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The Psychodynamic Approach in Leadership and How It Benefits Efficiency and Productivity in Organisations

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Abstract

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Glossary

BBC   British Broadcasting Corporation. A British channel which broadcasts programmes on radio and television.

CEO   Chief executive officer. Highest ranking executive in a company.

Fig.   Figure. A picture, which forms part of official statistics or relates to certain sections in the text.

LTTE   Liberation Tigers of Tamil Eelam. A terrorist group which seek independent state in Sri Lanka areas inhabited by ethnic Tamils.

SPE   Standford Prison Experiment. A two week social psychology study conducted by Philip G. Zimbardo at Stanford University in 1971 August. It measures the effect of role-playing, labelling and social expectations on behaviour.

1. Introduction

Leaders are frequently chosen for their vision, rather than their ability to lead and manage others, for the future of the business or specialized skill. They may not recognize the uniqueness of the job or the requirement for system-wide accountability at first. Nonetheless, all leaders quickly realize that vision and technical competence are insufficient. Maximum efficiency within the team will not be achievable without an understanding of how to engage individuals from both inside and outside the organization in their goal. (Bell and Huffington, 2018)

In order for a company to achieve maximum efficiency, its leaders need to obtain the correct psychodynamic approach to engage their team members and to achieve the given goals.

The psychodynamic approach in leadership is a concept of psychoanalysis that pursues the idea of conventional psychoanalysis of an individual in order to understand one's self and others better. The psychodynamic approach can be used to help prevent misunderstandings in working environments, to help two different personality types communicate and understand each other better, to keep a healthy working environment, and to help both leaders and team members to achieve maximum efficiency and productivity in organization goals.

The purpose of this thesis is to look at a developmental intervention—a systems psychodynamic approach of leadership coaching—to assist leaders in being self-aware of their leadership function and sensitive to the organizational dynamics that can impact and interfere with their leadership job. This thesis will introduce a systems psychodynamic approach to leadership, then look at how it might be applied to coaching, and last discuss the implications and applications of the approach to leadership development.

2. What is psychodynamic approach

Humans are inherently complex and different from one another. What motivates and encourages a person to do or think anything might be very different from person to person. These are the realities at the heart of the Psychodynamic Leadership Approach. The Psychodynamic Approach to Leadership focuses on the dynamics of human behavior, with the goal of better understanding how a person operates and why they react or behave the way they do by researching what drives their behavior and using that information to become better leaders and followers. It is based on Sigmund Freud's research and the concepts of conventional psychoanalysis.

The Psychodynamic Approach is crucial to workplace leadership for two reasons. Firstly, if a leader is successful and introspective, and understands their own qualities and inner drivers, they will be aware of their emotional responses and be able to steer their actions toward their team more effectively. Secondly, they may be able to customize their leadership style to their followers' emotional reactions and pattern responses if they are more aware of their followers' emotional reactions and pattern responses. (Powlus, 2017)

The core concepts of the psychodynamic leadership method may be stated as follows, according to Stech (2006). From the moment they are born, people acquire their first leadership experiences. Within the family, parents serve as the primary leaders. According to the main premise of this technique, early leadership experiences build an unconscious foundation for future conduct as a leader and follower. Childhood and adolescent experiences are reflected in patriarchal, matriarchal, or family leadership patterns, and are thus primarily accountable for how members of organizations operate as leaders or respond to authority. We also learn the unconscious archaic image of the powerful man through socialization, which is considered as a basic source of leadership (Goethals 2004). If a leader reflects this archaic picture of a powerful and autonomous individual imposing his will on other group members, he is reawakening this archaic image, which leads to collective submission. The psychodynamic leadership method continues the legacy of psychodynamic management research, with Zaleznik (1977) and Maccoby (1977) being the most prominent proponents.

3. Sigmund Freud

3.1   History

Sigmund Freud (1856–1939) founded psychoanalysis, which is a method of treating mental illness as well as a theory that explains human behavior.

According to Freud, our childhood experiences have a tremendous influence on our adult lives, shaping our personalities. Anxiety resulting from traumatic experiences in one's past, for example, is hidden from consciousness and might produce issues in maturity. As a result, we seldom offer a realistic account of our motive when we explain our actions to ourselves or others (conscious mental activity). This isn't because we're lying on purpose. Humans are skilled at misleading others, but they are much more skilled at deceiving themselves. (McLeod, 2018)

3.2   The Unconscious Mind

Sigmund Freud argued that personality and conduct are the result of a continual and unique interaction of opposing psychological forces operating at three levels of awareness: preconscious, conscious, and unconscious. He felt that each of these aspects of the mind had a significant impact on behavior.(Cherry, 2020)

To comprehend Freud's theory, one must first comprehend what he felt each component of personality accomplished, how it functioned, and how these three aspects interacted to contribute to the human experience. Each level of awareness has an impact on how people behave and think. (Cherry, 2020)
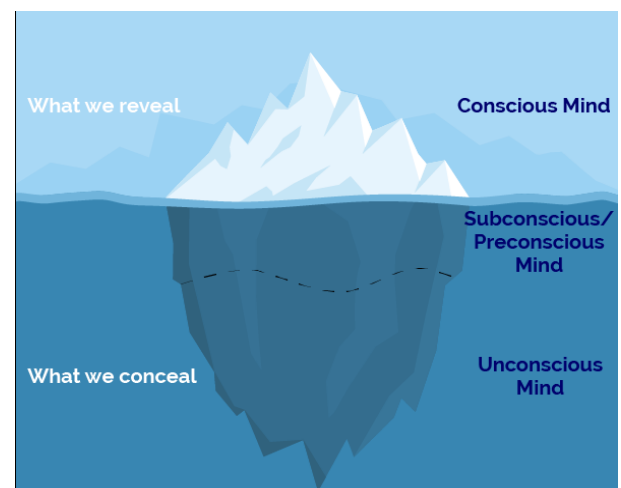
There is consciousness mostly on the surface, which is made up of the concepts that are now occupying our attention, and this is considered the tip of the iceberg. The preconscious is made up of everything that can be remembered. The unconscious is the third and most important part. Here are the mechanisms that are at the root of the majority of human behavior. The most significant portion of the mind, like an iceberg, is the part you can't see. (McLeod, 2018)

3.3 Military Psychology in support of Finnish Defence Forces

Military psychology research is widely used in the Defence Forces. Applications include assessment of aptitude, leadership development, accident investigation, development of technical equipment usability, determination of psychosocial performance requirements of soldiers in different types of weapons or, for example, in crisis management tasks. (Leskinen, 2018)

Military Psychology as a Foundation of National Defence (translated from the original Finnish) is intended to be used as a teaching tool for reservists preparing to become scientists in the Defense Forces, as well as for officer and crisis management training. Students in various security disciplines, as well as psychologists interested in the issue, may find the book useful. However, because the book covers so many themes, it doesn't necessarily go into great detail on a single theme. (Leskinen, 2018)

The following sections elaborate a few different themes in how the Finnish military has implemented the psychodynamic approach to its advantage.

