WILLIAM JAMES COLLEGE

The Cognitive Behavioral Leadership Action Model

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Abstract

This doctoral research paper proposes an action-based model of leadership to assist with

selecting and implementing various leadership theories given the context of a situation.

Grounded in Contingency Theory and the Cognitive Affective Personality System, the

Cognitive Behavioral Leadership Action Model utilizes a theoretical understanding that

the context of a situation and how one encodes a leadership experience can help to define

the most significant approach to leading. Additionally, this theoretical model uses aspects

of Cognitive Behavioral Therapy to establish a new method of observing, thinking,

leading, and reflecting. The goal of this study is to propose a novel way of leading that

can assist leaders with the mental operation that takes place when implementing a

leadership theory and reflecting on the success of the approach.

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CHAPTER ONE

INTRODUCTION

Quality of leadership is at the forefront of organizational development. Proficient leaders are not only imperative to running a successful company, but also assist in preserving an effective and nurturing workforce (Beato, 2020). In a recent study conducted by Deloitte (2017), 48% of leaders viewed leadership quality as one of the highest priorities in organizations. This number shows a significant increase from 2011, as only 34% of leaders viewed leadership quality as a high priority then. In a survey of CEOs, 55% felt that developing leadership skills for next-generation leaders was a top challenge. On the other end of the spectrum, 63% of millennials felt as though they were not being fully trained for leadership positions. In the same study, only 11% of HR leaders believed they had a strong pool of soon-to-be leaders that were adequately equipped for leadership succession (Deloitte, 2017). From this data, we can see an increasing importance of quality of leadership by both experienced and new leaders.

In an ever-changing world, there is no universal style of successful leadership. There are situations where a particular style of leadership may be more successful than other styles. The best leadership style may be contingent upon the scenario or situation a leader finds themselves in (Mills & McKimm, 2016). Deciding the strongest leadership approach to any given situation is complex. To date, there are very few (if any) models that outline the mental operations used in tailoring leadership approach including selecting a leadership behavior, reflecting on the effectiveness of the behavior, developing a new understanding, and taking appropriate action based on the situation. No

specific model exists in the organizational development and leadership realm that encompasses this mental and physical process in a simple and digestible format in real-time. Aside from organizational development and leadership, there are current models of this nature which exist in the realm of coaching. To address the gap in the literature, this theoretical research paper will provide a comprehensive review of previous leadership theory research and align a multitude of leadership concepts (with successful applications given their contexts) in a simple mental model. By developing a new mental model for leadership action and reflection, this tool will help new leaders apply theory to practice in real-time. Tying in elements of Cognitive Behavior Therapy (CBT) skills that align with recognition and application, this model will help a leader not only apply a specific skill but also reflect on the timing and success of the skill, continuously enabling an increase in knowledge and refinement of various leadership abilities.

While CBT is more prominent in coaching models than in leadership models, research shows that from 2001 to 2022 literature references cognitive coaching and how CBT can be applied in the coaching context (Wang et al., 2021). CBT informed coaching models address how to manage stress, set goals, and how to grapple with one's thoughts, feelings and behaviors when confronting change. Additionally, the underlying idea was to morph psychotherapeutic techniques to a performance enhancing thinking pattern on the individual-level (Palmer, 2013). CBT-informed coaching already shows validity and application in the business world (Wang et al., 2021). The strong track-record of CBT's utility and application in coaching helps build a robust foundation to make the argument

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that leadership theory and CBT can be synchronized to produce an effective mental model for between- and within-person settings.

In sum, the aim of this paper is to develop a mental model of decision-making which helps leaders effectively implement theory-based leadership skills. Furthermore, the model will assist leaders to reflect in real-time if the outcome is positive or negative. As a leader, many individuals face complex, dynamic, and uncertain situations that require action. Using a crossover application of Cognitive Behavior Therapy, this model will show a novel approach to address the mental operations that take place when leading a team or organization. Leaders observe events that take place at work, and then have core beliefs concerning what they observed. By recognizing core beliefs taking place, a leader can apply a theory-based approach to the situation and reflect on the outcome. After reflecting on the outcome, the leader can go back and walk through the model to continue learning and refining one's leadership skills and approach.

Cognitive Behavior Therapy

In the early history of psychotherapy, Aaron Beck developed a present-oriented form of treatment called Cognitive Therapy (later called Cognitive Behavior Therapy). First used to address symptoms of depression, Cognitive Therapy was employed to develop solutions to current problems and modify thinking or, in the case of depressed clients, modify dysfunctional thought patterns and behaviors (Beck, 2021). Since its development in the early 1960s, Cognitive Therapy has proven its diversity as it has been easily adapted to treat a wide range of disorders and problems. During this period of

adaptation, research shows that length, focus of treatment, and technique may change, although the theoretical assumptions remain consistent (Beck, 2021).

Theory of Cognitive Behavior Therapy

When thought of in terms of a cognitive model, Cognitive Behavior Therapy (CBT) suggests that dysfunctional thinking has tremendous influence on mood and behavior. When clients learn to evaluate their thoughts in a more practical and adaptive manner, the result is an improvement in emotional wellbeing and positive behaviors (Beck, 2021). Learning to recognize your thoughts, the situation you are in, and emotions that transpire is paramount to the cognitive model. In the process of evaluation, one may be able to implement more logical thinking, which can lead to an increase in positive behaviors and outcomes.

