill attendance schedule (one weekend per month), participants were asked to complete the survey during weekend drills. A reminder email was sent until the minimum sample size was reached ($n = 248$). Participants were recruited via flyer to participate in the survey voluntarily.

Data Analysis Strategy

This quantitative research study investigated the intricate relationship between leadership styles and organisational culture within the South Carolina Army National Guard (SCARNG). The data collection and analysis strategy heeded the overarching research objectives:

1. The purpose of this study is to investigate the relationship between leadership styles (transformational, transactional, and laissez-faire) and organisational culture within the SCARNG, using the *Competing Values Framework* to identify the dominant cultural dimensions (Clan, Adhocracy, Market, and Hierarchy).
2. The *social learning theory* will be used to predict practical strategies for enhancing leadership practices that are aligned with organisational culture, improving unit cohesion, morale, and operational readiness within the SCARNG.

The research study tested the current objectives by investigating the relationship between transformational, transactional, and laissez-faire leadership styles and organisational culture.

Ethical Consideration

All obtained information regarding data collection was critically observed for data replication and was cleaned. Participant information was collected, secured on a disk, and locked in a secured military vault. Data compiled would remain confidential and anonymous for privacy from leadership without repercussion, coercion, or conflict of interest. The data has been electronically stored and kept for 5 years in a vaulted area and will be destroyed by the researcher.

ANALYSIS & RESULTS

This quantitative analysis investigates the intricate relationship between leadership styles and organisational culture within the South Carolina Army National Guard (SCARNG). The broader concept of this study was designed to provide empirical data to assist the SCARNG leadership in emphasizing relationship development and building a robust organisational culture where leaders and subordinates can coexist.

Three broad research objectives guided the investigation between variables (Creswell, 2014).

1. To analyze how leadership styles (transformational, transactional, and laissez-faire) influence the development of organisational culture within the SCARNG, using the *Competing Values Framework* to identify the dominant cultural dimensions (Clan, Adhocracy, Market, and Hierarchy).
2. To evaluate the role of *Social Learning Theory* in understanding how leadership behaviors are observed, modelled, and reinforced within the SCARNG, shaping the values, norms, and behaviors that define its organisational culture.
3. To identify practical strategies for enhancing leadership practices and aligning organisational culture to improve unit cohesion, morale, and operational readiness within the SCARNG.

The objectives were reviewed, and voluntary participants were selected from the SCARNG population of 503 members (McEntire Joint National Guard [MJNG], 2012). A nonprobability purposive (judgmental) sampling (Nonliterary et al., 2022) was performed, and a sample size of 248 was used to assess the population (Raosoft, 2004). The exclusion was participants under 18 and from different components of the Army and other Army National Guard units outside the parameters of the SCARNG. The inclusion criteria were participants 18 years and older, part-time and full-time, in the SCARNG (Creswell, 2014; Fogg & Yerby, 2020; Office of the Assistant Secretary of Defense Force Management Policy, n.d.).

Descriptive Data

A flyer was created to ask participants to participate in the study voluntarily. A total of 503 licenses were purchased from Mind Garden to conduct the survey (Bass & Avolio, 2004). SPSS was used to analyze descriptive statistics. Of the 503 respondents, only 49.3% ($n = 248$) completed the survey, and 50.7% ($n = 255$) did not attempt or complete the survey (Raosoft, 2004). The completed responses were within the acceptable 95% confidence level (Creswell & Creswell, 2018).

Data Analysis

A Pearson product-moment correlation and simple linear regression analysis were conducted to assess the relationship between leadership styles and organisational culture. According to Conover and Iman (1981), the Pearson correlation coefficient (ρ) measures the strength of the linear association between two continuous variables. The Pearson correlation assumes the variables are linearly related (Conover & Iman, 1981). The linearity assumption was assessed graphically using a scatterplot. A Pearson r correlation is the appropriate bivariate statistic when both input variables are continuous and are linearly related (Conover & Iman, 1981). The Pearson correlation coefficient ranges from -1 to $+1$.

A simple linear regression analysis was a suitable statistical method for investigating the relationship between leadership styles and organisational culture within the South Carolina Army National Guard. This approach is convenient for examining how a single independent variable, such as leadership style, predicts an outcome variable, such as the dimension of organisational culture. This study employs simple linear

regression to analyze the direct relationship between transformational leadership and organisational culture. Transformational leadership, characterized by inspiring and motivating team members (Bass, 1990), is hypothesized to influence an organisation's ability to adapt to change positively.

The simplicity of the linear regression model ensures clarity in understanding how changes in transformational leadership scores directly influence scores in organisational adaptability. The model produces a regression coefficient (β), which quantifies the strength and direction of this relationship. For instance, a significant positive β would confirm that higher levels of transformational leadership are associated with increased adaptability, aligning with existing literature (Avolio & Bass, 2004). Additionally, the R^2 statistic provides insight into the proportion of variability in organisational adaptability explained by transformational leadership. This matter aligns with recommendations from Field (2013), who emphasizes the utility of simple linear regression in isolating single-variable effects in organisational research (Field, 2013).

Focusing on a straightforward, one-to-one relationship allows for a clear interpretation of results, which can be valuable in communicating findings to stakeholders within the South Carolina Army National Guard. For example, if the analysis reveals a strong positive relationship, this evidence could support leadership development initiatives emphasizing transformational practices to enhance organisational adaptability. Simple linear regression served as an effective tool for assessing the direct impact of leadership styles on specific dimensions of organisational culture. This approach provides actionable insights and contributes to a growing knowledge of leadership and organisational effectiveness. Furthermore, the dependent variable in this study is organisational culture, measured across its key dimensions (Clan, Adhocracy, Market, and Hierarchy). The independent variables include distinct leadership styles, such as transformational, transactional, and laissez-faire leadership.

RESULTS

This study used Pearson's product–moment correlation and simple linear regression analysis to investigate the intricate relationship between leadership styles and organisational culture within the South Carolina Army National Guard (SCARNG). The objectives review the correlation and regression analysis.

Correlation Analysis

Cohen's standard was used to evaluate the strength of the relationships, where coefficients between .10 and .29 represent a small effect size, coefficients between .30 and .49 represent a moderate effect size, and coefficients above .50 indicate a large effect size (Cohen, 1988). A Pearson correlation analysis was conducted between leadership styles (Transformational, Transactional, and Laissez-faire) and organisational cultural dimensions (Clan, Adhocracy, Market, and Hierarchy).

1. This study aims to investigate the relationship between leadership styles (transformational, transactional, and laissez-faire) and organisational culture within the SCARNG. It will use the *Competing Values Framework* to identify the dominant cultural dimensions (Clan, Adhocracy, Market, and Hierarchy).

The result of the correlations was examined using the Bonferroni correction to adjust for multiple comparisons based on an alpha value of .05. A significant negative correlation was observed between transformational and Clan culture, with a correlation of -.24, indicating a small effect size ($p < .001$, 95.00% CI = [-.35, -.12]). This matter suggests that as transformation increases, Clan culture tends to decrease. A significant negative correlation was observed between transactional and Clan culture, with a correlation of -.19, indicating a small effect size ($p = .019$, 95.00% CI = [-.30, -.06]). This suggests that as transactions increase, Clan culture tends to decrease. No significant correlation was found between laissez-faire and clan culture. Table 1 represents the results of the correlations.

TABLE 1
PEARSON CORRELATION RESULTS BETWEEN LEADERSHIP STYLES
(TRANSFORMATIONAL, TRANSACTIONAL, LAISSEZ-FAIRE) AND CLAN CULTURE

Combination	r	95.00% CI	n	p
Transformational-Clan culture	-.24	[-.35, -.12]	248	< .001
Transactional-Clan culture	-.19	[-.30, -.06]	248	.019
Laissez-Faire-Clan culture	.11	[-.02, .23]	248	.587

Note. P-values adjusted using the Bonferroni correction

A Pearson correlation analysis was conducted among transformational, transactional, laissez-faire, and Adhocracy cultures.

A significant positive correlation was observed between transformational and Adhocracy culture, with a correlation of .19, indicating a small effect size (p = .020, 95.00% CI = [.06, .30]). This suggests that as transformation increases, adhocracy culture tends to increase. A significant positive correlation was observed between transactional and Adhocracy culture, with a correlation of .19, indicating a small effect size (p = .018, 95.00% CI = [.06, .31]). This suggests that as transactions increase, Adhocracy culture tends to increase. No significant correlation was found between laissez-faire and Adhocracy culture. Table 2 represents the results of the correlations.

TABLE 2
PEARSON CORRELATION RESULTS BETWEEN LEADERSHIP STYLES
(TRANSFORMATIONAL, TRANSACTIONAL, LAISSEZ-FAIRE) AND
ADHOCRACY CULTURE

Combination	r	95.00% CI	n	p
Transformational-Adhocracy culture	.19	[.06, .30]	248	.020
Transactional-Adhocracy culture	.19	[.06, .31]	248	.018
Laissez-faire-Adhocracy culture	.07	[-.05, .19]	248	1.000

Note. P-values adjusted using the Bonferroni correction

A Pearson correlation analysis was conducted on transformational, transactional, laissez-faire, and market culture.

A significant positive correlation was observed between transformational and Market culture, with a correlation of .26, indicating a small effect size (p < .001, 95.00% CI = [.14, .37]). This suggests that as transformational increases, Market culture tends to increase. A significant positive correlation was observed between transactional and Market culture, with a correlation of .25, indicating a small effect size (p < .001, 95.00% CI = [.13, .36]). This suggests that as transactions increase, Market culture tends to increase. No significant correlation was found between laissez-faire and Market culture. Table 3 represents the results of the correlations.

TABLE 3
PEARSON CORRELATION RESULTS BETWEEN LEADERSHIP STYLES
(TRANSFORMATIONAL, TRANSACTIONAL, LAISSEZ-FAIRE, AND MARKET CULTURE

Combination	r	95.00% CI	n	p
Transformational-Market culture	.26	[.14, .37]	248	< .001
Transactional-Market culture	.25	[.13, .36]	248	< .001
Laissez-Faire-Market culture	.04	[-.08, .17]	248	1.000

Note. P-values adjusted using the Bonferroni correction

A Pearson correlation analysis was conducted among transformational, transactional, laissez-faire, and Hierarchy cultures.

A significant positive correlation was observed between transformational and Hierarchy, with a correlation of .32, indicating a moderate effect size (p < .001, 95.00% CI = [.20, .43]). This suggests that as transformation increases, Hierarchical culture tends to increase. A significant positive correlation was observed between transactional and Hierarchy culture, with a correlation of .29, indicating a small effect size (p < .001, 95.00% CI = [.18, .40]). This suggests that as transactional culture increases, so does hierarchy culture. No significant correlation was found between laissez-faire and Hierarchy culture. Table 4 represents the results of the correlations.

TABLE 4
PEARSON CORRELATION RESULTS BETWEEN LEADERSHIP STYLES
(TRANSFORMATIONAL, TRANSACTIONAL, LAISSEZ-FAIRE, AND
HIERARCHY CULTURE

Combination	r	95.00% CI	n	p
Transformational-Hierarchy culture	.32	[.20, .43]	248	< .001
Transactional-Hierarchy culture	.29	[.18, .40]	248	< .001
Laissez-Faire-Hierarchy culture	.06	[-.06, .18]	248	1.000

Note. P-values adjusted using the Bonferroni correction

Regression Analysis

A linear regression analysis was conducted to assess whether leadership styles (transformational, transactional, and laissez-faire) significantly predict organisational cultural dimensions (Clan, Adhocracy, Market, and Hierarchy).

1. The *social learning* theory will predict practical strategies for enhancing leadership practices aligned with organisational culture, improving unit cohesion, morale, and operational readiness within the SCARNG.

The linear regression model results were significant, $F (3,244) = 6.01$, $p < .001$, $R^2 = .07$, indicating that approximately 6.88% of the variance in Clan culture is explainable by transformational, transactional, and laissez-faire. Transformational significantly predicted Clan culture, $B = -5.11$, $t(244) = -2.57$, $p = .011$. This indicates that, on average, a one-unit increase in Transformational will decrease the value of Clan culture by 5.11 units. Transactional did not significantly predict Clan culture, $B = -1.29$, $t(244) = -0.64$, $p = .526$. Based on this sample, a one-unit increase in transactional does not significantly affect Clan culture. Laissez-faire did not significantly predict Clan culture, $B = 2.91$, $t(244) = 1.54$, $p = .124$. Based on this sample, a one-unit increase in laissez-faire does not significantly affect Clan culture. Table 5 summarizes the results of the regression model. **Autocorrelation.** A Durbin-Watson test was conducted to assess the degree of autocorrelation among the residuals. The result was not significant, $DW = 1.93$, $p = .275$, suggesting there was little to no autocorrelation among the residuals.