3.3.1. Emotional Intelligence & Combat Morale

Emotional intelligence is a concept originally developed by Daniel Goleman. It was originally born out of criticism of the one-sidedness of intelligence tests. It was felt that measuring only cognitive aspects of intelligence gave a one-sided picture of a person's talents and abilities. The concept of emotional intelligence was intended to include social skills and related abilities and talents. Emotional intelligence includes

awareness of one's own and others' emotions and the ability to deal constructively with emotions. The development of measures of emotional intelligence is relatively recent and not much research has been done on these. (Leskinen, 2018)

Professional ethics is an area that has been the subject of much research in moral psychology. Many professions that deal with people have clear rules of professional ethics to ensure that clients are treated ethically. (Leskinen, 2018)

Combat morale is a concept used in war studies and is central to the study of troop performance, the will to fight and its maintenance. The concept of combat morale refers less to ethical performance than to the will to fight and combat motivation. It is influenced by many factors, such as a belief in the legitimacy of war and a desire to defend one's comrades in arms based on group cohesion. (Leskinen, 2018)

According to Jarmo Toiskallio and Juha Mäkinen's Military Pedagogy, a soldier's functional capability refers to an individual's holistic physical, psychological, social and ethical ability to think and act creatively and responsibly in practical situations. An important skill requirement for a soldier is the ability to make quick, often wide-ranging decisions in practical situations involving ethical choices. The concept of operational capability also has a tactical dimension. For example, combat stress management is a component of functional capacity that can be practiced and learned. In addition to the characteristics of the individual, the concept of capability can also be used to describe group dynamics and performance. (Leskinen, 2018)

Luthans, Youssef and Avolio's (2007) theory of psychological resources, when applied to the military environment, states that psychological resources consist of four dimensions: hopefulness, realistic optimism, resilience and self-confidence as a soldier. Luthans' perspective is relatively recent in the field of industrial and organisational psychology. Traditionally, well-being at work and the psychological resources of employees have been assessed somewhat simplistically using various stress indicators, with the absence of symptoms thought to be a proxy for well-being. Positive organisational psychology, on the other hand, starts from a direct examination of the psychological resources available to the organisation. It is (as defined by Luthans) the study of positive human resources that can be scientifically

assessed, developed and used to improve organisational performance and productivity. (Leskinen, 2018)

3.3.2 Four Components of the Theory of Psychological Resources

1. Hopefulness: Of the four components of the theory of psychological resources, the first—hopefulness—refers to a positive state of mind consisting of two elements. These are the sense of achievement associated with goal awareness and the perception of the means to achieve the goal.

2. Realistic optimism: It is a character trait of the individual that includes the ability to assess positively and at the same time realistically one's own abilities and chances of success.

3. Resilience: The term is often translated as resilience, but this only partially captures the concept communicated here. Resilience refers to the ability to cope flexibly with complex, difficult situations and the ability to recover from the stress of the situation. It is the ability to use the resources available for decision-making and action in a creative way, while at the same time being able to see failure as a learning opportunity. (Leskinen, 2018)

4. Self-efficacy: The fourth component is self-efficacy, which Luthans defines as confidence in one's own resources to achieve a goal. A soldier's professional self-confidence can be assessed, for example, with the Norwegian Military Skills Scale (Molfjord, Laberg, & Rundmo 2015), which provides a picture of the combatant's perception of his or her own competencies as a soldier. It is a self-assessed measure. The components to be assessed are as follows: (a) ability to manage combat stress; (b) ability to keep a cool head in a pressure situation; (c) sufficient physical capacity; (d) good cooperation in a pressure situation; (e) ability to act in emergency situations without question, according to orders; (f) decision-making ability in a pressure situation; (g) ability to help others in a pressure situation; (h) ability to perform the assigned task;(i) the ability to assist others in a pressure situation, even in a confusing or

dangerous situation; (j) the ability to encourage comrades in combat in difficult circumstances; (k) own fighting ability, weapons handling skills; (l) the ability to talk about one's own feelings after a combat situation; (m) the ability to recognise danger quickly; (n) the ability to assess the performance and ability of others in a pressure situation; (o) the ability to take the lead in a crisis situation if necessary; and (p) the ability to act even when threatened.

It is interesting to note how many of the items on this 'Military skills' measure relate to the management of combat stress and the ability to maintain psychosocial functioning in a pressure situation.

According to the Norwegian military experience, these are key elements of a soldier's professional competence. However, the measure does not directly assess the soldier's self-confidence, but rather his perception of his own military skills. Nevertheless, it can be said that the result of the measure also reflects the underlying element of self-confidence. In behavioural science research, this is often the way to operationalise hidden human characteristics in terms of easily measurable phenomena that describe behaviour or attitudes. (Leskinen, 2018)

3.3.3 Values

According to Klaus Helkama (1997), values have two social functions. The first is to bring about action and change. The second function, its counterforce, is to hold society together and slow down too rapid change. Helkama's idea is based on Shalom Schwartz's theory of values, whose four basic dimensions are (1) self-transcendence, (2) self-emphasis, (3) openness to change and (4) preservation. Another Finnish value researcher, Martti Puohiniemi, has presented typologies of Finnish values based on the same theory. According to them, 17% of us Finns are "benevolent preservers". They fall into the top four of the value spectrum—self-exceeding and preservation. For this group, it is important to have a non-contradictory lifestyle that values tradition. In the next quadrant—preservation and

self-emphasis—are the "cautious preservationists". These make up 22% of Finns. They particularly value security and want to ensure their status. In the locker—self-emphasis and openness to change—are the "individualistic innovators", 22%. For them, self-fulfilment and the possibility of sticking to their own goals are important values.