For example, a common life event may lead to maladaptive thinking. Imagine an individual is preparing to go to work. The person is making breakfast and drops their coffee on the floor. An automatic thought may be, "I can't do anything right. I'm going to bomb that presentation today." After thinking in this manner, they may feel anxious (emotion) and then call out of work (behavior). If this person was able to stop, recognize the thought and evaluate the validity of it, then they might conclude that there are numerous tasks they can do *right*. By engaging in recognition and reflection, this person was able to take on a new perspective, regulate their emotional state, and ultimately engage in positive behavior. When distilling this event down, looking at an experience from a new and reflective lens may increase positive emotion and productive behavior.

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(Please see Figure 1 and 2 for visual representations of Cognitive Behavior Therapy currently in practice.)

Figure 1

The Cognitive Triangle of CBT

Thought work!
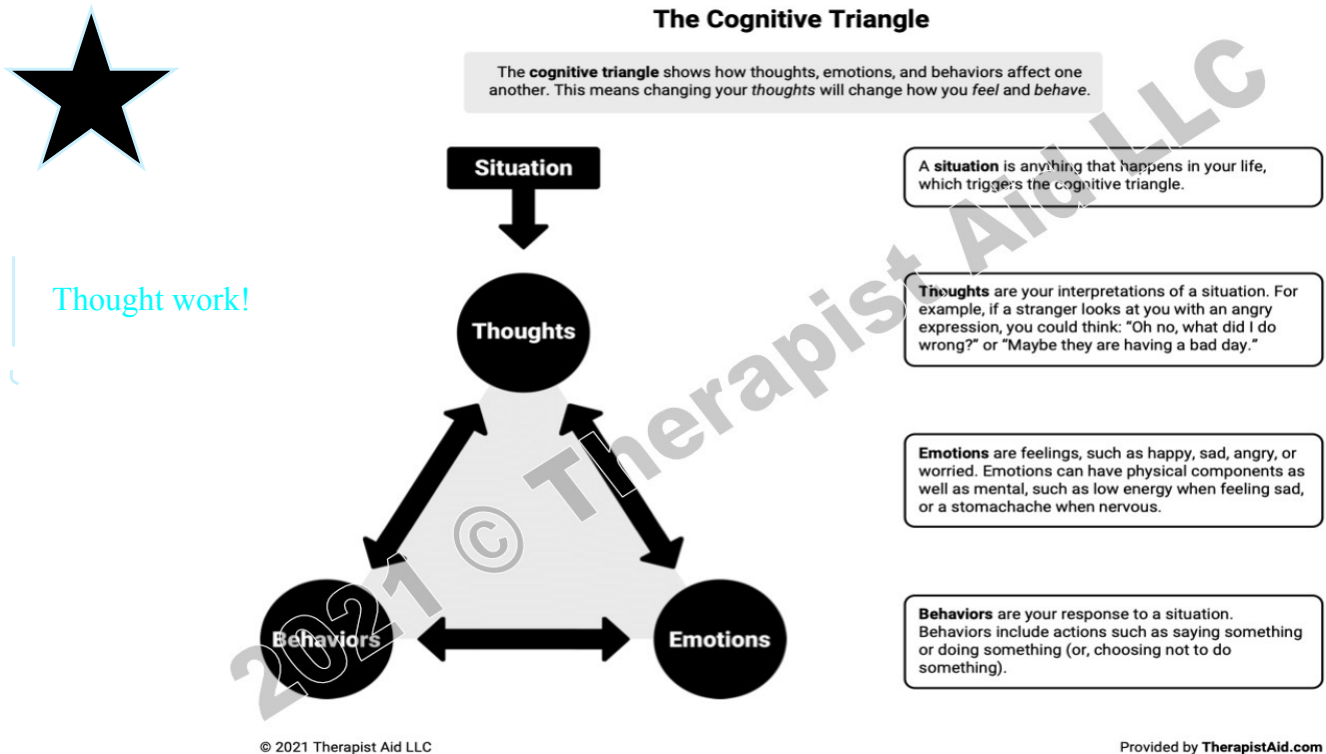
Note. This figure shows The Cognitive Triangle that is currently being used in therapy (https://www.therapistaid.com/worksheets/cbt-triangle.pdf) (Therapist Aid, 2021).