TABLE 5
RESULTS FOR LINEAR REGRESSION WITH LEADERSHIP STYLES
(TRANSFORMATIONAL, TRANSACTIONAL, AND LAISSEZ-FAIRE)
PREDICTING CLAN CULTURE

Variable	B	SE	95.00% CI	β	t	p
(Intercept)	56.90	4.18	[48.67, 65.12]	0.00	13.62	< .001
Transformational	-5.11	1.99	[-9.02, -1.20]	-0.21	-2.57	.011
Transactional	-1.29	2.02	[-5.27, 2.70]	-0.05	-0.64	.526
Laissez-Faire	2.91	1.89	[-0.80, 6.63]	0.10	1.54	.124

Note. Results: $F(3,244) = 6.01$, $p < .001$, $R^2 = .07$
Unstandardized Regression Equation: Clan Culture = 56.90 – 5.11*Transformational – 1.29*Transactional + 2.91*Laissez-Faire

A linear regression analysis assessed whether transformational, transactional, and laissez-faire significantly predicted Adhocracy culture.

The linear regression model results were significant, $F(3,244) = 4.22$, $p = .006$, $R^2 = .05$, indicating that approximately 4.93% of the variance in Adhocracy culture is explainable by transformational, transactional, and laissez-faire. Transformational did not significantly predict Adhocracy culture, $B = 2.65$, $t(244) = 1.37$, $p = .173$. Based on this sample, a one-unit increase in Transformational does not significantly affect Adhocracy culture. Transactional did not significantly predict Adhocracy culture, $B = 3.01$, $t(244) = 1.53$, $p = .128$. Based on this sample, a one-unit increase in Transactional does not significantly affect Adhocracy culture. Laissez-faire did not significantly predict Adhocracy culture, $B = 2.41$, $t(244) = 1.31$, $p = .191$. Based on this sample, a one-unit increase in laissez-faire does not significantly affect ad-hocracy and adhocracy culture. Table 6 summarizes the results of the regression model. A Durbin-Watson test was conducted to assess the degree of autocorrelation among the residuals. The result was significant, $DW = 1.60$, $p < .001$, suggesting the results may be influenced by autocorrelation among residuals.

TABLE 6
RESULTS FOR LINEAR REGRESSION WITH LEADERSHIP STYLE
(TRANSFORMATIONAL, TRANSACTIONAL, AND LAISSEZ-FAIRE)
PREDICTING ADHOCRACY CULTURE

Variable	B	SE	95.00% CI	β	t	p
(Intercept)	10.95	4.07	[2.94, 18.96]	0.00	2.69	.008
Transformational	2.65	1.93	[-1.16, 6.45]	0.11	1.37	.173
Transactional	3.01	1.97	[-0.88, 6.89]	0.12	1.53	.128
Laissez-Faire	2.41	1.84	[-1.21, 6.02]	0.08	1.31	.191

Note. Results: $F(3,244) = 4.22$, $p = .006$, $R^2 = .05$
Unstandardized Regression Equation: Adhocracy Culture = 10.95 + 2.65*Transformational + 3.01*Transactional + 2.41*Laissez-faire

A linear regression analysis assessed whether transformational, transactional, and laissez-faire significantly predicted Market culture.

The linear regression model results were significant, $F(3,244) = 7.47$, $p < .001$, $R^2 = .08$, indicating that approximately 8.41% of the variance in Market culture is explainable by transformational, transactional, and laissez-faire. Transformational significantly predicted Market culture, $B = 4.36$, $t(244) = 2.19$, $p = .030$. This indicates that, on average, a one-unit transformational increase will increase the value of Market

culture by 4.36 units. Transactional did not significantly predict Market culture, $B = 3.71$, $t(244) = 1.83$, $p = .069$. Based on this sample, a one-unit increase in Transactional does not significantly affect Market culture. Laissez-faire did not significantly predict Market culture, $B = 1.78$, $t(244) = 0.94$, $p = .347$. Based on this sample, a one-unit increase in Laissez-faire does not significantly affect Market culture. Table 7 summarizes the results of the regression model. A Durbin-Watson test was conducted to assess the degree of autocorrelation among the residuals. The result was significant, $DW = 1.60$, $p < .001$, suggesting the results may be influenced by autocorrelation among residuals.

TABLE 7
RESULTS FOR LINEAR REGRESSION WITH LEADERSHIP STYLES
(TRANSFORMATIONAL, TRANSACTIONAL, AND LAISSEZ-FAIRE)
PREDICTING MARKET CULTURE

Variable	B	SE	95.00% CI	β	t	p
(Intercept)	5.73	4.19	[-2.53, 13.99]	0.00	1.37	.173
Transformational	4.36	1.99	[0.43, 8.28]	0.17	2.19	.030
Transactional	3.71	2.03	[-0.29, 7.71]	0.14	1.83	.069
Laissez-Faire	1.78	1.89	[-1.95, 5.51]	0.06	0.94	.347

Note. Results: $F(3,244) = 7.47$, $p < .001$, $R^2 = .08$
Unstandardized Regression Equation: Market Culture = 5.73 + 4.36*Transformational + 3.71*Transactional + 1.78*Laissez-Faire

A linear regression analysis assessed whether transformational, transactional, and laissez-faire significantly predicted Hierarchy culture.

The linear regression model results were significant, $F(3,244) = 11.32$, $p < .001$, $R^2 = .12$, indicating that approximately 12.22% of the variance in Hierarchy culture is explainable by transformational, transactional, and laissez-faire. Transformational significantly predicted Hierarchy culture, $B = 5.77$, $t(244) = 2.87$, $p = .004$. This indicates that, on average, a one-unit transformational increase will increase the value of Hierarchy culture by 5.77 units. Transactional significantly predicted Hierarchy culture, $B = 4.19$, $t(244) = 2.04$, $p = .042$. This indicates that, on average, a one-unit increase in transactional will increase the value of Hierarchy culture by 4.19 units. Laissez-faire did not significantly predict Hierarchy culture, $B = 2.46$, $t(244) = 1.29$, $p = .198$. Based on this sample, a one-unit increase in laissez-faire does not significantly affect Hierarchy culture. Table 8 summarizes the results of the regression model. A Durbin-Watson test was conducted to assess the degree of autocorrelation among the residuals. The result was significant, $DW = 1.57$, $p < .001$, suggesting the results may be influenced by autocorrelation among residuals.

TABLE 8
RESULTS FOR LINEAR REGRESSION WITH LEADERSHIP STYLES
(TRANSFORMATIONAL, TRANSACTIONAL, AND LAISSEZ-FAIRE)
PREDICTING HIERARCHY CULTURE

Variable	B	SE	95.00% CI	β	t	p
(Intercept)	1.97	4.23	[-6.36, 10.30]	0.00	0.47	.641
Transformational	5.77	2.01	[1.81, 9.73]	0.22	2.87	.004
Transactional	4.19	2.05	[0.15, 8.22]	0.16	2.04	.042
Laissez-Faire	2.46	1.91	[-1.30, 6.22]	0.08	1.29	.198

Note. Results: $F(3,244) = 11.32$, $p < .001$, $R^2 = .12$
Unstandardized Regression Equation: Hierarchy Culture = 1.97 + 5.77*Transformational + 4.19*Transactional + 2.46*Laissez-Faire

Multicollinearity. Variance Inflation Factors (VIF) were calculated to detect multicollinearity between predictor variables. All predictors in the regression model have VIFs less than 10, indicating that the predictor variables were not highly correlated (Table 9).

TABLE 9
VARIANCE INFLATION FACTORS FOR LEADERSHIP STYLES
(TRANSFORMATIONAL, TRANSACTIONAL, AND LAISSEZ-FAIRE)

Variable	VIF
Transformational	1.67
Transactional	1.67
Laissez-Faire	1.00

Homoscedasticity. Homoscedasticity was also evaluated by plotting the residuals against the predicted values (Bates et al., 2014; Field, 2017; Osborne & Walters, 2002). The assumption of homoscedasticity appeared randomly distributed with a mean of zero and no apparent curvature. Figure 2 presents a scatterplot of predicted values and model residuals.

FIGURE 2
RESIDUALS SCATTERPLOT TESTING HOMOSCEDASTICITY
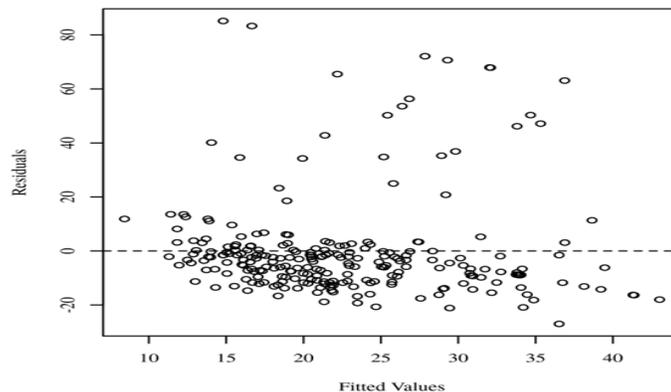
CONCLUSION & DISCUSSION

The study aimed to investigate the intricate relationship between leadership styles and organisational culture within the South Carolina Army National Guard (SCARNG). Organisational culture evolved by forming groups with the expertise to address internal and external environmental factors (Theofanidis & Fountouki, 2018). The SCARNG organisational culture has been shaped, nurtured, and sustained through socialization (Galioto, 1988; Reinhard, 2015). The analysis results provide valuable insights into the relationships between leadership styles and organisational cultures. The study examined three leadership styles—transformational, transactional, and laissez-faire—and their correlations with four distinct organisational cultures: Clan, Adhocracy, Market, and Hierarchy.

Transformational leadership showed a significant negative correlation with Clan culture, suggesting that as transformational leadership increases, Clan culture tends to decrease. This implies that transformational leadership may prioritize more individualistic or performance-driven environments, which can undermine the collaborative and people-focused nature typical of Clan cultures. However, transformational leadership positively correlates with adhocracy, market, and Hierarchical cultures,

indicating that leaders who adopt a transformational style tend to foster more innovative, competitive, and structured organisational environments. This suggests that transformational leaders may be effective in organisations that aim for innovation, competitiveness, and clear structure.

Transactional leadership also demonstrated significant negative correlations with Clan culture, similar to transformational leadership, highlighting that transactional leadership may not align well with collaborative or people-centered cultures. On the other hand, transactional leadership showed positive correlations with adhocracy, market, and hierarchy cultures, suggesting that this leadership style fosters more structured, competitive, and performance-oriented environments that align well with these cultures.

Laissez-faire leadership, in contrast, did not show significant correlations with any organisational cultures examined. This lack of impact suggests that laissez-faire leadership may be less effective in shaping organisational culture, as it is characterized by a hands-off approach that fails to provide the necessary direction or influence to foster any particular culture.

Regression analyses further supported these findings. Leadership styles accounted for a modest portion of the variance in organisational cultures. Specifically, transformational leadership significantly predicted Clan, Market, and Hierarchy cultures, with a negative impact on Clan culture and a positive influence on Market and Hierarchy cultures. Transactional leadership significantly predicted market and hierarchical cultures but not clan or adhocracy cultures. Laissez-faire leadership did not significantly predict organisational cultures, emphasizing its minimal effect on organisational culture.

Furthermore, the findings underscore the importance of leadership styles in shaping organisational culture. By strategically focusing on transformational and transactional leadership, organisations can cultivate environments that align with their goals and values while minimizing the influence of laissez-faire leadership to avoid cultural stagnation. Additionally, addressing statistical issues like autocorrelation will enhance the reliability of future research and contribute to a deeper understanding of these complex relationships.

RECOMMENDATIONS FOR FUTURE RESEARCH

Based on this study's findings, several recommendations can be made to help organisations better align their leadership styles with the desired organisational cultures. Primarily, organisations should prioritize the development of transformational leadership. The results indicate that transformational leadership positively influences the fostering of innovative, competitive, and structured cultures, specifically adhocracy, market, and hierarchy cultures. This suggests that transformational leaders who emphasize vision, inspiration, and innovation will likely drive the cultural changes needed in organisations that aspire to thrive in competitive and dynamic environments. However, caution should be exercised as transformational leadership was found to negatively correlate with Clan culture, which emphasizes collaboration and shared values. Thus, while transformational leadership benefits certain cultures, organisations should also ensure that its focus on performance and change does not undermine existing collaborative efforts.

Additionally, transactional leadership should be embraced in environments that require structure and performance orientation. The study showed that transactional leadership positively correlates with market and hierarchical cultures grounded in efficiency, competitiveness, and clear hierarchical structures. Therefore, organisations in sectors where performance metrics, rules, and established processes are critical might find transactional leadership particularly valuable. Transactional leadership provides the clarity and control needed in such environments to ensure that goals are met and standards are maintained.