In the second top quartile—openness to change and self-expression—are the "tolerant reformers". They are culturally open-minded people who value experimentation. In the middle of the value pyramid, according to Puohiniemi, is the group of "opportunists" (15%), who are situationally minded people who seize opportunities as they arise. (Leskinen, 2018)

The following is the result of a discussion by a group of soldiers who were reflecting on their value-based principles. (The usefulness of such lists can be legitimately questioned, since they are inevitably quite random and may be the ideas that come to mind at the moment. On the other hand, it can be argued that any reflection on one's own policies increases predictability and reduces uncertainty.) (Leskinen, 2018)

1. Take responsibility for your own and your group's goals and tasks. 2. Be fair and reasonable to your peers and those you lead. Do not demand more of others than you demand of yourself. 3. accept thinking that differs from your own, but question actions that clearly lead to poor results. 4. Take care of your fellow fighters, always, without hesitation, be there for them. 5. Actively maintain good spirit, optimism and order. 6. Use your intelligence, take care of your own and your comrades' development. 7. In combat, avoid harming bystanders, but if exceptionally you must do so, minimise the damage. 8. Help civilians in an unreasonably bad situation by concrete actions.

However, values are an important basis for the functioning and motivation of military groups. The norms guiding the group's activities are at least partly shaped by values. (Leskinen, 2018)

3.3.4 Rules of Behaviour Within a Group

The group is an important standard-setter of soldier behaviour. Social norms are the rules of behaviour of a group or community that the group uses to control the behaviour of its members. However, control is not effective without sanctions. In a group, sanctions can take the form of disapproval, exclusion or even physical punishment. In a cohesive group, norms become more consistent than in a fragmented group.

Through group norms, group cohesion therefore influences the behaviour of group members for better or worse. Group norms can be either in line with formal organisational goals, completely contrary to them, or something in between. An example of an informal group norm is the 'norm of reasonable courage' described by Knut Pipping, a pioneer of Finnish military sociology, of a machine-gun group during the Winter War of 1939-40. According to this norm, the members of the group were expected to show reasonable courage—but only that. Excessive courage on the part of an individual soldier was thought to put the whole group in danger, and was therefore not considered a good thing—despite the fact that a daring soldier might receive approval and reward from the official organisation.

The interventionist nature of research among the troops is perhaps most evident in the study of group norms, the rules of behaviour within the group. For example, when a group is given the task of reflecting on and recording its own behaviours, it is also given the opportunity to assess, shape and make visible those behaviours. For example, a group of reservists can be given an evaluation task during the troop formation phase, the aim of which, in addition to acquiring knowledge, is to recall the ethical standards of the soldier as applied to operational situations. In this task, the group will discuss their attitude towards military values, discipline, fellow soldiers and general conduct as a soldier. (Those interested in military ethics should read Janne Aalto's dissertation "Good Soldier - Right Action", National Defence College 2016.) The reflection task can include, for example, statements that are as neutral as possible, related to ethical normative decision-making situations.

Eerik Allardt and Yrjö Littunen argue that simply examining individual standards does not usually lead to useful results. Individual norms together form norm systems.

> *"Only knowledge of the whole system of norms provides an overall picture that can be used to predict people's social behaviour" (Allardt and Littunen 1972).*

4. Basic concepts of the psychodynamic approach in leadership

The psychodynamic leadership method may be linked back to ideas from Sigmund Freud's psychoanalysis (e.g., Freud 1938) and other depth psychologists. Depth psychology is concerned with the motivations for human conduct, and the unconscious is considered a significant element in individual perception and behavior. Despite the fact that depth psychology writers have not addressed the human and social aspects of corporate management, the psychodynamic leadership method makes use of their terminologies, theories, and models. The psychoanalytic terms of "family of origin," "process of maturation or individualization," "dependency and independence," as well as "regression," "suppression," and "shadow of the Ego" (see Stech 1997, 2004) are all used in this theoretical approach. Following that, the essential principles are briefly presented to aid comprehension of the theory. (Winkler, 2010)

4.1 Family of Origin

Practically everyone is brought up in a family, this notion is the foundation for understanding adult behavior. It is the responsibility of parents to socialize their children, especially in early infancy, as the first leaders in their lives. The first three years of life are crucial, according to Kets de Vries (1997), since they are when the essential patterns of personality are formed. However, socialization — the act of teaching a kid the institutionalized conventions of society – is not a one-way street. A mutual parent-child adaptation emerges as a result of reacting to a child's needs, culminating in interdependency. As a result, early childhood encounters with

leadership include experiences as both a follower and a leader. These experiences with family leadership have a significant impact on adult conduct. As a result, it is feasible to describe the conduct of executives and the reactions of subordinates based on childhood experiences. (Winkler, 2010)

4.2 Process of Maturation and Individualization

As a child grows older, he or she becomes increasingly self-reliant on his or her parents. The process of maturation includes becoming a teenager and then an adult. Nonetheless, a person's behavior and thoughts are influenced by his or her parents' opinions about what is acceptable and bad in society, as a result of early socialization. The interaction between a child and adults of authority is a vital factor in the maturation process for the psychodynamic leadership method. The degree of authority experienced in the connection between the kid and the parents has a significant impact on how the child, teenager, and later adult behaves toward a person of authority (e.g., a leader). An authoritarian connection in early infancy can result in either obeying or defying conduct, however reactions are difficult to anticipate. The psychodynamic leadership method posits that the process of maturing (in relation to the process of individualization) changes childhood experiences. Both principles are thought to have a significant impact on the behavior of company leaders and followers. (Winkler, 2010)

4.3 Dependence and independence

Employees in firms are exposed to a variety of executive behaviour patterns. Their reactions to more authoritarian or more collaborative leadership conduct are influenced by their childhood and adolescent experiences. An employee can react to the leader's actions in one of three ways, according to psychodynamic theory: reliant, defying, or autonomous. The first two behavioral patterns are self-explanatory. Responding independently suggests that the employee is putting his or her room for maneuvering in the leader–follower relationship to the test. Furthermore, the subordinate challenges the meaning of the issued orders and rejects those that do not make sense to him. Furthermore, the leader's conduct is influenced by their upbringing. As a result, an authoritarian or participative leadership style is said to be founded in a childhood environment that was either authoritarian or anti-authoritarian. (Winkler, 2010)

4.4 Regression

It is possible to alter the behavior of members of an organization to some extent by implementing behavioral training. Various leadership programs are offered to CEOs in particular. The goal of such training is to learn how to deal with followers in various scenarios and, as a result, respond in an acceptable leadership style. Even skilled leaders, however, might slide back into "old" habits of conduct under stressful or unique situations. This is known as regression, and it refers to the return to basic behavioral patterns "learned" throughout childhood and adolescence. These deeply ingrained habits are not removed, but rather overlaid, by particular instruction. (Winkler, 2010)

5. Dynamics of human behaviours

Human behaviour can be observed. It consists of how an individual speaks (verbal behaviour), what an individual does (physical behaviour) and of facial expressions and bodily gestures.