Figure 2

CBT in a Linear Model
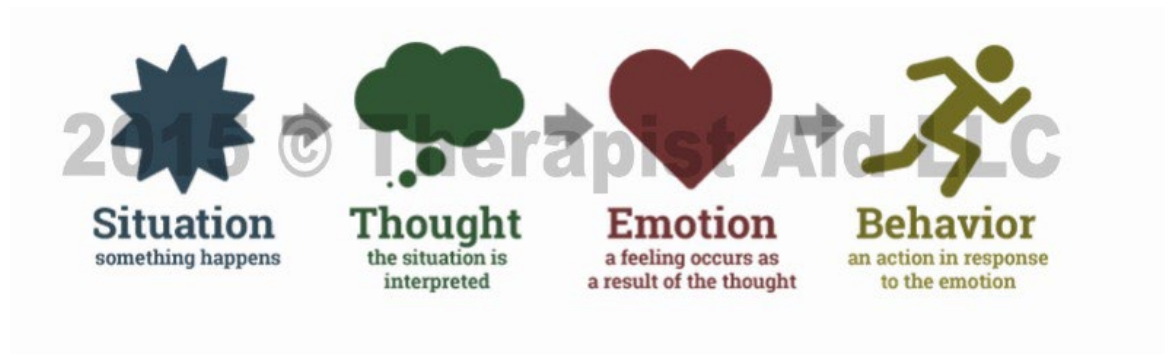
Note. This figure shows how CBT is used in practice with a linear style model (https://www.therapistaid.com/therapy-guide/cbt-psychoeducation) (Therapist Aid, 2015).

Neurobiological Benefits of Cognitive Therapy

Since the publication of Cognitive Therapy, over 2,000 outcome studies have tested this theory and been able to demonstrate its effectiveness (Beck, 2021). In current psychotherapy literature, numerous researchers refer to CBT as the gold standard (David et al., 2018). Whether implemented in a community setting, office, or virtual platform, similar positive results are observed. When CBT is administered, it can help clients evaluate, challenge and replace unhelpful thinking patterns which can bring long-lasting change in emotion and actions. Additionally, numerous studies have found affirmative results that Cognitive Behavior Therapy has a positive effect on neurobiological changes via Neural Plasticity (Beck, 2021). Neural Plasticity occurs when thinking and learning alter the physical structure and functional organization of the brain (Galván, 2010).

With the underpinnings of neuroplasticity, Cognitive Behavior Therapy can promote significant structural changes that result from the interaction of environment, emotion, and behavior (Månsson et al., 2016). Furthermore, Månsson et al. (2016) were able to show that Cognitive Behavior Therapy is effective in the sense that it can alter the physical structure of the brain in specific areas related to fear and anxiety (i.e. a reduction in amygdala size and activity).

The Translation to Leadership Behavior

It is likely that Cognitive Behavior Therapy may have strong utility in the realm of leadership if adapted and used properly. Leaders find themselves in ever-changing situations, where the context, key players, and environment may be different on a consistent basis (Pasmore, et al., 2010). By developing a mental model with strong roots in Cognitive Behavior Therapy, the aim of this research is to propose similar positive results as identified in previous validity testing in clinical and coaching settings (Beck, 2021).

With this adaptation, the Cognitive Behavior Leadership Action Model (CBLA Model) was developed. This model walks through events/observations one may encounter as a leader, core beliefs (thoughts/feelings), leadership action, followed by reflection. It is from reflecting on the events and core beliefs taking place where one will be able to select the proper or most effective leadership theory to employ in order to yield positive outcomes. Furthermore, the model incorporates strong leadership theories, and by moving through this model one may be able to come to engage more informed strategies to be the most effective leader one can be. When using the CBLA model,

selecting an approach and taking action is key. Later discussed in this paper, the CBLA model uses a method based on contingencies and the cognitive-affective personality system to establish a theoretical foundation, as contingencies or anticipated situations arise which can provide the context for a given leadership theory.

Contingency Theory of Leadership

Contingency theory dates back to the 60s when Fiedler (1964) first identified this approach. He introduced the idea that effective leadership should take into account the context of the situation through the lens of three dimensions. Those dimensions are: structure, degree of authority, and leader-follower relationship. Organizational structure relates to the various methods in which organizational actions are divided, organized, and coordinated. When considering degree of authority, this is viewed as the level of power positions hold. Furthermore, the leader-follower relationship is broadly defined as the state of connection, association, and correlation between two organizational members who hold dissimilar positions within the organization (Ahmady, et al., 2016; Pathki, et al., 2020).

At its core, Contingency Theory claims that leadership is dynamic and there is no single best method to employ. Rather, it stresses that the situation a leader finds themself in will provide the information needed to apply the most appropriate leadership style. Additionally, by employing contingency theory, the leader will have a toolkit of skills to draw upon when reflecting on the environment (McKimm & Phillips, 2009). Essentially, when a leader embodies Contingency Theory, one is able to recognize aspects of a

situation, actively reflect on skills/one's toolkit, and implement an effective strategy based on the context (Mills & McKimm, 2016).

After reviewing the present literature on Contingency Theory, it appears there is a gap in how leaders formally apply this in the workplace. To date, few models can provide a detailed application of this theory, and those that do lack measures of awareness and self-reflection. In addition, multiple models have used this theory to explain leadership behavior but fail to recognize the cognitive and emotional aspects. Although there is a gap, multiple models have provided a framework of how to use a contingency theory approach to leadership. For the purpose of this paper, models that will be referenced are, The Cognitive Behavioral System of Leadership, Situational Leadership Model, and Full Range of Leadership Model.