On the other hand, organisations should reconsider using laissez-faire leadership, as the study found no significant correlation between laissez-faire leadership and organisational culture. The lack of impact suggests that laissez-faire leadership, characterized by a hands-off approach, does not contribute to shaping or maintaining any specific organisational culture. It may lead to a lack of direction and engagement, hindering organisational growth and cohesion. Leaders who adopt a laissez-faire style may inadvertently create a vacuum regarding leadership influence, resulting in a less cohesive and dynamic organisational

culture. Given these findings, it is also important for organisations to address the issue of autocorrelation in future research.

Lastly, while this study focused on three leadership styles, organisations may benefit from exploring additional leadership models. Future research could examine how other leadership styles, such as servant or authentic leadership, influence organisational cultures differently. A more diverse understanding of leadership approaches would allow organisations to tailor their leadership development programs more effectively to the specific cultural needs they wish to cultivate. Organisations can better shape their desired cultures by prioritizing transformational leadership for innovation and competitiveness, leveraging transactional leadership for structure and performance, and minimizing laissez-faire leadership to avoid stagnation. Furthermore, addressing statistical issues and exploring various leadership styles will strengthen the foundation for understanding and implementing effective leadership strategies that align with organisational goals.

REFERENCES

Abu-Shawish, G. (2021). *Relationship between organizational culture and cultural competence in the United States healthcare system* (Publication No. 28410443) [Doctoral dissertation, Grand Canyon University]. ProQuest Dissertations & Theses Global. Retrieved from https://www.proquest.com/dissertations-theses/relationshipbetween-organizational-culture/docview/2511246361/se-2

Adair, J.E. (1973). *Action-centred leadership*. McGraw-Hill.

Adams, K.A., & McGuire, E.K. (2022). *Research methods, statistics, and applications*. SAGE Publications, Inc.

Adhi, B., & Aima, M.H. (2021). The impact of transformational leadership and compensation toward motivation and its implications on organizational performance at the Education and Training Centre of the Ministry of Communication and Information. *Dinasti International Journal of Management Science*, 2(5), 766–776. https://doi.org/10.31933/dijms.v2i5.849

Ahmad, A.B., & Cheng, Z. (2018). The role of change content, context, process, and leadership in understanding employees' commitment to change: The case of public organizations in Kurdistan region of Iraq. *Public Personnel Management*, 47(2), 195–216. https://doi.org/10.1177%2F0091026017753645

Akpamah, P., Ivan-sarfo, E., & Matko, A. (2021). Organizational culture as a strategy. *Cross-Cultural Management Journal*, 23(1), 15–26. Retrieved from https://seaopenresearch.eu/Journals/articles/CMJ2021_I1_2.pdf

Aldosari, S.A.M., & Alrashidi, A.H. (2021). The degree of practicing toxic leadership by school principals and its relationship to the level of psychological well-being out of teacher's perspective in public schools. *Psychology and Education Journal*, 58(3), 733–750. https://doi.org/10.17762/pae.v58i3.2792

Alhashedi, A.A.A., Bardai, B., Al-Dubai, M.M.M., & Alaghbari, M.A. (2021). Organizational citizenship behavior role in mediating the effect of transformational leadership on organizational performance in gold industry of Saudi Arabia. *Business: Theory and Practice*, 22(1), 39–54. https://doi.org/10.3846/btp.2021.12774

Allaire, Y., & Firsirotu, M.E. (1984). Theories of organizational culture. *Organization Studies*, 5(3), 193–226. https://doi.org/10.1177%2F017084068400500301

Alrowwad, A.A., & Abualoush, S.H. (2020). Innovation and intellectual capital are intermediary variables in transformational leadership, transactional leadership, and organizational performance. *Journal of Management Development*, 39(2), 196–222. https://doi.org/10.1108/JMD-02-2019-0062

Alsaqqa, H.H., & Akyürek, Ç.E. (2021). Assessment of organizational culture types, leadership styles and their relationships within governmental and non-governmental hospitals in Gaza Strip of Palestine. *BMC Health Services Research*, 21(1), 1–11. https://doi.org/10.1186/s12913-021-06351-1

American Association of School Personnel Administrators. (2023). *Recruiting and Bargaining Trends*. Retrieved from https://www.aaspa.org/

Andrews, T. (2021, August 17). *Two South Carolina National Guard colonels were inducted into the Palmetto Military Academy Hall of Fame*. Defense Visual Information Distribution Service. Retrieved from https://www.dvidshub.net/news/403262/two-south-carolina-national-guard-colonels-inducted-into-palmetto-military-academy-hall-fame

Arham, A.F., Sulaiman, N., Kamarudin, F.H., & Muenjohn, N. (2017). Understanding the links between transformational leadership and entrepreneurial orientation in Malaysian SMEs. In *The Palgrave handbook of leadership in transforming Asia* (pp. 541–558). https://doi.org/10.1057/978-1-137-57940-9_29

Arikan, C.L. (2020). An overview of leadership styles for organizations. *Romanian Economic and Business Review*, *15*(3), 45. Retrieved from https://rebe.rau.ro/REBE-FA20.pdf#page=45

Arnulf, J.K., & Larsen, K.R. (2020). Culture blind leadership research: How semantically determined survey data may fail to detect cultural differences. *Frontiers in Psychology*, *11*, 76. https://doi.org/10.3389/fpsyg.2020.00176

Baruch, Y. (1999). Response rate in academic studies — A comparative analysis. *Human Relations*, *52*(4), 421–438. https://doi.org/10.1177%2F001872679905200401

Baruch, Y., & Holtom, B.C. (2008). Survey response rate levels and trends in organizational research. *Human Relations*, *61*(8), 1139–1160. https://doi.org/10.1177%2F0018726708094863

Bass, B.M., & Avolio, B.J. (2004). *Multifactor Leadership Questionnaire. Manual and sampler set* (3rd ed.). Mind Garden. Retrieved from https://www.mindgarden.com/16-multifactor-leadership-questionnaire

Batista-Foguet, J.M., Esteve, M., & van Witteloostuijn, A. (2021). Measuring leadership: an assessment of the multifactor leadership questionnaire. *PLoS ONE*, *16*(7), 1–22. https://doi.org/10.1371/journal.pone.0254329

Belanger, N. (2018). "Inclusive leadership" If we build it, will they come*? Canadian Military Journal*. Retrieved from https://www.journal.forces.gc.ca/vol19/no1/page32-eng.asp

Bennis, W.G., & Thomas, R.J. (2020, September). Crucibles of leadership. *Harvard Business Review*, *80*. Retrieved from https://hbr.org/2002/09/crucibles-of-leadership

Biddle, T.D. (2020). Coercion theory: A basic introduction for practitioners. *Texas National Security Review*, *2*(2), 94–109. https://doi.org/10.26153/tsw/8864

Bishop, R., & Ross, S. (2018). Trust and leadership in the military environment. *E-Journal of Social & Behavioural Research in Business*, *9*(1), 76. Retrieved from https://www.semanticscholar.org/paper/Trust-and-Leadership-in-the-Military-Environment-Bishop-Ross/9aa9c9c1f43b90a45a1bbbfae677952f9f2b64a9

Bligh, M.C. (2006). Surviving post-merger 'culture clash.' Can cultural leadership lessen the causalities? *Leadership*, *2*(4), 395–426. https://doi.org/10.1177%2F1742715006068937

Bolden, R.H., Hawkins, B., & Gosling, J. (2023). *Exploring leadership*. Oxford University Press.

Bolon, D.S., & Bolon, D.S. (1994). A reconceptualization and analysis of organizational culture: The influence of groups and their idiocultures. *Journal of Managerial Psychology*, *9*(5), 22–27. https://doi.org/10.1108/02683949410066336

Boss, P., Bryant, C.M., & Mancini, J.A. (2017). *Family stress management: A contextual approach* (3rd ed.). Sage Publishers.

Boulègue, M. (2019). *Russia's military posture in the Arctic: Managing hard power in a 'low tension ' environment*. Retrieved from https://www.wilsoncenter.org/sites/default/files/media/uploads/documents/2019-06-28-Russia-Military-Arctic_0.pdf

Bourke, J., & Dillion, B. (2016). *The six signature traits of inclusive leadership: Thriving in a diverse new world.* Retrieved from https://www2.deloitte.com/us/en/insights/topics/talent/six-signature-traits-of-inclusiveleadership.html

Breslin, C.B. (2000). *Organizational culture and the military.* Army War Coll Carlisle Barracks PA. Retrieved from https://apps.dtic.mil/sti/citations/ADA378263

Briding, A. (2021). The essential partnership: The four core functions of military leadership and the core values. *Journal of Character & Leadership Development (JCLD)*, *8*(1), 160–172. Retrieved from https://www.usafa.edu/app/uploads/JCLD-Winter2021_web_final.pdf

Brinckerhoff, P.C. (2004). *Nonprofit stewardship: A better way to lead your mission-based organization.* Fieldstone Alliance.

Bryan, P., & Polden, D.J. (2021). Learning lawyer leadership from the military profession. *Baylor Law Review*, *73*(1), 170–193. Retrieved from https://heinonline.org/HOL/LandingPage?handle=hein.journals/baylr73&div=8&id=&pa ge=

Buckley, M.K. (2012, August 23). *Getting adjusted: Life in basic combat training.* Retrieved from https://www.army.mil/article/86127/getting_adjusted_life_in_basic_combat_training

Bui, T.V.A., Pham, T.T.H., Phung, X.T., Le, C.T., & Nguyen, N.T. (2021). Transformational leadership and employees' perception of supply chain integration and organizational performance: The case of textile industry in Vietnam. *Uncertain Supply Chain Management*, *9*(1), 159–168. https://doi.org/10.5267/j.uscm.2020.10.005

Bunin, J.L., Chung, K.K., & Mount, C.A. (2021). Ten leadership principles from the military applied to critical care. *ATS Scholar*, *2*(3), 317–326. https://doi.org/10.34197/atsscholar.2020-0170PS

Buresova, I., Zeman, J., Knap-Stefaniuk, A., Rolenec, O., & Svoboda, I. (2021). The role of impulsivity in military leadership - a Literature Review. *Ad Alta: Journal of Interdisciplinary Research*, *11*(2), 35–40. https://eds.s.ebscohost.com/eds/detail/detail?vid=7&sid=c518bb3e-2d1e-49f8-a2c615789934e86d%40redis&bdata=JkF1dGhUeXBlPWlwLHNoaWImc2l0ZT1lZHMtbGl2ZQ%3d%3d#AN=154749021&db=edb

Burns, J.M. (1978). *Leadership.* Harper and Row Publishers.

Burns, J.M. (2012). *Leadership.* Open Road Media.

Byrd, V.D. (2019). *Leadership practice and organizational culture in the US military: A qualitative study investigating the perception of preferred leadership styles and organizational culture in the US military.* Northeastern University. Retrieved from https://www.proquest.com/openview/3a55a67d9c495528cfb70d50f303890c/1?pq-origsite=gscholar&cbl=18750&diss=y

Cameron, K. (2008). A process for changing organization culture. *Handbook of Organization Development*, *14*(5), 2–18. Retrieved from https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fdeepblue.lib.umich.edu%2Fbitstream%2Fhandle%2F2027.42%2F83281%2FCULTURE%2520CHANGE%2520CHAPTER%2520Revised%2520-%2520OD%2520HANDBOOK.doc&wdOrigin=BROWSELINK

Cameron, K.S., & Quinn, R.E. (2011). *Diagnosing and changing organizational culture: Based on the competing values framework* (3rd ed.). Jossey-Bass.

Carter IV, L.M. (2021). *Chief Petty Officers' Leadership Behaviors as a Predictor of United States Navy Enlisted Sailors' Organizational Commitment* (Doctoral dissertation, Grand Canyon University). Retrieved from https://www.proquest.com/dissertations-theses/chief-petty-officersleadership-behaviors-as/docview/2487444897/se-2

Castillo, B.J. (2020). *Exploring the nature of transformational leadership in the military: A phenomenological examination of lived experiences from female leaders* (Doctoral dissertation, Northcentral University). Retrieved from https://www.proquest.com/dissertationstheses/exploring-nature-transformational-leadership/docview/2432825237/se-2

Caves, L. (2018). Lifelong learners influencing organizational change. *Studies in Business & Economics*, *13*(1), 21–28. https://doi.org/10.2478/sbe-2018-0002

Chang, C.M., Wu, C.S., Mui, W.C., & Lin, Y.H. (2018). The impact of perceived supervisor support and workplace friendship on organizational citizenship behaviour in sport centre. *The International Journal of Organizational Innovation*, *10*(4), 140–149. Retrieved from https://www.proquest.com/docview/2028835318

Charbonneau, D. (2004). Influence tactics and perceptions of transformational leadership. *Leadership & Organization Development Journal*, *25*(7), 565–576. https://doi.org/10.1108/01437730410561459

Chennattuserry, J. (2022). Clan culture in organizational leadership and strategic emphases: Expectations among school teachers in India. *Journal of School Administration Research and Development*, *7*(1), 50–59. https://doi.org/10.32674/jsard.v7i1.3585

Chiorcea, I., & Cioranu, I. (2021). Emotional intelligence in military leadership. *Romanian Military Thinking*, *1*, 152–167. Retrieved from https://eds.s.ebscohost.com/eds/pdfviewer/pdfviewer?vid=10&sid=c518bb3e-2d1e-49f8a2c6-15789934e86d%40redis

Chopra, S. (2012, March 12). *Workplace coercion, the military and resisting superiors*. Retrieved from https://samirchopra.com/2012/03/16/workplace-coercion-the-military-and-resistingsuperiors/

Cicea, C., Țurlea, C., Marinescu, C., & Pintilie, N. (2022). Organizational culture is a concept captive between determinants and its power of influence. *Sustainability*, *14*(4), 2021. https://doi.org/10.3390/su14042021

Clinton, R. (2018). *Making a leader: Recognizing the lessons and stages of leadership development.* Tyndale House Publishers, Inc.