5.1 Human Factors Psychology

The scientific study of the linkages and interactions between products, processes, and people is known as human factors psychology. (Fescoe, n.d.)

Advanced social, learning, cognitive, and experimental psychological theories and methodologies are used in human factors psychology. Because practically all research and trials are conducted in the field, in either corporate or industrial settings, this school of psychology differs significantly from mainstream psychology. As a result, counseling, mental health, and psychological problems have nothing to do with human factors psychology. (Fescoe, n.d.)

Rather, it is a branch of psychology that explores how people think and why they make the decisions they do. In order to increase the usability of goods, processes, and interfaces, those observed choices are recursively applied to the design of those products, processes, and interfaces. To understand how an item or service is utilized, it considers aspects such as enculturation of certain ways or techniques of doing things, sociolinguistics (how people communicate about a process or product), and sociological availability of commodities or services. (Fescoe, n.d.)

According to the American Psychological Association, human factors psychologists now work in practically any setting that includes humans working with goods, technology, or surroundings. (Fescoe, n.d.)

Human factors psychologists devote the bulk of their time to studying the connections between human behavior, perceptions, and cognition in the context of

product use and employment situations. Their mission is to tackle real-world issues that people and businesses confront on a daily basis. In an ideal world, there will be advancements in terms of safety, performance, and functionality. (Fescoe, n.d.)

A human factors psychologist, for example, may do study on a specific workplace product, such as a computer interface screen used by factory employees. The human factors psychologist will seek to adapt the interface screen to maximize accuracy and simplicity of use after completing observational, quantitative, and qualitative research. Alternatively, they might present their results to a design team and let them iterate on the intended output. As a result, a large number of human factors psychologists are expected to assist in the development of training programs targeted at improving productivity, performance, and accuracy. These programs also aim to lower the number of workplace injuries, accidents, and errors. (Fescoe, n.d.)

5.1.1 Stanford Prison Experiment

The Stanford Prison Experiment (SPE) was a role-playing and simulation that took place in the summer of 1971 at Stanford University. In a two-week simulation of a prison setting, it was planned to look at the influence of situational factors on participants' emotions and behaviors. Philip Zimbardo, a Stanford psychology professor, headed the study team that carried out the experiment.

What was the purpose of the study? Zimbardo, a psychology professor at Stanford University, and his colleagues (1973) wanted to know if the cruelty observed among American prison guards was due to the guards' sadistic personalities or had more to do with the prison environment. (Mcleod, 2020)

Convicts and guards, for example, may have characteristics that inevitably lead to conflict, with prisoners lacking regard for law and order and guards overbearing and violent. By contrast, due to the tight power structure of the social milieu in jails, convicts and guards may act aggressively. Rather than their temperament, Zimbardo anticipated that the environment caused people to act the way they do (personality). (Mcleod, 2020)

The experiment was done in a more regulated and ethical manner by Alex Haslam and Steve Reicher than the SPE. Their experiment's findings differed significantly from those of the Stanford Prison Experiment. They disagreed with Zimbardo's findings regarding humans' intrinsic, built-in flexibility and obedience, which may lead to cruel behavior. (Mcleod, 2020)

Basically, the main difference between Zimbardo's Stanford Prison Experiment and the BBC Prison Study conducted by Haslam and Reicher is that rather than being the leader of the guards, giving the guards instructions on what to do and how to behave, Haslman and Reicher let the guards be their own leader and gave no further instructions on how to behave or how to maneuver systems.

Military training is fully aware of the aforementioned experiments, as well as the boundaries of responsibility and the value of power for troops in positions of leadership in general. Soldiers' ethical education, such as that provided in cadet training, is critical. The Defence Forces believe that a high ethical awareness and accompanying internalisation of duty is the professional basis of being a soldier, without which one cannot act in a military role. Chicanery is one form of abuse of authority that still exists in Finnish garrisons to some level. The Defense Forces have a "zero tolerance" policy when it comes to grooming. Eradication and prevention via training are part of the conscript leader's training. The Defense Forces are also conducting a program called "deep leadership," which is a leadership development program. It emphasizes a trusting connection between supervisor and subordinate built on intimate knowledge, in which both feel accountable for the work at hand as well as their fellow conscripts. (Mcleod, 2020)

Implicit programs aim to offer radicalized people new meaning and purpose in their life. The views toward violence of imprisoned members of the Liberation Tigers of Tamil Eelam (LTTE), a Sri Lankan terrorist organization, altered dramatically as a result of Sri Lanka's de-radicalization program, according to Kruglanski's study report. (Mcleod, 2020)

The program has three main components: (1) separation of leaders and followers, (2) an individual-centered approach that incorporates spiritual activities like as arts and yoga, and (3) vocational training that gives purpose without violence and the possibility to reintegrate back into society (Kruglanski et al. 2014).

6. Personality types: How is an individual's personality moulded?

Personality studies have concluded that personality is composed of five domains, which are further composed of correlated sub-domains. These domains have come to be referred to as the Big Five. Openness, extroversion, emotional stability, agreeableness and conscientiousness have been identified as key personality traits. These five domains and their content are well-established and form the basis of a number of personality measures.

Antonovsky developed his own theory in an attempt to focus research more on positive qualities and abilities rather than on problems, symptoms and difficulties. His central idea is that a person's ability to cope is determined by how meaningful, relevant and manageable they perceive their life and circumstances to be. Antonovsky's sense of coherence has been found to be associated with psychological well-being and better coping in difficult circumstances. Cohesion has been considered a relatively stable trait that develops during growth and development. However, exceptional circumstances can cause changes in an individual's level of cohesiveness. (Antonovsky, 1979)

7. Personality types as leaders

Contemporary Leadership Theories is an ebook by Ingo Winkler which explains the enhancement of understanding the complexity, subjectivity and dynamic of leadership. This chapter will briefly go through the most relevant theories about the types of leaders.