Cognitive Affective Personality System Theory

The Cognitive Affective Personality System (CAPS) is a theory that stems from interactionism (Dóci et al., 2015). Grounded in an encoding process (the way a leader defines a situation as easy or difficult), this theory is based off the assumption that a given situation is experienced (and thus encoded) differently in the cognitive framework of each person involved. Ergo, one person encodes the same situation differently than other (Mischel & Shoda, 1995). For example, if two leaders work on the same project together and, during this project, an issue arises regarding the statistics used for their survey, Leader A may encode this situation as difficult, whereas leader B may encode it as easy. After this mental process takes place, a response in behavior ensues. Leader A

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may engage in avoidance behaviors whereas leader B would address the situation with ease.

When looking at encoding or evaluating that takes place, Beck's (2021) idea of core beliefs may help to explain how leaders comprehend and define their world, the people involved, and one's self. These core beliefs influence how one may form an understanding of the situation, appraise it, and therefore implement a behavioral response. Looking back at the situation earlier, Leader A may have a core belief that *mathematics are difficult* whereas leader B may have the core belief that *mathematics are easy*. Therefore, one may be an active participant in addressing the statistical issue whereas the other may be avoidant or a passive participant. From this situation, we can see where Contingency Theory and CAPS theory may explain leadership behavior. Following this section are models that have used Contingency Theory and CAPS theory to explain leadership behavior, where they fall short, and how the CBLA Leadership model will address such gaps in the literature.

Current Cognitive Based & Contingent Models

The Cognitive-Behavioral System of Leadership

As previously theorized, the Cognitive Behavioral System of Leadership (CBSL, Dóci et al., 2015) is based on active or passive leadership behaviors that are motivated by what Beck (2021) identifies as core beliefs. Core beliefs are defined as a person's "deepest, most enduring understandings about the self, others and the world" (Dóci et al., 2015, p. 4). Beck (2021) describes core beliefs as a cognitive structure lying deep within our consciousness which assists the brain with selecting, encoding, and evaluating stimuli

in one's environment. Core beliefs help individuals evaluate the world and navigate the external environment. Dóci and Hofmans (2015) use Beck's understanding of core beliefs to lay the foundation for the antecedents and cognitive process that takes place when engaging in leadership by means of their CBSL model.

Based on one's core beliefs, the leader will engage in core evaluations of the self, others, and the world which help to establish the mental processes described by Dóci and Hofmans' (2015) model. Such evaluations, when carried out in a positive way, can lead to transformational leadership behaviors, which Dóci et al. (2015) describe as *active* leadership. An active leader is a charismatic person, who coaches, inspires, and stimulates those around him or her. When negative evaluations take place, a leader is more likely to engage in passive leadership behaviors. A passive leader is one who may be disengaged, transactional, and appear dull to subordinates. Reisick et al. (2009) has found that positive core evaluations employ the necessary self-confidence needed to engage in active leadership, as individuals who have negative core evaluations have difficulty coping with challenging situations due to their negative outlook on the world, self, or others and are more likely to engage in negative or avoidant coping behaviors when in such situations. In sum, a leader's positive core evaluations can predict active leadership behavior, whereas negative core evaluations can predict passive leadership behavior (i.e., avoiding responsibilities, neglecting to take action, or conversely offering innovating solutions, demonstrating competence, etc.). Core beliefs become the optics through which a leader views each and every experience through (Therapist Aid, 2020).

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From a theoretical perspective, this model argues that individuals in leadership positions perform three mental operations. Leaders "assess their own capacities to cope with the task and the interpersonal demands of the situation"; then assess the "competence and willingness of subordinates"; and, third, evaluate the "benevolence, fairness, and dangerousness of the context." (Dóci et al., 2015, p. 11). Dóci and Hofmans (2015) argue that, based on these evaluations, a leader will implement a behavior. This behavior is often automatic and unconscious.

This model acknowledges the unconscious mental processes that take place, which in turn explain active and passive leadership behaviors. From this perspective, the CBSL model can be an antecedent of the CBLA model. The novelty of the CBLA model is that it can be used in real time (before, during, or after a situation), is user-friendly, and connects multiple leadership theories to actionable leadership methods. Furthermore, the CBLA model offers awareness skills (bringing awareness to unconscious mental processes), assessment of outcomes, and a reflective loop to apply new behavior.

Situational Leadership Model

Blanchard's Situational Leadership Model (Hersey & Blanchard, 1993) moves Contingency Theory forward by explaining why different approaches are required for different situations (such as supervision or management efforts). This model also takes into account the competence of followers, their ability, knowledge, or skill, as well as their confidence and motivation. Situational Leadership posits that each person in charge has a style of leadership that they prefer using or gravitate to, but by developing one's

understanding of how different styles of leadership can be more effective than others, the leader in turn is more effective overall (Mills & McKimm, 2016).

What this model does not take into account is the mental process that must be completed in order to apply effective leadership. When employing various leadership approaches, a mental process takes place where one recognizes, reflects, and reacts to a situation. By failing to map out the process that needs to take place, this model may be overlooked and underutilized. Additionally, by not having the figurative toolkit developed and understood, the leader's tactics may be based on personal experience rather than theory and/or best practices given the situation. This model shows that situational leadership may be useful to use in corroboration with the CBSL model, although the mental process is underdeveloped to work with the CBSL in the leadership context. With advancements in leadership theory, the CBSL takes this model a step further by proving a framework for the mental process that occurs before leadership action.