Coffee, J.N. (1995). *A comparative study of organization culture change in federal agencies' success patterns of long-term efforts*. University of Southern California. Retrieved from https://www.jstor.org/stable/2635122

Cohen, L., Manion, L., & Morrison, K. (2017). Validity and reliability. In *Research Methods in Education* (pp. 245–284). Routledge.

Cohen, J. (1988). *Statistical power analysis for the behaviour sciences* (2nd ed.). St. Paul, MN: West Publishing Company.

Coletta, D., & Crosbie, T. (2021). The virtues of military politics. *Armed Forces & Society (0095327X)*, *47*(1), 3–24. https://doi.org/10.1177/0095327X19871605

Conover, W.J., & Iman, R.L. (1981). Rank transformations as a bridge between parametric and nonparametric statistics. *The American Statistician*, *35*(3), 124–129. https://doi.org/10.1080/00031305.1981.10479327

Cooper, R.D., & Schindler, S.P. (2003). *Business research methods* (8th ed.). McGraw-Hill

Coufal, E.M. (2010). *Chief security officer leadership complexity: How convergence affects organization culture*. Capella University. Retrieved from https://www.proquest.com/docview/219987210?pqorigsite=gscholar&fromopenview=true#:~:text=https%3A//www.proquest.com/dissertations%2Dtheses/chief%2Dsecurity%2Dofficer%2Dleadership%2Dcomplexity%2Dhow/docview/219987210/se%2D2

Connelly, L.M. (2022). Measurement Instrument Validity. *Medsurg Nursing*, *31*(1), 64–63. Retrieved from https://www.proquest.com/openview/da54df381f59305b07cc6d6522823639/1?pqorigsite=gscholar&cbl=30764

Credé, M. (2018). What shall we do about grit? A critical review of what we know and what we don't know. *Educational Researcher*, *47*(9), 606–611. http://doi.org/10.3102%2F0013189X18801322

Credé, M., Tynan, M.C., & Harms, P.D. (2017). Much ado about grit: A meta-analytic synthesis of the grit literature. *Journal of Personality of Social Psychology*, *113*(3), 492–511. https://psycnet.apa.org/doi/10.1037/pspp0000102

Creswell, J.W. (2014). *Research design: qualitative, quantitative, and mixed methods approaches.* SAGE.

Creswell, J.W., & Creswell, J.D. (2018). Quantitative designs. In *Research design: Qualitative, quantitative, and mixed methods approach*. Sage Publications.

Cross, T.L., Bazron, B.J., Dennis, K.W., & Isaacs, M.R. (1989). *Toward a culturally competent system of care: A monograph on effective services for minority children who are severely emotionally disturbed*. National Institute of Mental Health, Child and Adolescent Service System Program [CASSP], pp. 3–90. Retrieved from https://files.eric.ed.gov/fulltext/ED330171.pdf

Cunha, K.J., & Curran, E.R. (2013). *A brief military culture overview*. Unpublished manuscript, Springfield University, Springfield, MA. Retrieved from https://www.Co.Grafton.nh.us/wcontent/uploads/2013/11/Military-Culture-PDF. pdf

Curtis, A.E., Smith, T.A., Ziganshin, B.A., & Elefteriades, J.A. (2016). The mystery of the Zscore. *Aorta*, *4*(04), 124–130. Retrieved from https://www.thieme-connect.com/products/ejournals/html/10.12945/j.aorta.2016.16.014

Dague, E. (2021). Military organization. *Salem Press Encyclopedia*.

Dashora, et al. (2022). Comparing semiquantitative and qualitative methods of vascular 18F-FDG PET activity measurement in large-vessel vasculitis. *Journal of Nuclear Medicine*, *63*(2), 280–286. https://doi.org/10.2967/jnumed.121.262326

Day, D.V., & Dragoni, L. (2015). Leadership development: An outcome-oriented review based on time and levels of analyses. *Annu. Rev. Organ. Psychol. Organ. Behav.*, *2*(1), 133–56. https://psycnet.apa.org/doi/10.1146/annurev-orgpsych-032414-111328

Den Hartog, D.N., Van Muijen, J.J., & Koopman, P.L. (1997). Transactional versus transformational leadership: An analysis of the MLQ. *Journal of Occupational and Organizational Psychology*, *70*(1), 19–34. https://doi.org/10.1111/j.2044-8325.1997.tb00628.x

Department of the Army. (2015). *Grit: A look at individual and organizational passion and perseverance*. Retrieved from https://usacac.army.mil/sites/default/files/publications/HDCDTF_WhitePaper_%20Grit_FINAL_June_2015.pdf

Devi, V.R., & Narayanamma, P.L. (2016). Impact of leadership style on employee engagement. *Pacific Business Review International*, *1*(1), 91–98. https://doi:10.37200/ijpr/v23i4/pr190437

Dewi, I.P., & Sukarno, G. (2021). Motivation as a mediation of the relationship between organizational culture and work environment, impact on employee performance at bank BJB Surabaya branch office. *International Journal of Entrepreneurship and Business Development*, *04*(04), 587–595. https://doi.org/10.29138/ijebd.v4i4.1468

Domínguez-Escrig, E., Mallén-Broch, F.F., Lapiedra-Alcamí, R., & Chiva-Gómez, R. (2019). The influence of leaders' stewardship behavior on innovation success: The mediating effect of radical innovation. *Journal of Business Ethics*, *159*(3), 849–862. https://doi.org/10.1007/s10551-018-3833-2

Donaldson, L., & Davis, J.H. (1991). Stewardship theory or agency theory: CEO governance and shareholder returns. *Australian Journal of Management*, *16*(1), 49–64. https://doi.org/10.1177/031289629101600103

Dorn, E., & Ulmer, W.F (2000). *American Military Culture in the Twenty-First Century: A CSIS International Security Program* Report. CSIS. Retrieved from https://www.semanticscholar.org/paper/American-military-culture-in-the-twenty-first-%3A-a-Dorn-Graves/3b0942d1dd2267bf1bedd180123f4a5a172c13cb

Dweck, C., Buckingham, M., Gino, F., & Zenger, J.H. (2021). *HBR's 10 must-read on lifelong learning*. Harvard Business Review Press.

Duckworth, A.L., Peterson, C., Matthews, M.D., & Kelly, D.R. (2007). Grit: Perseverance and passion for long-term goals. *Journal of Personality and Social Psychology*, *92*(6), 1087. Retrieved from https://psycnet.apa.org/doi/10.1037/0022-3514.92.6.1087

Duckworth, A.L. (2016). *Grit: The power of passion and perseverance*. Scribner.

Duckworth, A.L., & Quinn, P.D., (2009). Development and validation of the Short Grit Scale (Grit-S). *Journal of Personality Assessment*, *91*(2), 166–174. https://doi.org/10.1080/00223890802634290

Duffin, E. (2022, February 10). *US National Guard members FY 2021*. Statista. Retrieved from https://www.statista.com/statistics/207392/national-guard-members-in-the-usa/

Dumay, X. (2009). Origins and consequences of schools' organizational culture for student achievement. *Educational Administration Quarterly*, *45*(4), 523–555. https://doi.org/10.1177%2F0013161X09335873

Eagly, A.H., Johannesen-Schmidt, M.C., & Van Engen, M.L. (2003). Transformational, transactional, and laissez-faire leadership styles: A meta-analysis comparing women and men. *Psychological Bulletin*, *129*(4), 569. https://doi:10.1037/0033-2909.129.4.569

Edmonds, W.A., & Kennedy, T.D. (2017). *An applied guide to research designs: Quantitative, qualitative, and mixed methods*. SAGE Publications, Inc.

Edwards, G., Elliott, C., Iszatt-White, M., & Schedlitzki, D. (2015). Using creative techniques in leadership learning and development: An introduction. *Advances in Developing Human Resources*, *17*(3), 279–288. https://doi.org/10.1177%2F1523422315586616

Einarsen, S.V., & Fosse, T.H. (2022). The dark and destructive side of leadership. *Overcoming Bad Leadership in Organizations*, *97*. Oxford University Press.

Ellis, P.D. (2010). *The essential guide to effect sizes: Statistical power, meta-analysis, and the interpretation of research results.* Cambridge University Press.

Emita, I., Syamsudin, & Sugeng, I.S. (2021). The influence of organizational culture and work environment on employee performance at PT POS (PERSERO) Post Office Bekasi 17000. *Journal of Industrial Engineering & Management Research*, *2*(1), 83–89. Retrieved from http://www.jiemar.org

Ertem, M., Uzelliyilmaz, D., & Yilmaz, D. (2021). A cross-sectional study of professional quality of life and psychological empowerment levels of nurses. *Turkiye Klinikleri Journal of Nursing Sciences*, *13*(4), 906–916. https://doi.org/10.5336/nurses.2020-79429

Estevez, M. (2019). Leadership and followership beliefs of reserve officers' training corp cadets. *Journal of Leadership Education*, *18*(4), 67–81. Retrieved from https://journalofleadershiped.org/wp-content/uploads/2019/09/18_4_Estevezv2.pdf

Faupel, S., & Süß, S. (2019). The effect of transformational leadership on employees during organizational change – an empirical analysis. *Journal of Change Management*, *19*(3), 145–166. https://doi.10.1080/14697017.2018.1447006

Ferreira, C., Hannah, D., McCarthy, I., Pitt, L., & Lord Ferguson, S. (2022). This place is full of it: Toward an organizational bullshit perception scale. *Psychological Reports*, *125*(1), 448–463. https://doi.org/10.1177/0033294120978162

Fischer, T., & Sitkin, S.B. (2023). Leadership styles: a comprehensive assessment and way forward. *Academy of Management Annals*, *17*(1), 331–372. https://doi.org/10.5465/annals.2020.0340

Flake, J.K., Davidson, I.J., Wong, O., & Pek, J. (2022). Construct validity and the validity of replication studies: A systematic review. *American Psychologist*. Retrieved from https://psycnet.apa.org/doi/10.1037/amp0001006

Fontaine, M.J. (2017). *Army grit: Field marshal Viscount Slim's key to victory* [Monograph]. Retrieved from https://www.dtic.mil/dtic/tr/fulltext/u2/1038986.pdf.

Friedman, C.P., & Wyatt, J. (2022). *Evaluation methods in biomedical informatics*. Springer Nature. https://doi.org/10.1007/978-3-030-86453-8

Fogg, R., & Yerby, J. (2020, April 13). *Technical expert, not executive: A sustainment warrant officer role*. US Army. Retrieved from https://www.army.mil/article/234458/technical_expert_not_executive_

Fuhr, D.J. (2006). *The future Army National Guard: easing contemporary challenges of transformation*. USAWC Strategy Research Project. Retrieved from https://apps.dtic.mil/sti/pdfs/ADA449438.pdf

Furnham, A., & Gunter, B. (1993). Corporate culture: Definition, diagnosis and change. *International Review of Organizational Psychology*, *8*, 233–261. Retrieved from https://www.researchgate.net/publication/313250531_Culture_Quality_and_Organizational_Performance

Gaál, Z., Obermayer-Kovács, N., Csepregi, A., Antonova, A., & Jenei, E. (2010). Clan, Adhocracy, market or hierarchy? *Investigating organizational culture types and knowledge sharing in Bulgaria, Hungary and Serbia. International Knowledge Management in Organization Conference. Serbia*.

Galioto, J. (1988). *An analysis study describing the organizational culture of the Army National Guard and its effects on readiness*. Army Research INST for the behavioral and social sciences Alexandria, VA. Retrieved from https://apps.dtic.mil/sti/citations/ADA209124

Gall, M.D., Gall, J.P. & Borg, W.R. (2010). *Applying educational research.* Pearson.