Several authors presented several sorts of leaders based on the main ideas of the psychodynamic leadership approach (e.g., Argyris 1957; Maccoby 1977; Kets deVries and Miller 1984; Kets de Vries 1989). The early typologies of Argyris (1957) and Maccoby (1977), as well as the latter categorization of Maccoby (2000), are presented to offer an overview. (Winkler, 2010)

7.1 Mature and immature personalities

Argyris (1957) distinguished between mature and immature personalities. The psychodynamic leadership method, like many other classifications of sorts of leaders and followers, gives the role of the adult to the leader. Argyris criticizes most corporations for treating their employees as immature individuals. As a result, organizational structures, practices, and behaviors are created in a setting that ascribes the role of the child to the followers, either implicitly or overtly. (Winkler, 2010)

7.2 Sorts of managers

Maccoby (1977) gave an outline of several sorts of managers. He outlined the four sorts of managers by citing various instances of leaders from the commercial and political worlds:
- The objective and down-to-earth artisan.
- The power-hungry jungle fighter who likes to fight in fights.
- The businessman who is concerned about the company's security and is concerned for his subordinates.

- The gamer who approaches his job as a challenge and sees competition as a motivator.

The gamesman looked to dominate as the manager type in the 1960s, according to Maccoby's assessment. By the end of the 1970s, however, new corporate CEOs had blended many gamesman qualities with company man features (Maccoby 1977). Following Freud's differences between erotic, obsessive, and narcissistic personalities. (Winkler, 2010)

7.3 Categories of leaders

Later Maccoby (2000) defined four categories of leaders. These are the following:
- The authoritarian type, who excels in character qualities such as neatness, thriftiness, and stubbornness, as well as the capacity to transition between active and passive modes, as well as giving commands and disobeying them.
- The narcissistic type, who has a high level of self-satisfaction with regard to pride, is primarily concerned with self-preservation, but is also aggressive and wants to impress others, and hence is a good leader.
- The narcissistic-coercive personality, who blends meticulousness with narcissistic self-assurance.
- The erotic-narcissistic kind, who is looking for love and attention.

The narcissistic type and the narcissistic-coercive type, according to Maccoby, are the most likely to correlate with the public conception of a great leader. This viewpoint is backed by Kets de Vries' (1989) previous claim that the narcissistic personality is the preferred leader personality. Leaders of this personality type have clear visions, a desire to change the status quo, and the ability to entice followers. "A decent dosage of narcissism is a requirement for everyone who wishes to advance to the top of an organization," writes Kets de Vries (2004, p. 188). Cluley's (2008) theories on the relationship between groups and leadership, which harken back to Freud's notions of identification and idealization, might explain this. Leaders who are narcissistic, for example, have a strong feeling of self-importance and are preoccupied with visions of endless achievement. Followers perceive Types of

Leaders 29 (Sankowsky 1995) as being fully free of societal influences. In this sense, they are seen as being above the group, or outside the social entity's frame. They appear to be unaffected by social circumstances and operate as a self-contained figure who represents the followers' ideal. (Winkler, 2010)

7.4 Sensitive to criticism

Even Maccoby, however, is hesitant to promote the merits of narcissistic leadership. While he mentions two specific qualities of narcissistic leaders (see above), he also adds five drawbacks (i.e., narcissists are hypersensitive to criticism, poor listeners, lacking in empathy, unwilling or unable to mentor or be mentored, and intensely competitive). He claims that for narcissistic leadership to operate, the leader's narcissism must be restrained by self-awareness and organizational restraining anchors. With this ideal combination of circumstances in place, productive narcissistic leaders' own aspirations for the future can become a reality, resulting in significant innovation and progress. (Maccoby, 2000)

Because narcissistic leaders are extremely sensitive, they avoid any emotions. Indeed, one of the most perplexing ironies in this age of collaboration and partnership is that those regarded as the finest business leaders in the modern world are emotionally disconnected. Narcissistic leaders are known for keeping people at a distance. They can erect a defensive wall as high as the Pentagon. And, since they have a hard time understanding or accepting their own feelings, they are wary of other people expressing theirs, particularly unpleasant sentiments.

Narcissistic leaders are poor listeners. When narcissistic leaders feel threatened or attacked, one severe consequence of their hypersensitivity to criticism is that they frequently do not listen. Therefore, the psyhodynamic approach in leadership can be used especially for narcissistic leaders. We can focus on these leaders and see their dynamics of human behavior, potentially making them into better leaders. The behavior of these leaders can be followed and some reactions could be avoided by treating narcissistic leaders differently.

# 8. Personality types: leadership relations towards followers

Transactional analysis is frequently used in the psychodynamic leadership approach to evaluate relationships between leaders and followers in organizations (e.g., Berne 1961; Harris 1967). The goal of this strategy is to look at people's verbal and nonverbal conduct to see what roles they play in the leader–follower relationship.

8.1 Three ego-states

According to Berne's theories, personality is made up of three ego-states, or distinct combinations of behavior, thoughts, and feelings. The infant ego-state, the parent ego-state, and the adult ego-state are the three ego-states. (Winkler, 2010)
– The child ego-state is characterized by behavior, thoughts, and sensations that are comparable to those experienced throughout childhood. This ego-state manifests itself in infantile conduct that is guided by and expresses a wide range of emotions.
– The parent ego-state reflects parental behavior. In terms of their reaction to various situations, the conduct is frequently a replica of that noticed with parents.
– The adult ego-state is linked to rational and orderly information processing. Decisions and projections are made rationally, with no "disturbing" emotions present.

The following illustration gives us a better understanding of what was previously mentioned about ego-states.
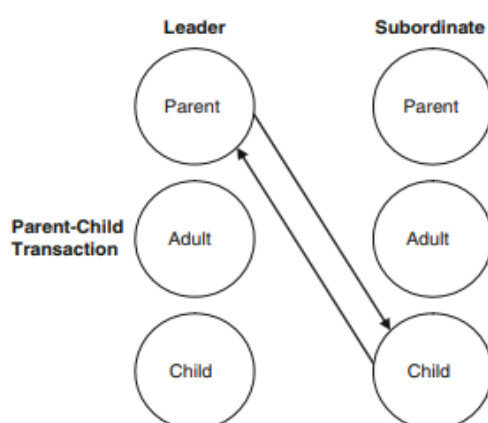
Ego states of leader and subordinate (Stech, E. L., 2006).