Full Range of Leadership Model

The Full Range of Leadership model (FRL) theorizes that leadership is, in essence, a wide range of behaviors. Such behaviors may be highly active or transformational, and others may be highly passive or transactional (Avolio & Bass, 2002). This model takes into account that some individuals have a higher propensity to engage in active behaviors in a given situation than others (and vice versa). Dóci and Hofmans' (2015) assessment failed to explain why leaders may gravitate to passive or active leadership behaviors. When Dóci and Hofmans (2015) created the CBSL Model,

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their aim was to develop the cognitive antecedents which explain the individuality of leaders engaging in highly active or passive actions.

This leaves a significant gap in the literature. The purpose of this paper is to show the interplay of mental operation and action, while providing a reflective loop to identify and build one's skills, learn, and ultimately implement new and effective behaviors. In the current field of research, there is Dóci and Hofmans' (2015) CBSL Model, which explains the cognitive operations that lead to highly active or highly passive leadership and Avolio and Bass' (2002) FRL model, which explains leadership theory as it relates to active or passive leadership. In sum, there is no single model that can accurately merge the two frameworks and provide a structure for real-time reflection and modification of behaviors.

Cognitive Behavioral Leadership Action Model, Timing, and Application as it Relates to Cognitive Behavior Therapy

Cognitive Behavioral Therapy has an emphasis on the present, as most participants are focusing on skills they need to improve, resulting in an increase in positive mood. Research has shown that individuals who use such skills consistently have more positive treatment outcomes, even when faced with challenging life events (Vittengl et al., 2019, as cited in Beck, 2021). Beck (2021) reports there are three circumstances when CBT should focus on the past. That is, when the person "expresses a strong desire to do so, when work directed toward current problems and future aspirations produces insufficient change, or" when it is important for the participant to understand when and

how fundamental ideas or coping mechanisms began and why they are continuously supported (Beck, 2021, p. 20).

Similar to CBT, the CBLA model can be used to analyze the past as well as the present. This model has the adaptability to gain perspective on future situations, can be used to process past leadership experiences, or to gain clarity on a current situation. The basis of the CBLA model is that events/observations, core beliefs, leadership action, and reflection can occur at any time. Following this paragraph is an example of how the CBLA model can be applied.

CBLA Model Example

Jason works for a global organization that has locations in North America, Asia, Africa, and Europe. Last year, he was promoted from an Account Specialist to a Team Leader position. When he was an Account Specialist, he excelled at his job and led the team in earning the highest profit out of any other Account Specialist. Management took note of his success and figured he would make a great leader after his former boss retired. A year had passed in Jason's role as a Team Leader, and now came time for his annual review. During his annual review, his manager discussed the responses gathered from a 360-Degree Feedback tool used in his evaluation.

During the evaluation, his manager reported that numerous staff complimented him on his creativity and innovation when improving the current processes of their work. Comments also emphasized his ability to streamline tasks of the Account Managers so that their job is more efficient. After discussing the positive feedback, his manager moved to comments that showed areas of growth. Numerous staff reported that Jason

experiences challenges in communication, especially when he is listening to direct reports and their ideas. Staff mentioned that Jason will rarely explain the context of his ideas and may disregard their suggestions if they don't seem to agree with his plan.

After Jason processed his annual review with his manager, he was offered a training on the Cognitive Behavioral Leadership Action model. During this training, he learned various leadership theories, how they are used in particular situations, and how to reflect on his leadership approach. Jason found this very helpful and discussed with his manager in the follow up meeting how leadership can change given the context of a situation.

About a month after his review and training, Jason encountered a challenge where the tasks of Account Managers changed due to organizational policy, thus the functionality of his team needed to be restructured. He decided to hold a series of meetings to begin the restructure. During the first meeting, he focused on ideas he had for the new structure and how to employ the new approach. Throughout this meeting, Jason informed staff about the change, then immediately began to tell staff how their jobs are shifting. He continued his discussion stating who was responsible for what, how various tasks are going to be different, and what the expectations are. A few staff raised their hands towards the end, although Jason was short on time and concluded the meeting by stating, "next week we will get into more detail of my expectations and how the team will function."

After the meeting, Jason returned to his office and was going through his emails. As he was looking at his computer, he began to reflect on the meeting. He thought, "It

felt a little strange when we wrapped up. I noticed a lot of people had their heads down.

A few staff were fidgety. People usually talk informally for a bit after the meeting even if

I have to leave, but everyone got up and left in a hurry. My team did not seem happy."

Jason then noticed he was engaging in the Cognitive Behavioral Leadership Action

model by reflecting on the situation and observations he gathered. He then *stopped* and

thought, "wow, staff were not happy and all I was trying to do was initiate the change

that's going to happen with our team. I know when change occurs, I usually *feel* anxious

and try to control what I can so it goes smoothly. From how I approached that meeting, it

seems like I used an Autocratic *leadership action.* I'm not sure if that was best for the

situation."