George E.C.R. (2022, February 24). *Foundations of the Army: Future National Museum will tell the Army's story*. Retrieved from https://www.military.com/army/foundations-army-future-nationalmuseum-will-tell-armys-story.html

Gerras, S.J., Wong, L., & Allen, C.D. (2008). *Organizational culture: Applying a hybrid model to the US Army*. Army War College Carlisle Barracks PA. Retrieved from https://apps.dtic.mil/sti/pdfs/ADA596601.pdf

Gibson, D.R. (2020). Mindset first, strategy second: Finding the savings and performance in changing culture. *Military Medicine*, *185*(Suppl 3), 17–24. https://doi.org/10.1093/milmed/usaa190

Gichuhi, J.M. (2021). Shared leadership and organizational resilience: A systematic literature review. *International Journal of Organizational Leadership*, *10*, 67–88. http://dspace.pacuniversity.ac.ke:8080/xmlui/handle/123456789/3353

Gleiman, A., & Gleiman, J.K. (2020). Mentoring in the military. *New Directions for Adult and Continuing Education*, *167–168*, 59–69. https://doi.org/10.1002/ace.20398

Griffith, J. (2008). Institutional motives for serving in the US Army National Guard: Implications for recruitment, retention, and readiness. *Armed Forces & Society*, *34*(2), 230–258. https://doi.org/10.1177%2F0095327X06293864

Halpin, A.W. (1957). Manual for the leader behavior description questionnaire. *Columbus: Bureau of Business Research, Ohio State University*. Retrieved from https://www.semanticscholar.org/paper/Manual-for-the-leader-behavior-description-Halpin/52657c0526b4673cb9bac7584d981887650eaf4c

Hallett, T. (2003). Symbolic power and organizational culture. *Sociological Theory*, *21*(2), 128–149. https://doi.org/10.1111/1467-9558.00181

Hamad, H. (2015). Transformational leadership theory: Why military leaders are more charismatic and transformational? *International Journal on Leadership*, *3*. Retrieved from https://ssrn.com/abstract=2921153

Hatch, M.J. (1993). The dynamics of organizational culture. *The Academy of Management Review*, *18*(4), 657–693. https://doi.org/10.2307/258594

Hatch, M.J., & Cunliffe, A.L. (2013). *Organization theory: Modern, symbolic, and postmodern perspectives* (3rd ed.). Oxford University Press.

Hatch, M.J., & Zilber, T. (2012). Conversation at the border between organizational culture theory and institutional theory. *Journal of Management Inquiry*, *21*(1), 94–97. https://doi.org/10.1177%2F1056492611419793

Hauser, J. (2022). *Case study: Personalities and military leadership styles*. Retrieved from https://archives.granite.edu/handle/20.500.12975/425

Heale, R., & Twycross, A. (2015). Validity and reliability in quantitative studies. *Evidence-based Nursing*, *18*(3), 66–67. http://dx.doi.org/10.1136/eb-2015-102129

Hendren, K., Newcomer, K., Pandey, S.K., Smith, M., & Sumner, N. (2022). How qualitative research methods can be leveraged to strengthen mixed methods research in public policy and public administration. *Public Administration Review*. https://doi.org/10.1111/puar.13528

Hendriks, P.H.J. (2004). Assessing the role of culture in knowledge sharing. In *Proceedings of fifth European conference in organization, knowledge, learning and capabilities*. Innsbruck: Austria. pp. 1–24.

Hernandez, M. (2007). *Stewardship: Theoretical development and empirical test of its determinants* (Publication No. 304862216) [Doctoral dissertation, Duke University]. ProQuest Dissertations & Theses Global.

Hidalgo, B., & Goodman, M. (2013). Multivariate or multivariable regression? *American Journal of Public Health*, *103*(1), 39–40. https://doi.org/10.2105/AJPH.2012.300897

Hillard, A.J.D.A. (2021). Management leadership and employee satisfaction: A correlation study. *International Journal of Adult Education and Technology (IJAET)*, *12*(3), 1–14. Retrieved from https://eric.ed.gov/?q=correlation&ff1=dtySince_2018&id=EJ1303917

Hinck, J.M. (2022). Leadership coaching as a transformative process in the military. *International Journal of Evidence-Based Coaching & Mentoring*, *20*(1), 20–34. https://doi.org/10.24384/6cf9-v073

Hiver, P., Al-Hoorie, A.H., & Larsen-Freeman, D. (2022). Toward a transdisciplinary integration of research purposes and methods for complex dynamic systems theory: Beyond the quantitative-qualitative divide. *International Review of Applied Linguistics in Language Teaching*, *60*(1), 7–22. https://doi.org/10.1515/iral-2021-0022

Hodson, G. (2022). Reconsidering reconsent: Threats to internal and external validity when participants reconsent after debriefing. *British Journal of Psychology*, *113*(3), 853–871. https://doi.org/10.1111/bjop.12561

Hofstede, G., Hofstede, G.J., & Minkov, M. (2010). *Culture and organizations: Intercultural cooperation and its importance for survival* (3rd ed). McGraw-Hill.

Holmes, J., Schnurr, S., & Marra, M. (2007). Leadership and communication: Discursive evidence of a workplace culture change. *Discourse & Communication*, *1*(4), 433–451. https://doi.org/10.1177%2F1750481307082207

Holt, D., & Davis, S. (2022). Interrupting bias in Army talent management. *Parameters: US Army War College*, *52*(1), 21–39. https://doi.org/10.55540/0031-1723.3127

Hughes, R., Ginnett, R.C., & Curphy, G.J. (1993). Leadership. *Public Health Nutrition*, *12*(8), 1029. Retrieved from https://www.cambridge.org/core/services/aop-cambridgecore/content/view/3070679A8CC4979D43539D27815584F2/S1368980009990395a.pdf/ div-class-title-time-for-leadership-development-interventions-in-the-public-health nutrition-workforce-div.pdf

Hunt, D. (2019). *Management by exception vs. transformation leadership: The why and how*. Retrieved from https://digitalcommons.cwu.edu/source/2019/Oralpres/207/

Hunt, J.G. (J.). (2004). What is leadership? In J. Antonakis, A. T. Cianciolo, & R. J. Sternberg (Eds.), *The nature of leadership* (pp. 19–47). Sage Publications, Inc.

Huse, E.F., & Cummings, T.G. (1985). *Organizational development and change*. St. Paul: West Pub. Co, 583. Retrieved from https://openlibrary.org/books/OL23927712M/Organization_development_change

Imran, M., Ismail, F., Arshad, I., Zeb, F., & Zahid, H. (2021, July). The mediating role of innovation in the relationship between organizational culture and organizational performance in Pakistan's banking sector. *Journal of Public Affairs*. https://doi.org/10.1002/pa.2717

Insan, A., & Masmarulan, R. (2021). Effects of leader-member exchange and organizational culture on work engagement and employee performance. *Management Science Letters*, *11*(3), 879–886. http://dx.doi.org/10.5267/j.msl.2020.10.011

Ion, A., Mindu, A., & Gorbănescu, A. (2017). Grit in the workplace: Hype or ripe? *Personality and Individual Difference*, *111*, 163–168. https://doi.org/10.1016/j.paid.2017.02.012

Jacobs, T.O., & Jaques, E. (1990). *Military, executive leadership*. Retrieved from https://psycnet.apa.org/record/1991-97354-012

Jain, P., Duggal, T., & Ansari, A.H. (2019). Examining the mediating effect of trust and psychological well-being on transformational leadership and organizational commitment. *Benchmarking: An International Journal*, *26*(2), 1517–1532. https://doi.org/10.1108/BIJ-07-2018-0191

James, K. (2015). Leadership special interest group: What is leadership? *Canadian Oncology Nursing Journal*, *25*(1), 114–115. Retrieved from https://eds.s.ebscohost.com/eds/pdfviewer/pdfviewer?vid=24&sid=c518bb3e-2d1e-49f8a2c6-15789934e86d%40redis

Jamali, A., Bhutto, A., Khaskhely, M., & Sethar, W. (2022). Impact of leadership styles on faculty performance: The moderating role of organizational culture in higher Education. *Management Science Letters*, *12*(1), 1–20. http://dx.doi.org/10.5267/j.msl.2021.8.005

Jansen, M.M., & Delahaij, R. (2020). Leadership acceptance through the lens of social identity theory: A case study of military leadership in Afghanistan. *Armed Forces & Society (0095327X)*, *46*(4), 657–676. https://doi.org/10.1177/0095327X19845027

Johnson, D.N. (2019). *Leadership, trust, and the organizational culture at the Department of Veteran Affairs* (Doctoral dissertation, Grand Canyon University). Retrieved from https://www.proquest.com/dissertations-theses/leadership-trust-organizational-cultureat/docview/2311958673/se-2

Jordan, S.L., Ferris, G.R., Hochwarter, W.A., & Wright, T.A. (2019a). Toward a work motivation conceptualization of grit in organizations. *Group & Organization Management*, *44*(2), 320–360. https://doi.org/10.1177%2F1059601119834093

Jordan, S.L., Wihler, A., Hochwarter, W.A., & Ferris, G.R. (2019b). The roles of grit in human resource theory and research. In M.R. Buckley, J.R.B. Halbesleben, & A.R. Wheeler (Eds.), *Research in Personnel and Human Resources Management*, *37*, 53–88. https://doi.org/10.1108/S0742-730120190000037003

Jung, B., Jin, Z., & Park, G.Y. (2020). Factors affecting Korean military cadets' attitude toward diversity. *International Journal of Education and Practice*, *8*(2), 298–308. Retrieved from https://files.eric.ed.gov/fulltext/EJ1264649.pdf

Jung-Won, A. (2017). Structural equation modelling of cultural competence of nurses caring for foreign patients. *Asian Nursing Research*, *11*(1), 65–73. https://doi:10.1016/j.anr.2017.03.001.

Kanwal, Z., & Shar, A.H. (2021). Impact of stress and extrinsic motivation on organizational commitment: Empirical analysis of banking sector. *Elementary Education Online Journal*, *20*(5), 4609–4613. http://dx.doi.org/10.17051/ilkonline.2021.05.508

Kasemaa, A., & Suviste, R. (2020). Comparing Two Instruments of Transformational Leadership. *Central European Management Journal*, *28*(1), 2–31. https://doi.org/10.7206/cemj.2658-0845.13

Kaurin, P.S. (2021). An "unprincipled principal": Implications for civil-military relations. *Strategic Studies Quarterly*, *15*(2), 50–68. Retrieved from https://www.jstor.org/stable/27032896

Kayaalp, A. (2018). Transformational leadership, organizational climate and individual creativity from a military culture perspective. *Electronic International Journal of Education, Arts, and Science (EIJEAS)*, *4*(9). Retrieved from http://www.eijeas.com/index.php/EIJEAS/article/view/136

Kellerman, B. (2004, January). Thinking about … leadership. Warts and all. *Harvard Business Review*, pp. 40–45. Retrieved from https://europepmc.org/article/med/14723175

Kellerman, B. (2018). *Professionalizing leadership*. Oxford University Press.

Khan, M., & Minbashian, A. (2019). The effects of ageing on creative performance trajectories. *Applied Psychology.* https://doi.org/10.1111/apps.12235

Khan, S.N., Busari, A.H., Abdullah, S.M., & Mughal, Y.H. (2018). Followership moderation between the relationship of transactional leadership style and employees' reactions toward organizational change. *Polish Journal of Management Studies*, *17*. https://doi.org/10.17512/pjms.2018.17.1.11

Khan, M.A., Ismail, F.B., Hussain, A., & Alghazali, B. (2020). The interplay of leadership styles, innovative work behaviour, organizational culture, and organizational citizenship behaviour. *SAGE Open*, *10*(1), 1–16. https://doi.org/10.1177/2158244019898264

Kimberlin, C.L., & Winterstein, A.G. (2008). Validity and reliability of measurement instruments used in research. *American Journal of Health-system Pharmacy*, *65*(23), 2276–2284. https://doi.org/10.2146/ajhp070364

Kim, E.J., & Park, S. (2019). The role of transformational leadership in citizenship behavior organizational learning and interpersonal trust as mediators. *International Journal of Manpower, 40*(7), 1347–1360. https://doi.org/10.1108/IJM-12-2018-0413

Kirchner, M.J. (2018). Veteran as leader: The lived experience with US Army leader development. *Human Resource Development Quarterly*, *29*(1), 67–85. https://doi.org/10.1002/hrdq.21302

Kirkbride, P. (2006). Developing transformational leaders: the full range leadership model in action. *Industrial and Commercial Training*, *38*(1), 23–32. https://doi.org/10.1108/00197850610646016

Korstjens, I., & Moser, A. (2022). Series: Practical guidance to qualitative research. Part 6: Longitudinal qualitative and mixed-methods approaches for longitudinal and complex health themes in primary care research. *European Journal of General Practice*, *28*(1), 118–124. https://doi.org/10.1080/13814788.2022.2053106

Kotrlik, J.W.K.J.W., & Higgins, C.C.C.C.C. (2001). Organizational research: Determining the appropriate sample size in survey research. *Information Technology, Learning, and Performance Journal*, *19*(1), 43. Retrieved from https://www.scirp.org/(S(351jmbntvnsjt1aadkposzje))/reference/referencespapers.aspx?referencei d=2783970

Kotter, J., & Heskett, J.K. (1992). *Corporate culture and performance*. Free Press.