8.2 Relationships between the ego-states

Each of us is working in one of these ego-states, which are claimed to have universal significance (Mullins 2007). This also implies that each partner in the leader–follower relationship is functioning as a child, parent, or adult (see Fig. 3). When it comes to relationships, there are two types of reactions: complementary and crossing (Mullins 2007). When the arrows indicating the transactions are parallel, stable patterns of interaction in the leader–subordinate relationship form (complementary reactions). In Figure 3, the leader takes on a parental role (for example, as a parent) and the employee takes on the role of a child. Former ties with parents are transferred to the present relationship with the leader, according to the followers (Bryman 1992). When transactions between mismatching positions exist, unstable patterns in leader–subordinate interactions emerge (crossed reactions). The boss, for example, operates in the ego-state of a father, but the employee acts as an adult rather than a kid. Different forms of leadership relationships may be detected using transaction analysis, which can be explained using depth psychology ideas. Here, the leader is frequently assigned the parental state, which reintroduces security and stability to followers (who are attributed to the child state) (e.g., Kets de Vries 1989; Sankowsky 1995). (Winkler, 2010).

9. Advantages and disadvantages

9.1 Advantages

The focus on relationships and its universal application are the key advantages of the psychodynamic leadership method (Stech 2004). Another good component of this approach might be that it provides basic psychological reasons for the development of leaders. (Winkler, 2010)

The complexity of leadership relationships, or "the complicated playing field between leader and followers," is taken into consideration in the study of leadership reality (Kets de Vries 2004, p. 185). Leaders' and followers' needs and emotions are taken into account, which sets this method apart from typical leadership research in which emotions are frequently overlooked (Gibb 1958). The relationship between the leader and the followers is the outcome of both conscious and unconscious demands and emotions. (Winkler, 2010)

Using this theoretical leadership method, you may examine the most diverse leadership relationships in a variety of businesses. This theory's explanatory power is not confined to companies because it is based on universal depth psychology notions. (Winkler, 2010)

Finally, the psychodynamic leadership approach explains the fundamental process of leadership emergence. This method provides a fundamental blueprint for the creation and presence of leaders by drawing on early childhood and adolescent experiences as well as the concept of projective identification. Some academics of the charismatic leadership method later accepted this theory in order to explain the emergence of charismatic leaders. In chapter 12, the charismatic leadership will be explained into detail. (Winkler, 2010)

9.2 Disadvantage

One downside of this method is that it mostly ignores situational factors. Leadership always arises from early childhood and adolescent experiences, regardless of the unique organizational situation. Furthermore, these experiences and the subsequent internalized patterns of leadership behavior influence how leaders and followers act. As a result, the psychodynamic leadership method has some parallels with the traditional trait approach, which explains behavior only via consideration of the individuals' personality structure while ignoring context variables. (Winkler, 2010).

10.   Leadership Instrument

For followers, the leader has a significant effect and impact on how they interact and treat one other. When a leader engages in dysfunctional conduct, which is most frequently the result of an inner driver, the consequences can be disastrous for the firm and its people. Acting-out actions, according to Freud (Freud, 1900/1953, p. 608), are "the royal way to an awareness of the unconscious." The existence of particular motivational undercurrents underpinning decision-making and behavior is suggested by the persistence of certain problematic patterns (Northouse, 2015, p. 298).

The capacity to utilize motivating patterns to influence others is the essence of leadership— in other words, getting people to willingly do things they would not otherwise do, which is the sort of leadership most workers anticipate to encounter. What should an organization do, however, if a leader exhibits unfavorable leadership characteristics? Understanding the complexities of why leaders operate the way they do is required to alter, build, or maintain an effective company (Northouse, 2015, p. 305).

A charismatic leader has both an architectural and charismatic role. The charismatic role sees a better future for their subordinates and empowers and energizes them to strive toward it. The architect's job include dealing with concerns such as organizational design procedures, as well as control and incentive systems.

10.1 Charismatic Leadership

Researchers have been studying charismatic leadership in fields such as management, education, the military, and government since the 1970s. Although many methodologies have been used to analyze charismatic leadership, the results have been generally consistent. (Charismatic Leadership Theory - IResearchNet, 2022)

Charismatic leaders are naturally driven and devoted to achieving their objectives. They are naturally diplomatic, and they collaborate with their followers to discover

organizational concerns, as well as to take on challenges and risks. They assist followers accomplish both corporate and personal goals by maintaining a feeling of group identity and offering a sense of direction. (Charismatic Leadership Theory - IResearchNet, 2022)

10.1.1 Research on Charismatic Leadership

The favorable impacts of charismatic leadership have been shown by researchers. They discovered, for example, that followers of charismatic leaders not only support and trust their boss, but also endeavor to carry out his or her purpose. They frequently take cues from their leader and try to imitate his or her actions. According to studies, followers are drawn to a charismatic leader and his or her purpose because of the leader's self-assurance, unique demeanor, remarkable vision, philosophy, and desire to maximize the potential of his or her subordinates. In general, followers are happier than their peers who do not have charismatic leaders. Previous research has found that charismatic leaders can also create splits within the organizations they lead, use an authoritarian management style, and focus on minor issues. (Charismatic Leadership Theory - IResearchNet, 2022)

10.1.2 Limitations to Theory

Despite the amount of research that has been conducted on charismatic leadership theory, the exact definition of charismatic leadership remains uncertain. Charismatic leadership theory fails to provide a well-defined explanation of the significance of underlying influence processes. Some theorists propose that personal identification is the primary influence process, whereas others contend that collective identification and internalization are the dominant influence processes. They claim that followers become loyal to their leader and eagerly execute the leader's tasks and objectives. These devoted followers work diligently to gain their charismatic leader's approval and tend to emulate their leader's behavior. (Charismatic Leadership Theory - IResearchNet, 2022)

Additionally, there seems to be a greater focus on socially accepted behaviors than on manipulative behaviors. Some charismatic leaders engage in manipulative behaviors by inflating situations so as to depict a crisis, reprimanding others for their mishaps, and overstating their accomplishments. These manipulative behaviors often create dependent followers and a propensity for leaders to be viewed as experts. (Charismatic Leadership Theory - IResearchNet, 2022)

10.2 The Leadership Archetype Questionnaire

The Leadership Archetype Questionnaire, developed by Kets de Vries in 2006b, will be presented in this section. This quiz was created to provide 360-degree psychometrically verified feedback that identifies a leader's dominant leadership style and the measures that must be taken to build a well-balanced team. (Kets De Vries and Cheak, 2014)

10.2.1 Self-assessment

The respondents were asked to consider the following assertions and mark them as TRUE or FALSE, depending on whether they believe they apply to them. If necessary, they might choose more than one. These 8 questions have been literally taken from Kets de Vries' Insead Faculty and Research Working Paper. (Kets De Vries and Cheak, 2014)

1. I have great strategic sense.
2. I take on the role of deal-maker, always prepared to make propositions about new business deals.
3. I am highly experienced at turning around difficult situations.
4. I suggest entrepreneurial ways of developing the business.
5. I come up with a number of new product or process innovations.
6. I promote and monitor structures, systems and tasks.
7. I am very interested in devising creative ways to develop people.
8. I take on the role of communicator in my organizations.