Jason continued to reflect, thinking of other leadership theories and how they

would benefit his next meeting. Jason then realized, "When I go over my plans, I would

love for people to speak up. I enjoy hearing the different opinions people have. It doesn't

matter if they are an Account Manager or a leader like me, I like when we hear ideas and

create something as a collective. Perhaps during the next meeting, I will use a Humble

leadership action. I remember learning that Humble leadership can help empower people

to speak up, engage more, share ideas, and give freedom to explore ideas in a safe

manner. I'm going to approach our next meeting with Humble leadership in mind."

During the next meeting, rather than opening with a list of objectives like Jason

usually does, he began by saying, "I know I went over a lot of information during our last

meeting, and maybe some of it wasn't what staff had in mind for our team and its

functionality. I would love to open the floor and let people discuss their thoughts,

feelings, and any ideas they have about the change taking place." After that statement, staff began to discuss their ideas. Jason noticed people unfolding their arms, increase their eye contact, and began to appear cheerful and engaged. Jason *felt* pleased as he noticed his new Humble *leadership action* appeared more effective.

Summary

The CBLA model allows leaders to gain awareness of maladaptive thinking patterns (whether conscious or unconscious), how those thoughts relate to actions, and how engaging in reflection can yield more sound awareness of one's reality, resulting in effective leadership.

Leaders find themselves in volatile and uncertain situations on a consistent basis (Pasmore, et al., 2010). In an ever-changing world, leaders need to be prepared to face situations with the most effective tactics in their toolkit. There are a multitude of situations where leaders may think, "What am I supposed to do?" By formalizing the mental operation of leadership action, the CBLA model gives individuals a new way to think about one's use of self in the leadership domain. Furthermore, after applying the CBLA model to a scenario, the leader can then reflect on the impact they had and consider if a different approach would be more effective. To date there are no mental models of operation to account for leadership behavior application and reflection in a simple and digestible format. The remainder of this paper focuses further on Cognitive Behavioral Therapy, multiple leadership theories, defining each facet of the CBLA model, and instructions on how to apply the CBLA model in the most effective way.

CHAPTER TWO

THE CBLA MODEL

This chapter takes a detailed look at the CBLA model and unpacks each section as it relates to the world of leadership. By addressing each section of the CBLA model (along with a real-world vignette) organizational development practitioners can view the importance of each section and how each relates to the overall functioning of the model.

Figure 3

The Cognitive Behavioral Leadership Action Model
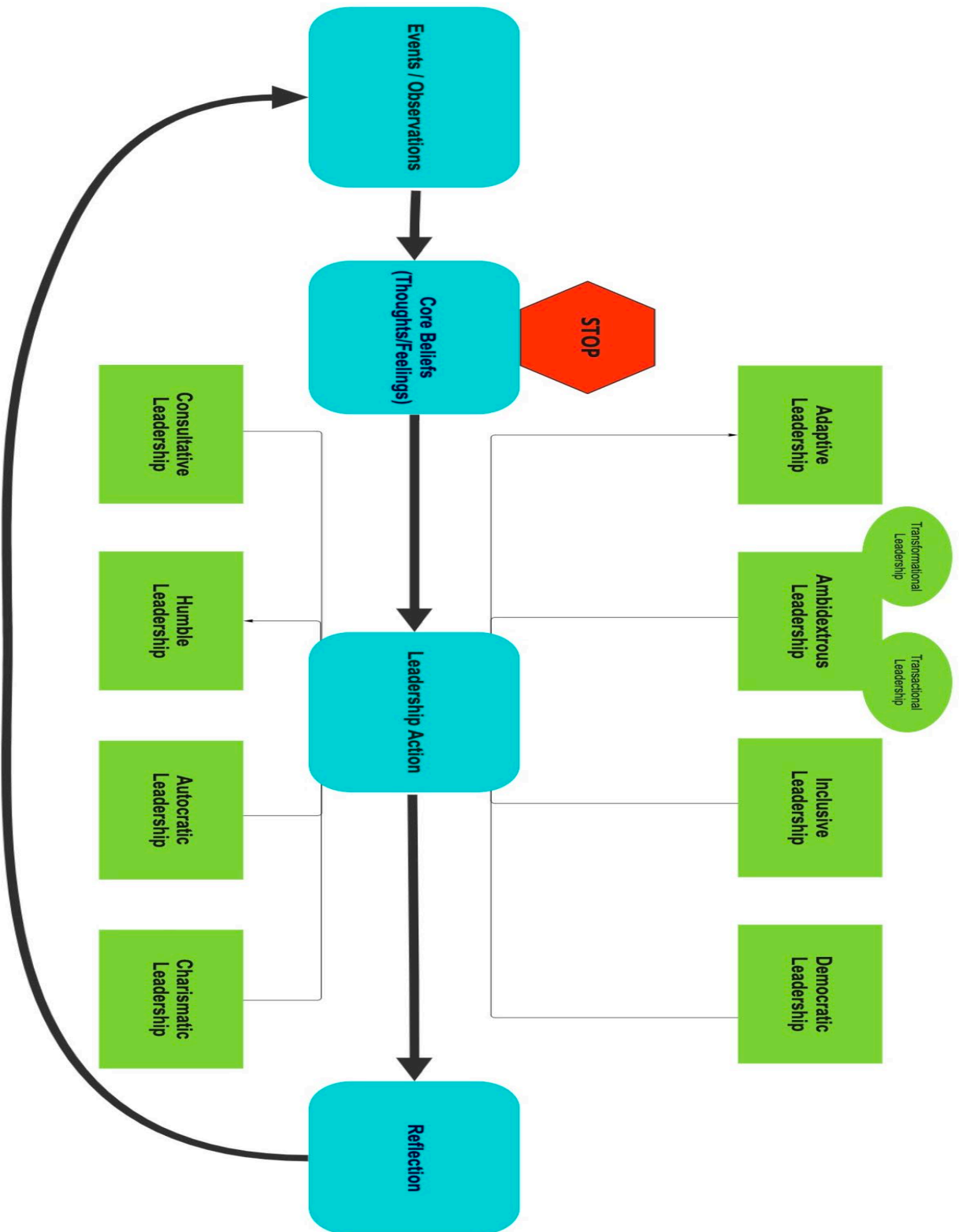
Note. This is the Cognitive Behavioral Leadership Action Model in its entirety. This visual model is embedded to show what each facet looks like and how it will appear to a user.