Kumar, S.R. (2018). *Literature Review on Leadership, Leadership Theories, Style and Leadership Development*, *6*(6), 13–24. Retrieved from https://oaji.net/articles/2017/490-1530332629.pdf

Laguilles, J.S., Williams, E.A., & Saunders, D.B. (2011). Can lottery incentives boost web survey response rates? Findings from four experiments. *Research in Higher Education*, *52*(5), 537–553. https://doi.org/10.1007/s11162-010-9203-2

Larsen, H.J. (2019). *Developing effective leader developers: A case study of air officers commanding* (Doctoral dissertation, University of Colorado, Colorado Springs). Retrieved from https://www.proquest.com/dissertations-theses/developing-effective-leader-developerscase-study/docview/2308215862/se-2

Lazar, I., Faciu, M.E., Mata, L., & Lazar, G. (2016, June). Strengths and limitations of quantitative research applied in the educational sciences. In *International Conference The Future of Education, 6th edition, Florence, Italy*, *30*, 240–244. Retrieved from https://conference.pixelonline.net/FOE/files/foe/ed0006/FP/2885-ENT1845-FP-FOE6.pdf

Lee, M.C.C., & Ding, A.Y.L. (2020). Comparing empowering, transformational, and transactional leadership on supervisory coaching and job performance: A multilevel perspective. *Psych Journal*, *9*(5), 668–681. https://doi.org/10.1002/pchj.345

Lee, S.W. (2022). Regression analysis for continuous independent variables in medical research: Statistical standard and guideline of life cycle committee. *Life Cycle*, *2*. https://doi.org/10.54724/lc.2022.e3

Leech, N.L. (2022). Using IBM SPSS statistics for integration in mixed methods research. In *The Routledge handbook for advancing integration in mixed methods research*. Routledge.

Lewis, L.A. (2020). West Point women's views on leadership: Perceptions from first women graduates through current cadets. *NASPA Journal of Women & Gender in Higher Education*, *13*(3), 303–326. https://doi.org/10.1080/26379112.2020.1839903

Lim, B. (1995). Examining the organizational culture and organizational performance link. *Leadership & Organization Development Journal*, *16*(5), 16–21. http://dx.doi.org/10.1108/01437739510088491

Lundgren, M., Oksamytna, K., & Bove, V. (2022). Politics or performance? Leadership accountability in UN peacekeeping. *Journal of Conflict Resolution*, *66*(1), 32–60. https://doi.org/10.1177/00220027211028989

Luning, C.R., Attoh, P.A., Gong, T., & Fox, J.T. (2021). A culture of organizational grit from the perspective of US military officers: A qualitative inquiry. *Armed Forces & Society*, 0095327X20985197. https://doi.org/10.1177/0095327X20985197

Lupu, D.C. (2020). Political-military leadership and military command in the Warsaw Treaty organization. *Strategic Impact*, *75*(2), 43–59. Retrieved from https://cssas.unap.ro/en/pdf_periodicals/si75.pdf#page=43

Mahlangu, V.P. (2020). Understanding toxic leadership in higher education workplaces through betrayal trauma theory. *Bulgarian Comparative Education Society*. Retrieved from https://eric.ed.gov/?id=ED608424

Maj. Gen. Fogg, R., & Yerby, J. (2020, April 13). *Technical expert, not executive: A sustainment warrant officer role*. Retrieved from https://www.army.mil/article/234458/technical_expert_not_executive_

Mancini, J.A., O'Neal, C.W., & Lucier, G.M. (2020). Toward a framework for military family life education: Culture, context, content, and practice. *Family Relations*, *69*(3), 644–661. https://doi.org/10.1111/fare.12426

Manurung, Y.S., Ali, Y., & Saragih, H. (2022). Leadership style in strategic leadership from a civil-military perspective on state defence policy. *Journal Kewarganegaraan*, *6*(1), 132–141. Retrieved from http://journal.upy.ac.id/index.php/pkn/article/view/2148

Maran, T., Liegl, S., Moder, S., Kraus, S., & Furtner, M. (2021). Clothes make the leader! How leaders can use attire to impact followers' perceptions of charisma and approval. *Journal of Business Research*, *124*, 86–99. https://doi.org/10.1016/j.jbusres.2020.11.026

Marencinova, V. (2018). Gender and leadership in the military. *Science & Military Journal*, *13*(1), 44–49. Retrieved from https://www.proquest.com/openview/5bd341a1b17b920529ea40e387a4387e/1?pqorigsite=gscholar&cbl=54467

Margiotta, F.D. (2019). *The changing world of the American military*. Routledge.

Mash, R., & Cohen, L. (2018). Followers' perception of leadership style, organizational commitment and regulatory focus, moderated by organizational types. *Asian Journal of Social Sciences and Management Studies*, *5*(3), 137–146. https://doi.10.20448/journal.500.2018.53.137.146

Mash, R., & Cohen, L. (2018). Followers' perception of leadership style, organizational commitment and regulatory focus, moderated by organizational types. *Asian Journal of Social Sciences and Management Studies*, *5*(3), 137–146. https://doi.10.20448/journal.500.2018.53.137.146

Masi, R. (2022). On "The battalion commander effect." *Parameters: US Army War College*, *52*(1), 193–197. https://doi.org/10.55540/0031-1723.3140

Massaquoi, M.A., Reese, T.R., Barrett, J., & Nguyen, D. (2021). Perceptions of gender and race equality in leadership and advancement among military family physicians. *Military Medicine*, *186*(Suppl 1), 762–766. https://doi.org/10.1093/milmed/usaa387

Matthews, M., Ryan, D.M., & Lerner, R.M. (2020). Developing military leaders of character: The sample case of Lt. Gen. Robert L. Caslen, U.S. military academy superintendent. *Journal of Character Education*, *16*(1), 65–75. Retrieved from https://eric.ed.gov/?q=war&pg=64&id=EJ1260091

Mazilu, L.D. (2021). Military leadership: A brief overview of theory and practice. *Journal of Defense Resources Management*, *12*(2), 199–210. Retrieved from https://doaj.org/article/420cd5d09a30476bbbc734d15b71dd9c

McCarthy, I.P., Hannah, D., Pitt, L.F., & McCarthy, J.M. (2020). Confronting indifference toward truth: Dealing with workplace bullshit. *Business Horizons*, *63*(3), 253–263. https://doi.org/10.1016/j.bushor.2020.01.001

McEntire Joint National Guard [MJNG]. (2012, December 31). *McEntire Joint National Guard Base*. Retrieved from https://www.militarybases.us/air-force/mcentire-joint-national-guardbase/#:~:text=The%20McEntire%20JNGB%20is%20the%20the%20loca

McGuffin, J.J., Riggs, S.A., Raiche, E.M., & Romero, D.H. (2021). Military and veteran help-seeking behaviours: Role of mental health stigma and leadership. *Military Psychology*, *33*(5), 332–340. https://doi.org/10.1080/08995605.2021.1962181

Meek, V.L. (1988). Organizational culture: Origins and weaknesses. *Organization Studies*, *9*(4), 453–473. https://doi.org/10.1177%2F017084068800900401

Mele, P.A. (2020). Army ROTC and military science: Developing trusted Army professionals. *New Directions for Student Leadership*, *165*, 137–148. https://doi.10.1002/yd.20375

Mello, P.A. (2022). *Qualitative comparative analysis: An introduction to research design and application*. Georgetown University Press.

Mierzwa, D., & Rzepecka, A. (2020). The essence of organizational culture in a uniformed organization — a diagnosis and the desired state. *Scientific Journal of the Military University of Land Forces*, *52*(3), 688–697. https://doi.org/10.5604/01.3001.0014.3962

Migacz, S.J., Zou, S., & Petrick, J.F. (2018). The "terminal" effects of service failure on airlines: Examining service recovery with justice theory. *Journal of Travel Research*, *57*(1), 83–98. https://doi.org/10.1177%2F0047287516684979

Mikušová, M., Klabusayová, N., & Meier, V. (2023). Evaluation of organizational culture dimensions and their change due to the pandemic. *Evaluation and Program Planning*, *97*, 102246. https://doi.org/10.1016/j.evalprogplan.2023.102246

Military Age Limits For 2022. (2021, April 11). *Operation Military Kids.* Retrieved from https://www.operationmilitarykids.org/military-age-limits/

Miller, P. (2018). 'Culture', 'context', school leadership and entrepreneurialism: Evidence from sixteen countries. *Education Sciences*, *8*(2), 76. https://doi.org/10.3390/educsci8020076

Mitchell, L. (2009). *Cyrus the Great and the obedience of the willing*. Centre for Leadership Studies, Extended Essay Series, University of Exeter. Retrieved from https://business-school.exeter.ac.uk/documents/papers/leadership/396.pdf

Moschella, M.C. (2023). *Ethnography as a pastoral practice: An introduction*. The Pilgrim Press.

Mohsin Shafi, Z., Zheng Lei, X.S., & Sarker, M.N.I. (2020). The effects of transformational leadership on employee creativity: The moderating role of intrinsic motivation. *Asia Pacific Management Review*, *25*(3), 166–176. https://doi.10.1016/j.apmrv.2019.12.002

Montanari, G., & Nunnari, S. (2019). *Audi alteram partem: An experiment on selective exposure to information*. Technical Report, Working Paper. Retrieved from https://snunnari.github.io/mn_selectexposure.pdf

Morgan, G. (2006). *Images of organizations*. Sage Publications

Moss, P.A. (1994). Can there be validity without reliability? *Educational Researcher*, *23*(2), 5–12. https://doi.org/10.3102%2F0013189X023002005

Muckenfuss, T. (2018, June 12). *Army National Guard officer candidates kick off phase one of leadership training*. Retrieved from https://www.army.mil/article/206855/army_national_guard_officer_candidates_kick_off_phase_one_of_leadership_training

Muenjohn, N., & Armstrong, A. (2008). Evaluating the structural validity of the multifactor leadership questionnaire (MLQ), capturing the leadership factors of transformational and transactional leadership. *Contemporary Management Research*, *4*(1). https://doi.org/10.7903/cmr.704

National Guard (2023, July). Always ready, always there. *Army National Guard*. Retrieved from https://www.nationalguard.mil/about-the-guard/how-we-began/

Nam, K.A., & Park, S. (2019). Organizational learning culture, cultural intelligence, and transformational leadership influence job performance. *Performance Improvement Quarterly*, *32*(2), 137–158. https://doi.org/10.1002/piq.21292

Nassaji, H. (2021). Effect sizes in quantitative and qualitative research. *Language Teaching Research*, *25*(5), 681–684. https://doi.org/10.1177%2F13621688211040882

Neuman, W.L. (2003). *Social research methods. Boston*: Pearson.

News Bites. (2022, March 16). *Equal opportunities to lead: 50 years of women in TCU ROTC*. Retrieved from https://www.tcu.edu/news/2022/equal-opportunities-to-lead-50-years-of-women-in-tcu-rotc.php

Newstrom, J.W., & Davis, K. (1993). *Organizational behaviour: Human behaviour at work*. McGraw-Hill.

Newton, I.G. (1962). The negro and the national guard. *Phylon (1960-)*, *23*(1), 18–28. https://doi.org/10.2307/274140

Noble, H., & Smith, J. (2015). Issues of validity and reliability in qualitative research. *Evidence-based nursing*, *18*(2), 34–35. http://dx.doi.org/10.1136/eb-2015-102054

Northouse, P.G. (1997). *Leadership: Theory and practice*. Sage Publications.

Northouse, P.G. (2018). *Leadership: Theory and practice*. Sage.

Northouse, P.G. (2021). *Leadership: Theory and practice*. Sage publications.

Nunnally, J. (1967). *Psychometric theory*. McGraw-Hill.