10.2.2 360° Feedback

It is advised that you get some observers from current work teams to answer the same questions for you to offer you with extra input in order to optimize the feedback from the LAQ. It's not just that it's interesting to see how others see you; their impressions impact how they deal with and interact with you. Another suggestion is to have other members of your team complete the questionnaire so that you can map out your team constellation and evaluate how balanced it is, as well as if there are any areas where you need to improve. (Kets de Vries, 2014)

11.   Methods of transmission

The psychodynamic approach to leadership development and research focuses on human behavior dynamics, which are frequently the most difficult to comprehend. It recognizes that humans are complicated, distinctive, and inconsistent entities with a diverse set of motivational motivations, decision-making, and interaction patterns (Northouse, 2015).

The psychodynamic method that follows is intended to draw attention to weak areas that require attention in order to identify and enhance leadership, which I suppose might have fixed the organization's ineffective leadership challenges. Leadership coaches and organizational consultants can help you investigate the undercurrents that drive your behavior, better control your defenses, learn how to communicate emotions in a situation-appropriate manner, and create a realistic picture of yourself and others. Leaders may understand that they may break free from what appear to be 'psychological prisons' (Northouse, 2015).

A group coaching intervention to explore and implement leadership development ideas is another psychodynamic technique that may have yielded a better result. Bring together leaders to reflect on their interpersonal connections, work habits, leadership styles, decision-making methods, and organizational culture, and to create alignment so that they can be more effective in executing organizational initiatives. The group facilitator/coach would conduct interviews with participants to gain a better understanding of individual and team issues and to identify the major themes that the group is concerned about, which would most likely include 360° feedback surveys on various dimensions such as leadership behaviors, personality, inner drivers, and leadership roles.

The goal of these surveys is to gather information from a variety of sources, including the individual's personal and professional lives, in order to create a more complete picture of the person and the system in which he or she performs.

The above-mentioned tactics would have been most beneficial in the early phases of leadership in the instance of the office manager. New leaders who are promoted from inside should get the same training as new employees, regardless of their duration of service.

12.   Groupthink

Irving Janis (1972) coined the term "groupthink" to describe strong consensus-seeking tendencies in decision-making organizations. Groupthink is harmful to successful decision-making, according to Janis, since "concurrence seeking becomes so powerful in a cohesive ingroup that it tends to overwhelm rational evaluation of alternative courses of action" (as cited in Leana, 1985, p.5). It is, in essence, a significant hindrance to careful information appraisal and processing, as well as to comprehensive rationalization. The relevance of this phenomenon, as well as the reason for people's fascination with it, is that many important political, governmental, and business decisions are made in groups, under pressure and time constraints, with potentially catastrophic consequences if groupthink sets in.

Historical events such as the US invasion of Iraq, the Bay of Pigs invasion of Cuba, the Space Shuttle Challenger disaster, and the Enron-Arthur Anderson controversy are all examples of groupthink. (Thompson, 2008) In each of these cases, leadership style played an important role in promoting groupthink. Surprisingly, the role of leadership is also critical in ensuring that teams avoid the potential danger of groupthink by implementing particular anti-groupthink strategies. Some of these techniques are detailed farther down.

12.1 Leadership and Groupthink

12.1.1   The leader's role

A leader is someone who can persuade members of a team to work together successfully to achieve a common objective. The function of the leader has gotten the greatest empirical attention among the antecedents of groupthink (Ahlfinger & Esser, 2001). Leader conduct, according to Leana (1985), has a significant impact on the quantity of potential solutions suggested and considered by groups, as well as the actual final decisions taken by them. Leaders who are intellectually complex and open are more responsive to new knowledge and hence more adaptable in their beliefs than those who are cognitively closed and basic (Ziv, 2008). While Janis' (1972) model of groupthink contends that members are affected by the leader's proposals because they share the leader's beliefs and aims, Courtright contends that it is more of a compliance problem (Courtright, 1977).

12.1.2   Power Motivation

According to studies, group leaders with a high level of power motivation create an environment that is adverse to collective decision-making. Fodor and Smith (1982) observed that participants with low power motivation shared more information with the group and examined more possibilities before making a decision in an experiment with college students. Leaders can employ legitimate, referent, and expert authority to dole out rewards and punishments, and therefore influence the decision-making process, even though Janis' groupthink model does not explicitly address it (Flowers, 1977).

12.1.3   Leader-Member Relationship

Leaders do not treat all team members equally and have varied connections with various people (Thompson, 2008). Within a team, this can lead to the formation of ingroups and outgroups, affecting group cohesiveness. Though Janis (1972) connected high cohesiveness to groupthink symptoms, Leana (1985) discovered that

cohesiveness had a favorable influence on these "concurrence seeking ingroups" during the information collecting stage of decision-making (p. 15) being more cautious when obtaining information, which may or may not have an impact on subsequent phases of decision-making. Group cohesion may be influenced by leader-member interactions, which is a double-edged sword that leaders should be aware of.

Therefore, implementation of the psychodynamic approach in leadership would affect the leader-member relationship positively as it analyses the human personality leading to the leader to become more aware of their own personality type and that of their followers' which ultimately will positively impact the leader-member interaction as it is a way to look at the relationship between the leader and follower and how to make each personality type come to harmony with one another.

12.2 The Impact of Specific Leadership Styles on Groupthink

12.2.1   Closed leadership

Closed leaders do not promote member engagement, announce their thoughts up front, and do not encourage differing viewpoints from all members of the organization (Neck & Moorhead, 1995). Closed leaders minimize the debate of more options because they express their own opinions early in the decision-making process, which can lead to the flaws of Common information effect and Hidden Profile.

Though closed leadership does not promote member engagement, the psychodynamic approach can still be implemented in this leadership style as it helps the leader understand their qualities and therefore be more aware of their emotions which can help them express their own opinions effectively. In addition, leaders can also be familiar with their followers' emotional reaction and thus customize their output in expressing their opinions to that of their followers' in order to avoid misunderstandings and conflicts.