Events / Observations

The CBLA model begins with events and observations. This entails watching, monitoring, inspecting, and ultimately gathering data from one's environment to make sense of the world. Setting the stage for the rest of the model, this facet provides context. This context is built into the remainder of the mental operations that take place.

For example, one context a leader may find themselves in is a meeting. Whether it be on a virtual platform or in person, a leader gathers information from this experience to make sense of the world. With this information in mind, the following is an example of an event and/or observation where the CBLA model is useful.

Toni is the Nurse Manager of a local hospital who onboarded seven new nurses. There are a total of 21 nurses, making the number of new employees a third of her overall frontline staff. She held a meeting with her team to discuss the work environment and how the environment relates to wellbeing and patient outcomes. Since the new staff joined the meeting, she had everyone identify themselves, their role, and how long they have been with the hospital. As this process began, she noticed that people were only stating their name and waiting for the next person to respond. Right in this moment an event / observation took place. Toni gave the directive to introduce oneself, one's role, and time spent working for the hospital, but the outcome did not happen as planned.

These events / observations initiated the use of the CBLA model, which lead to the next stage of Core Beliefs (as indicated by the arrow in figure 4).

Figure 4

Events / Observations Section
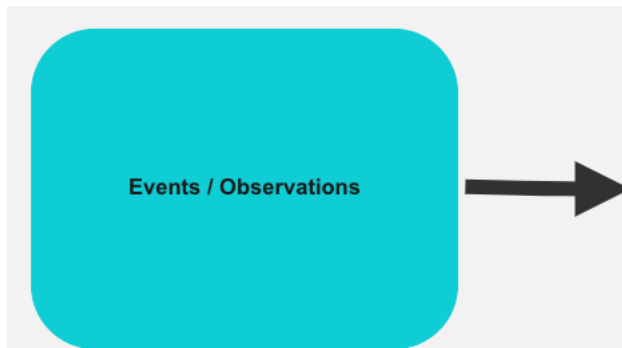
Note. This figure shows the events / observations section of the CBLA model.

Core Beliefs (Thoughts/Feelings)

Beck (2021) identified core beliefs as a part of one's cognitive structure located deep in our consciousness. Core beliefs help one make selections, encode, and evaluate environmental stimuli. Additionally, core beliefs are our deepest understandings of the world, ourselves, and others (Dóci et al., 2015). Core beliefs assist with evaluating our external environment and support our understanding of what is occurring. Along with core beliefs, this area of the CBLA model also includes general thoughts and feelings. To understand this better, lets return to the vignette of Toni and see the interplay of her core beliefs, thoughts, and feelings.

As Toni noticed the event / observation taking place (meeting participants not following through with her introduction directive), she began to experience a feeling.

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Toni was anxious, confused, and embarrassed. She thought, "I made the directive, it was clear, and people are still not following through. The new staff aren't going to respect me." These thoughts related back to a core belief Toni held, which was "No one has respect for me since I am a new leader."

Within this example, Toni's thoughts and feelings were evident to her. She had anxiety due to staff not following her directive, and she asked herself "why is this happening?" These thoughts and feelings are reasonable occurrences in a situation like this. What may be unconscious to Toni is her core belief: that "no one has respect for me since I am a new leader." Although it may be reasonable for Toni to identify her thoughts and feelings, it is more difficult to understand the core belief at play in the moment. It is hoped that, by using the CBLA model, leaders can identify and unpack core beliefs and how they present themselves in their everyday work by catching the interactions of events, thoughts /feelings, and behaviors in real time through the action of CBT (see figure 5).