Nurlitasari, N., Andriyani, A., Palguna, I.G.A.R., & Rahardja, E. (2022). The effect of transformational leadership on work performance through job satisfaction and work engagement as intervening variables: A case study on Kantor Pengawasan dan Pelayanan Bea Cukai Tipe Madya Pabean Tanjung Emas employees. *Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences*, *5*(1), 85–97. https://doi.org/10.33258/birci.v5i1.3581

Nyberg, A., Bernin, P., & Theorell, T. (2005). *The Impact of Leadership on the Health of Subordinates Reports no 1*. Stockholm: SALTSA. Retrieved from http://www.su.se/polopoly_fs/1.51750.1321891474!/P2456_AN.pdf

Office of the Assistant Secretary of Defense Force Management Policy. (n.d.). *4-Warrant officers*. Retrieved from https://prhome.defense.gov/portals/52/Documents/POPREP/poprep99/html/chapter4/c4-warrant.htm

O'Neal, C.W., Richardson, E.W., & Mancini, J.A. (2020). Community, context, and coping: How social connections influence military members' and their spouses' coping and well-being. *Family Process*, *59*(1), 158–172. https://doi.org/10.1111/famp.12395

Ott, J.S., Parkes, S.J., & Simpson, R.B. (2008). *Classic readings in organizational behavior*. Wadsworth, Cengage Learning.

Ouchi, W.G., & Wilkins, A.L. (1985). Organizational culture. *Annual Review of Sociology*, *11*(1), 457–483. https://doi.org/10.1146/annurev.so.11.080185.002325

Overbeck, J.R., & Park, B. (2001). When power does not corrupt: Superior individuation processes among powerful perceivers. *Journal of Personality and Social Psychology*, *81*(4), 549–565. https://doi:10.1037/0022-3514.81.4.549 PMID:11642345

Owens, D.R., Van Ness, C.J., Hanson, C.L., & Holt, L.A. (2017). *Cultural competence in dental hygiene curricula* (PMID: 27458313). PubMed: National Library of Medicine.

Özaralli, N. (2003). Effects of transformational leadership on empowerment and team effectiveness. *Leadership & Organization Development Journal*, *24*(6), 335–344. https://doi.org/10.1108/01437730310494301

Palumbo, R. (2016). Challenging servant leadership in the nonprofit sector: The side effects of servant leadership. *The Journal of Nonprofit Education and Leadership*, *6*(2). http://dx.doi.org/10.18666/JNEL-2016-V6-I2-6824

Szücs, P. (2020). Factors influencing the development of military leadership thinking from the regime change to the present day. *Military Science Review*, *13*(2), 155–161. https://doi.org/10.32563/hsz.2020.2.12

Philippson, P. (2018). *The emergent self: An existential-gestalt approach*. Routledge.

Pierce, J.G. (2010). *Is the organizational culture of the US Army congruent with the professional development of its senior-level officer corps?* (No. 41). Strategic Studies Institute.

Pitman, M. (2018, October). Research shows little progress for nonprofits on the leadership development front. (2018). *Nonprofit Business Advisor*, (349), 7–8. https://doi.org/10.1002/nba.30506

Plescan, D.C. (2021). Military Education - the connection between military leadership and civilian leadership in security. *Romanian Military Thinking*, *2*, 6–11. Retrieved from https://www.proquest.com/openview/5bf55546b26494cdad6c93c6659d24f1/1?pq-origsite=gscholar&cbl=2026346

Polit, D.F., & Beck, C.T. (2022). *Essentials of nursing research: Appraising Evidence for nursing practice* (10th ed.). Wolters Kluwer

Posen, B. (2003). Command of the commons: The military foundation of U.S. hegemony. *Quarterly Journal: International Security*, *28*(1), 5–46. Retrieved from https://www.belfercenter.org/publication/command-commons-military-foundation-ushegemony

Powell, G.N. (2018). *Women and men in management*. Sage Publications.

Prasetyo, H., Thoyib, A., Aisjah, S., & Wijayanti, R. (2021). The Relationship between military participative leadership and personnel performance with remuneration as moderation role. *Quality - Access to Success*, *22*(185), 26–30. https://doi.10.47750/qas/22.185.04

Puga, C.H., Suárez, P., Ramos, V., Abad, I., & Jimenez, A.F. (2020, May). Situational awareness of Ecuador's leadership and applicability in the multilevel military leadership model. In *International Conference of Research Applied to Defense and Security* (pp. 305–315). Springer, Singapore.

Puni, A., Hilton, S.K., & Quao, B. (2020). The interaction effect of transactional transformational leadership on employee commitment in a developing country. *Management Research Review*. https://doi.org/10.1108/MRR-03-2020-0153

Purdy, E.R. (2021). Impact of military culture and experiences on eating and weight-related behavior. *Salem Press Encyclopedia*. https://doi.org/10.1002/jcop.22534

Queirós, A., Faria, D., & Almeida, F. (2017). Strengths and limitations of qualitative and quantitative research methods. *European Journal of Education Studies*. https://doi.org/10.5281/zenodo.887089

Rahmatullah, A., Ramdansyah, A.D., Kambara, R., & Haryadi, D. (2022). Improving organizational performance with organizational culture and transformational leadership through intervening organizational commitment variables. *Dinasti International Journal of Digital Business Management*, *3*(2), 180–194. https://doi.org/10.31933/dijdbm.v3i2.1118

Raosoft, I. (2004). *Sample Size Calculator*. Retrieved from http://www.raosoft.com/samplesize.html

Rasool, S., Sahkur, M.M.A., Mughal, Y.H., Awang, Z. (2019). Validating a measure for altruistic self toward responsible plate food consumption: A mixed method approach. *International Journal of Business and Society*, *20*(1), 211–228.

Redmond, S.A., Wilcox, S.L., Campbell, S., Kim, A., Finney, K., Barr, K., & Hassan, A.M. (2015). A brief introduction to the military workplace culture. *Work*, *50*(1), 9–20. https://doi.10.3233/WOR-141987

Reed, G.E., & Bullis, R.C. (2009). The impact of destructive leadership on senior military officers and civilian employees. *Armed Forces & Society*, *36*(1), 5–18. https://doi.org/10.1177%2F0095327X09334994

Reinhard, R.L. (2021). *The evolution of organization development in the US military: An examination of intervention typologies* (Doctoral dissertation, Benedictine University). Retrieved from https://www.proquest.com/dissertations-theses/evolution-organization-development-u-smilitary/docview/2518960073/se-2

Rihal, C.S. (2017). *The Importance of Leadership to Organizational Success*. Retrieved from https://catalyst.nejm.org/doi/full/10.1056/CAT.17.0301

Rimfeld, K., Kovas, Y., Dale, P.S., & Plomin, R. (2016). True grit and genetics: Predicting academic achievement from personality. *Journal of personality and social psychology*, *111*(5), 780. https://doi.org/10.1037/pspp0000089

Robben, P., & Neff, L.A. (2019). The true exercise of leadership: a blend of balance, endurance and resistance training? *Military Medicine*, *184*(5–6), 115–116. https://doi.org/10.1093/milmed/usz011

Robbins, S.P., & Coulter, M. (2007). *Management*. Pearson Prentice Hall.

Roberts, C., & Hyatt, L. (2019). *The dissertation journey: A practical and comprehensive guide to planning, writing, and defending your dissertation*. Corwin Press.

Roberts, T. (2020). Change is hard: Leadership is harder. *Military Medicine*, *185*(Suppl 3), 58–62. https://doi.org/10.1093/milmed/usaa136

Robert, V., & Vandenberghe, C. (2021). Laissez-faire leadership and affective commitment: The roles of leader-member exchange and subordinate relational self-concept. *Journal of Business & Psychology*, *36*(4), 533–551. https://doi.org/10.1007/s10869-020-09700-9

Roper, A., & Skeat, J. (2022). Innovation through participatory design: Collaborative qualitative methods in developing speech-language pathology technology. *International Journal of Speech-Language Pathology*, 1–6. https://doi.org/10.1080/17549507.2022.2050943

Rosa, G.A., Estrada, A.X., & DeCostanza, A.H. (2015). Cohesion with large collectives: A multiteam systems perspective. In W.B. Vessey & A.X. Estrada (Eds.), *Team cohesion: Advances in psychological theory, methods and practice. Research on managing groups and teams*, *17*, 25–52. https://doi.org/10.1108/S1534-085620150000017003

Rosenbach, W.E. (2018). *Contemporary issues in leadership*. Routledge

Rosnow, R.L., Rosenthal, R., & Rubin, D.B. (2000). Contrasts and correlations in effect-size estimation. *Psychological Science*, *11*(6), 446–453. https://doi.org/10.1111%2F1467-9280.00287

Rovithis, M., Linardakis, M., Merkouris, A., & Philalithis, A. (2016). Organizational culture of physicians on the island of Crete. *Archive of Hellenic Medicine*, *33*(2), 207–216. Retrieved from http://srv54.mednet.gr/archives/2016-2/pdf/207.pdf

Saeed, M., & Mughal, Y.H. (2019). Role of transactional leadership style upon performance: Mediating role of culture. *Journal of Managerial Sciences*, *13*(1), 47–57. Retrieved from https://qurtuba.edu.pk/jms/default_files/JMS/13_1/05.pd

Salkind, N.J., & Frey, B.B. (2020). *Statistics for people who (think they) hate statistics.* SAGE Publications, Inc.

Sapta, I.K.S., Muafi, M., & Setini, N.M. (2021). The role of technology, organizational culture, and job satisfaction in improving employee performance during the COVID-19 pandemic. *Journal of Asian Finance, Economics and Business*, *8*(1), 495–505. https://doi.org/10.13106/jafeb.2021.vol8.no1.495

Schloesser, K. (2010, October 27). *The first woman of West Point*. Retrieved from https://www.army.mil/article/47238/the_first_women_of_west_point

Seen, P. (2021). Continuation of public service by other means: The post-military careers of Singapore's military elites. *International Public Management Review*, *21*(2), 40–78. Retrieved from https://journals.sfu.ca/ipmr/index.php/ipmr/article/view/437

Schein, E. (1998). *Organizational culture and leadership*. Jossey-Bass.

Schein, E. (1992). *Organizational culture and leadership* (2nd ed.). Jossey-Bass.

Schein, E. (2017). *Organizational culture and leadership* (5th ed.). Jossey-Bass.

Schelling, T.C. (2008). *Arms and Influence.* Yale University Press, reprint of the original 1966 edition.

Schelling, T.C. (1966). *Arms and Influence.* Yale University Press.

Schmid, M., Jonas, K., & Hall, J.A. (2009). Give a person power and he or she will show interpersonal sensitivity: The phenomenon and its why and when. *Journal of Personality and Social Psychology*, *97*(5), 835–850. Retrieved from https://psycnet.apa.org/doi/10.1037/a0016234

Schmidt, F.T.C., Lechner, C.M., & Danner, D. (2020). New wine in an old bottle? A facet-level perspective on the added value of grit over BFI-2 conscientiousness. *PLoS ONE*, *15*(2), 1–25. https://doi.org/10.1371/journal.pone.0228969

Scroggs, S.K. (1996). *Army relations with Congress: The impact of culture and organization*. Duke University. Retrieved from https://www.proquest.com/dissertations-theses/army-relations-withcongress-impact-culture/docview/304253534/se-2

Sefidan, S., Pramstaller, M., La Marca, R., Wyss, T., Roos, L., Sadeghi-Bahmani, D., . . . Brand, S. (2021). Transformational leadership, achievement motivation, and perceived stress in basic military training: A longitudinal study of Swiss Armed Forces. *Sustainability (2071-1050)*, *13*(24), 13949. https://doi.org/10.3390/su132413949

Shane, L. (2017, March 27). Lawmaker: The Military has a cultural problem of abuse. *The Military Times*. Retrieved from https://www.militarytimes.com/news/pentagon-congress/2017/03/27/lawmakermilitary-has-a-cultural-problem-of-abuse/

Shukurov Alibala, R. (2019). Effective innovation through military institutionalization. *Journal of Defense Resources Management*, *10*(2), 145–155. Retrieved from http://www.jodrm.eu/issues/Volume10_issue2/10_Effective%20innovation_Ramil%20Shukurov%20Alibala_AZE.pdf

Sianoja, M., Crain, T.L., Hammer, L.B., Bodner, T., Brockwood, K.J., LoPresti, M., & Shea, S.A. (2020). The relationship between leadership support and employee sleep. *Journal of Occupational Health Psychology*, *25*(3), 187–202. https://doi.org/10.1037/ocp0000173

Siehl, C., & Martin, J. (1984). *The role of symbolic management: How can managers effectively transmit organizational culture? From leaders and managers: international perspectives on managerial behavior and leadership.* Pergamon.