12.2.2   Open leadership

It has been shown that a successful leader is one who has an open mind and can wear several hats, such as consultant, adviser, or facilitator, depending on the scenario. A good leader creates an environment that encourages the expression of both feelings and ideas, and is the polar opposite of a closed leader (Neck & Moorhead, 1995). By supporting a variety of opinions and creating a "group norm of open inquiry into alternate courses of action," open leadership styles counteract the tendency to seek consensus (Janis, 1982 as cited in Neck & Moorhead, 1995).

Implementing the psychodynamic approach on open leaders is a perfect combination. As said before, open leaders have an open mind and can wear several hats. Therefore having a leader who is self-aware of their personality type and that of their followers can help in reducing misunderstandings between two personality types. For example, an introverted leader dealing with an extroverted follower. How are these exquisitely different personality types able to work together without misunderstandings?

13. Relationship between leaders and followers

Firstly, the psychodynamic approach in leadership results in an analysis of the relationship between leader and follower. This is important because of its back-and-forth action and response between two people. The psychodynamic approach takes the position that both leader and subordinate have a personality type or operate in an ego state, not always consciously understood, and that their relationship is a result of the combination of those types or states. (Northhouse, 2016)

Secondly, the psychodynamic approach in leadership emphasizes the need for awareness in a leader. By being knowledgeable about these issues, the leader comes to understand his or her reactions to subordinates' actions, and to see why followers react as they do to certain actions by the leader. The ability to understand actions and the responses they produce allows the leader to control these actions.(Northhouse, 2016)

Lastly, the psychodynamic approach is based on self-awareness and tolerance for the styles and behaviors of others and thus, discourages manipulative techniques in leadership. (Northhouse, 2016)

13.1 Three Examples of Interaction Between Leadership & Follower Based on Psychological Types

This section will go through the three most common different personality types which may experience conflict in a working environment and how to overcome them as a leader. This training is based on Kroeger's and Theusen's, Type Talk at Work. (Northhouse, 2016)

13.1.1 Extraverted Leader and Introverted Follower

The extraverted leader may take silence or a slow response on the part of the follower as agreement, when in fact the follower is just thinking over what has been said.(Northhouse, 2016)

In this scenario the extraverted leader should recognize both personality types and thus, give the introverted follower time to respond. (Northhouse, 2016)

13.1.2 Intuitor Leader and Sensor Follower

The intuitor leader may change goals and strategies while followers are trying to deal with the existing ones and give vague instructions. Sensor follower gets frustrated. The intuitor's leader's perspective is that sensor follower gets stuck in minor issues. (Northhouse, 2016)

In this scenario the intuitor leader needs to be aware of their own personality type and that of their follower's. Knowledge on their personality type can help the leader understand that the sensor follower needs more detailed instructions and is actually burdening the follower.

13.1.3 Intuitor Leader and Intuitor Subordinate

Both will think in conceptual ways and fantasize on future challenges or projects. (Northhouse, 2016)

In this scenario, the leader must recognize the match in both personality types and hold their ground to execute the principal project before moving on to future projects and challenges.

14. Criticism

The early work of psychoanalysis is based on raw clinical observation and treatment of individuals with serious mental difficulties.

Apart from individuals not having a rule on how to change their personality type, individuals do not have a standardized assessment for describing ego state. Each person is directed to try to identify her or his ego states from descriptions of them in the literature or in workshops.

The psychodynamic approach does not take into account organizational factors. These organizational factors include for example corporate culture. The psychodynamic approach is limited in a way that it only focuses primarily on the personalities of the leader and followers which will dictate the relationship between them.

15.   Conclusion

The Finnish military has shown extensive support for the psychodynamic approach on leadership and team building, by implementing the four dimensions of psychological resources; hopefulness, realistic optimism, resilience and self-efficiency. These are the four key elements that will measure and define a soldier's professional competence. Also, it is important for a team to have values and ethical standards, as values are the core for team activities and group norms. Ethical standards, on the other hand, affect decisions in operational situations.

In order to support the usefulness of the psychodynamic approach, organizations do hire human factor psychologists to design a team which is based on observational, quantitative and qualitative research using human psychoanalysis. The human factor psychologists have shown success on improving the organization's overall goals in all aspects of the organization.

When individuals are placed in their correct job duties and are in their element, the team and the organization may become much more efficient and perform much better, however placing people in the wrong activities can result in a loss of productivity, which results in a loss of money and time.

For two reasons, the Psychodynamic Approach is critical to workplace leadership. To begin with, a successful and introspective leader who understands their own attributes and inner drivers would be conscious of their emotional responses and be able to better guide their actions toward their team. Second, they may be able to tailor their leadership style to the emotional reactions and patterns of their followers, as well as be conscious of their own emotional responses to those of their followers.

Unfortunately, the core characteristics of charismatic leadership are not well understood. Despite the fact that most studies on charismatic leadership focus on leader behaviors, there is currently no consensus among theorists on the essential behaviors of charismatic leadership, nor is there a clear understanding of the relationship between leader behavior and the rationale for that behavior. The

majority of the behaviors were found based on their relation to socialized leadership effectiveness rather than charismatic attributes.

Although there is no one-size-fits-all method of preventing groupthink, leadership can avoid the traps by (a) being aware of the antecedents and symptoms, (b) taking the necessary precautions to avoid them, and, most importantly, (c) acknowledging the role leadership plays in both improving and relieving them.

In addition, research on leadership effectiveness depends on either the theory of 'societies are embedded in individuals' or 'the individual is embedded in society'. These theories lead to implications for any interventions taken at the societal or individual levels. A significant number of training institutes and programs operate throughout the world to assemble the leadership traits and qualities of leaders. To some degree, taking leadership as merely learnable and malleable is encouraging in so far as it respects the hidden diversity of each person. To another degree, it legitimizes the power of structure dominated by the dominant value system in society by justifying the structure. Hence the value attached to a leader who is a millionaire is regarded as 'intelligence' and hence the hard work and other forms of intelligence applied to low values tasks (such as carpentry or farming) will be highly underestimated. Therefore, social inequalities will be created, thereby bolstering the current structure of hierarchical inequality in society.

Different leadership protocols may be displayed within and among groups depending on the social structure under which they are practiced. The challenge is to understand the interaction elements between groups and individuals and come out not simply with an all-encompassing vision of authority within the social setting, but moreover to see the ignored viewpoints of authority in circumstances such as majority rule administration, which shapes the cognition and make that societal culture unique.

16.   Bibliography

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