Siew, D.H.K., & Koh, J.H.L. (2022). Being and becoming beginning military leaders: Implications for leadership learning. *Military Psychology*, 1–15. https://doi.org/10.1080/08995605.2022.2088986

Silva, A. (2016). What is leadership? *Journal of Business Studies Quarterly*, *8*(1), 1. Retrieved from https://www.proquest.com/scholarly-journals/what-isleadership/docview/1831706711/se-2

Simovic, O., Lesjak, M., Perović, Đ., & Podovšovnik, E. (2023). Measuring organizational culture in hotels, restaurants and travel agencies in Montenegro. *Sustainability*, *15*(3), 2715. https://doi.org/10.3390/su15032715

Sinambela, L.P. (2019). *Human Resource Management: Building a solid work team to improve performance*. Earth Literacy. https://doi: 10.37200/IJPR/V24I3/PR201903

Sivaruban, S. (2021). A critical perspective of leadership theories. *Business Ethics and Leadership*, *5*(1), 57–65. https://doi.org/10.21272/bel.5(1).57-65.2021

Smircich, L. (1983). Concepts of culture and organizational analysis. *Administrative Science Quarterly*, *28*, 339–358. https://doi.org/10.2307/2392246

Smith, S. (2019, June 3). *US Army ROTC simultaneous membership program*. The balance careers. Retrieved from https://www.thebalancecareers.com/simultaneous-membership-program-rotc-4139867

Spicer, A. (2020). Playing the bullshit game: How empty and misleading communication takes over organizations. *Organization Theory*, *1*(2), 263178772092970. https://doi.org/10.1177%2F2631787720929704

Squires, E.C., & Peach, J.M. (2020). Effective military leadership: Balancing competing demands. *Canadian Journal of Behavioural Science / Revue Canadienne Des Sciences Du Comportement*, *52*(4), 314–323. https://doi.org/10.1037/cbs0000179

Stewart, J. (2006). Transformational leadership: An evolving concept examined through the works of Burns, Bass, Avolio, and Leithwood. *Canadian Journal of Educational Administration and Policy*, (54). Retrieved from https://cdm.ucalgary.ca/index.php/cjeap/article/view/42735

Stothard, C., & Drobnjak, M. (2021). Improving team learning in military teams: Learning oriented leadership and psychological equality. *Learning Organization*, *28*(3), 242–256. https://doi.org/10.1108/TLO-12-2019-0174

Substance Abuse and Mental Health Services Administration [SAMHSA]. (2010). *Understanding the Military: The institution, the culture, and the people.* Retrieved from https://www.samhsa.gov/sites/default/files/military_white_paper_final.pdf

Sudha, K.S., Shahnawaz, M.G., & Farhat, A. (2016). Leadership styles, leader's effectiveness and well-being: Exploring collective efficacy as a mediator. *Vision: 179 The Journal of Business Perspective*, *20*(2), 111–120. https://doi.org/10.1177%2F0972262916637260

Sule, E.T., &; Priansa, D.J. (2018). *Leadership and Organizational Behavior: Building a superior organization in an era of change*. Retrieved from http://senayan.iain-palangkaraya.ac.id/index.php?p=show_detail&id=13134&keywords=

Sungu, L.J., Weng, Q. (Derek), Hu, E., Kitule, J.A., & Fang, Q. (2020). How does organizational commitment relate to job performance? A conservation of Resource Perspective. *Human Performance*, *33*(1), 52–69. https://doi.org/10.1080/08959285.2019.1699562

Sürücü, L., & Maslakçi, A. (2020). Validity and reliability in quantitative research. *Business & Management Studies: An International Journal*, *8*(3), 2694–2726. https://doi.org/10.15295/bmij.v8i3.1540

Sutter, M. (2020). *The Relationship between Leadership Styles and Organizational Culture in United States Military Branches* (Doctoral dissertation, Grand Canyon University). Retrieved from https://www.proquest.com/dissertations-theses/relationship-between-leadershipstyles/docview/2385696045/se-2

Szara, M., Ksykiewicz-Dorota, A., Kluklw, J., & Lamont, M. (2018). Review of research on organizational culture in the health care system. *Pielegniarstwo XXI Wieku*, *17*(2), 32–44. https://doi.10.2478/pielxxiw-2018-0013

Tabachnick, B.G. & Fidell, L.S., (2019). *Using multivariate statistics.* Pearson Education.

Tangney, J.P., Boone, A.L., & Baumeister, R.F. (2018). High self-control predicts good adjustment, less pathology, better grades, and interpersonal success. In *Self-regulation and self-control.* Routledge.

Tatarka, C.J. (2009). *The perceptions of organizational politics in the National Guard* (Doctoral dissertation, Northcentral University). Retrieved from https://www.proquest.com/dissertationstheses/perceptions-organizational-politics-national/docview/305177857/se-2

Taylor, R.L. (2018). *Military leadership: In pursuit of excellence*. Routledge

Teasley, R., Walker, W., Gabriel, T.J., & Rifenburg, M. (2021). Leadership effectiveness in military settings: The moderating effects of cynicism. *Organization Development Journal*, *39*(4), 47–62. Retrieved from https://library.lincoln.ac.uk/items/eds/bth/153215394?resultsUri=items%3Fquery%3Dsubject%253A%2528Military%2Bplanning%2529%26offset%3D0%26target%3Deds

Tharp, B.M. (2009). *Four organizational culture types.* Haworth Organizational Culture White Paper.

Theofanidis, D., & Fountouki, A. (2018). Limitations and delimitations in the research process. *Perioperative Nursing*, *7*(3), 155–163. https://doi.org/10.5281/zenodo.2552022

Thomas, J.R., Martin, P., Etnier, J., & Silverman, S.J. (2022). *Research methods in physical activity*. Human kinetics.

Thomas, T., & Berg, P. (2020). The Army paradox: Leader and follower education. *New Directions for Student Leadership*, (167), 111–122. https://doi.org/10.1002/yd.20403

Thompson, K. (2022). Qualitative methods show that surveys misrepresent "ought implies can" judgments. *Philosophical Psychology*, pp. 1–29. https://doi.org/10.1080/09515089.2022.2036714

Tinsulanonda, T. (1997). *A study of the relationship between leadership style and motivation of the Royal Thai Army officers*. Nova Southeastern University. Retrieved from https://www.proquest.com/dissertations-theses/study-relationship-between-leadershipstyle/docview/304409314/se-2

Tinuoye, A.T., Adamade, S.S., & Ogharanduku, V.I. (2022). Leadership and followership in the context of trade unionism. In *Leadership and Followership in an (Organizational Change Context*, (pp.135–160). IGI Global. https://doi:10.4018/978-1-7998-2807-5.ch006

Toney, L.O. (2021). Breaching the summit: Leadership lessons from the US military's best. *Air & Space Power Journal*, *35*(4), 95–96. Retrieved from https://www.proquest.com/openview/f4c23b0660a3c69dd8509c4fb4e4deb1/1?pqorigsite=gscholar&cbl=26498

Trachik, B., Oakey, F.N., Ganguly, M.L., Adler, A.B., Dretsch, M.N., Cabrera, O.A., . . . Oakey-Frost, N. (2021). Military suicide prevention: The importance of leadership behaviors as an upstream suicide prevention target. *Suicide & Life-Threatening Behavior*, *51*(2), 316–324. https://doi.org/10.1111/sltb.12707

Trehan, D., & Soni, S. (2021). Is all lost or a lot Is still recoverable? A case of 21st-century Indian military organizational culture. *Journal of Contemporary Issues in Business and Government*, *27*(3), 1115–1126. http://dx.doi.org/10.47750/cibg.2021.27.03.152

Turner III, D.W., & Hagstrom-Schmidt, N. (2022). *Qualitative interview design. Howdy or hello? Technical and professional communication*. Retrieved from https://oer.pressbooks.pub/howdyorhello/back-matter/appendix-qualitative-interviewdesign/

United States Government US Army. (2019). *Army leadership and the profession*. Government Printing Office. Retrieved from https://armypubs.army.mil/productmaps/pubform/details.aspx?pub_id=1007609

US Army. (2022). *FM 6-22, Developing leaders*. Retrieved from https://armypubs.army.mil/epubs/DR_pubs/DR_a/ARN36735-FM_6-22-000-WEB-1.pdf

US Army Talent Management. (2022, January 3). *US Army direct commissioning*. Retrieved from https://talent.army.mil/direct-commissioning/

US Army Public Affairs (2020, March 11). *US Army celebrates women's contributions and service*. Retrieved from https://www.army.mil/article/233667/us_army_celebrates_womens_contributions_and_service

Van Dam, D.J., Eller, J.L., & Swezey, J.A. (2021). Developing leadership as a federal service academy peer tutor. *Journal of College Reading and Learning*, *51*(4), 250–266. https://doi.org/10.1080/10790195.2021.1928567

Van Dijk, D., Kark, R., Matta, F., & Johnson, R.E. (2021). Collective aspirations: collective regulatory focus as a mediator between transformational and transactional leadership and team creativity. *Journal of Business & Psychology*, *36*(4), 633–658. https://doi.org/10.1007/s10869-020-09692-6

Van Huy, N., Thu, N.T., Anh, N.L., Au, N.T., Phuong, N.T., Cham, N.T., & Minh, P.D. (2020). The validation of organizational culture assessment instrument in healthcare setting: Results from a cross-sectional study in Vietnam. *BMC Public Health*, *20*(1). https://doi.org/10.1186/s12889-020-8372-y

Venkatesh, V., Brown, S.A., & Bala, H. (2013). Bridging the qualitative-quantitative divide: Guidelines for conducting mixed methods research in information systems. *MIS Quarterly*, *37(1)*, *21*. Retrieved from http://www.jstor.org/stable/43825936

Wambugu, L., & Njoroge, N. (2022). The search for understanding of mixed method research among graduate students: a case of learners in the school of continuing and distance education, university of Nairobi, Kenya. *Quality & Quantity*, *56*(2), 843–855. https://doi.org/10.1007/s11135-021-01150-6

Western Governors University. (2020, July 7). *What is laissez-faire leadership?* Retrieved from https://www.wgu.edu/blog/what-laissez-faire-leadership2006.html#close

Westfall, P.H., & Henning, K.S.S. (2013). *Texts in statistical science: Understanding advanced statistical methods.* Taylor & Francis.

Williams, T.L. (2012). *Transformational leadership and job satisfaction of retired army noncommissioned officers in South Korea* (Doctoral dissertation, Walden University). Retrieved from https://www.proquest.com/dissertations-theses/transformational-leadership-jobsatisfaction/docview/1264223781/se-2

Wilson, J. (2016). VII—Internal and external validity in thought experiments. *Proceedings of the Aristotelian Society*, *116*(2), 127–152. https://doi.10.1093/arisoc/aow008

Woods, T.B. (2019). An examination of the suitability of transactional, transformational, and situational leadership theories in evaluating the role of gender in determining the leadership style: A comparison and contrast of three leadership theories. *American Journal of Management Studies*, *4(*1), 1–11. Retrieved from http://ivyunion.org/index.php/ajms/article/view/1261

Xenikou, A. (2022). Leadership and organizational culture. In *Handbook of Research Methods for Organisational Culture*. Edward Elgar Publishing Limited, 23–38. https://doi.org/10.4337/9781788976268.00009

Yahaya, R., & Ebrahim, F. (2016). Leadership styles and organizational commitment: Literature review. *Journal of Management Development*, *35*(2), 190–216. https://doi.org/10.1108/JMD-01-2015-0004

Yilmaz, A. (2021). The leadership qualities of Tahir B. Hussein, the founder and first ruler of the Thirties. *International Journal of Turkish Literature, Culture and Education (TEKE)*, *10*(2), 812–823. https://doi.org/10.7884/teke.5261

Young-Gon, K., & Shin, D. (2021). Leadership and public service motivation in the military organization: The moderating effect of age. *Korean Journal of Defense Analysis*, *33*(3), 533–555. https://doi.org/10.22883/kjda.2021.33.3.008

Yukl, G. 1998. *Leadership in organizations* (4ᵗʰ edition). Prentice Hall.

Yukl, G.A. (2013). *Leadership in organizations* (8th ed.). Pearson.

Zaman, N., Bibi, Z., Sheikh, S.R., & Raziq, A. (2020). Manualizing factor analysis of Likert scale data. *Journal of Management Sciences*, *7*(2), 56–67. Retrieved from https://geistscience.com/papers/view/JMS2007204

Zeb, A., Akbar, F., Hussain, K., Safi, A., Rabnawaz, M., & Zeb, F. (2021). The competing value framework model of organizational culture, innovation and performance. *Business Process Management Journal*, *27*(2), 658–683. https://doi.org/10.1108/BPMJ-11-2019-0464

Zhang, Z., Zhang, B., & Jia, M. (2022). The military imprint: the effect of executives' military experience on firm pollution and environmental innovation. *The Leadership Quarterly*, *33*(2), 101562. https://doi.org/10.1016/j.leaqua.2021.101562

Zhao, Z., Wang, Q., Zheng, X., An, N., Zhou, M., Niu, L., . . . Wang, F. (2022). Reliability and validity of two computerized occlusion analysis systems. *Journal of Dentistry*, 104051. https://doi.org/10.1016/j.jdent.2022.104051

Zheng, W., & Muir, D. (2015). Embracing leadership: A multi-faceted model of leader identity development. *Leadership & Organization Development Journal*.