Figure 5

Core Beliefs (Thoughts/Feelings)
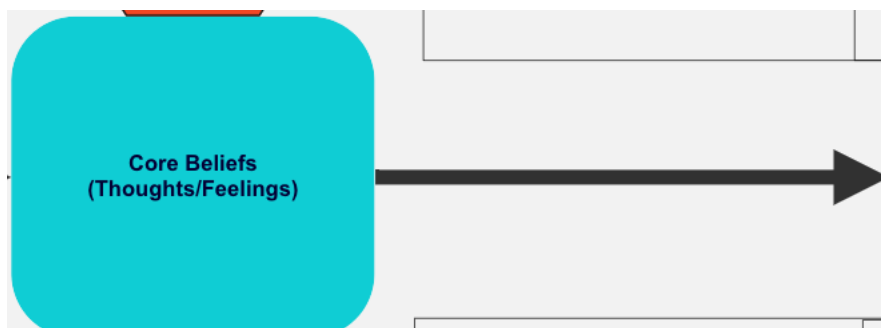
Note. This figure shows the Core Beliefs (Thoughts/Feelings) section of the CBLA model.

Leadership Action

The first section of the CBLA model identified what it means to experience an event, followed by core beliefs (thoughts / feelings). The next feature of the model is to put one's knowledge of the situation into leadership action. What leadership action entails is putting one's skills, experience, and knowledge to practice; it is the behavior one engages in. For further understanding, here is the experience Toni had at her meeting.

Now that Toni experienced the event (participants not following through with her introduction) and core belief – thoughts / feelings (anxiety, "why is no one following through with my directive"), she put her knowledge of leadership into action. Toni realized that people were not engaging in her directive, so she took an Autocratic leadership approach. Toni learned in a recent Nurse Manager retreat that Autocratic leadership helps with establishing control over a situation. She saw that it assists leaders in making decisions by dictating the methods of the group, and that such directives are followed (Chukwusa, 2019). Toni stopped the group by saying, "Excuse me! I said to state your name, your role, and how long you have been working for the hospital. Moving forward, I want to see each person answer these three questions. Is that clear?"

With this example, one can see how events led to thoughts and feelings, which fueled Toni's leadership action. The room became silent, a few staff who did not

previously share their role or tenure apologized, and the rest of the people in the meeting

followed the directive (see figure 6).

Figure 6

Leadership Action
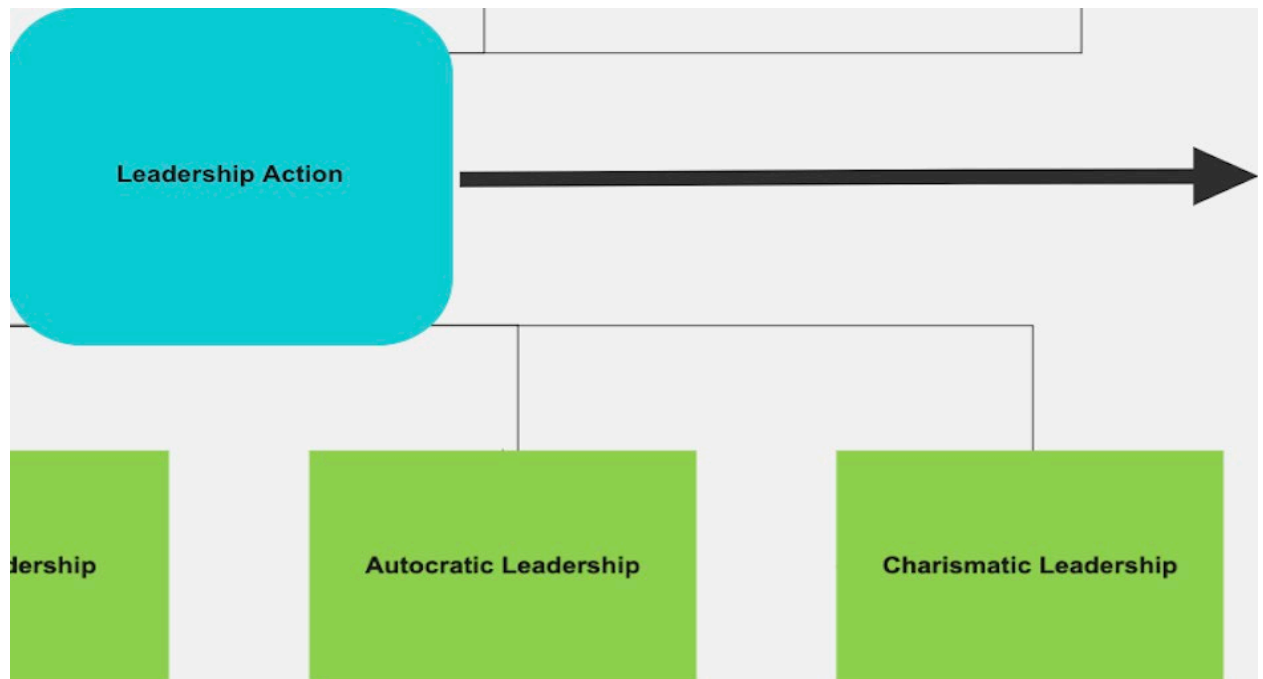
Note. This figure shows the Leadership Action section of the CBLA model.

Reflection

The next portion of the CBLA model entails reflection. Reflection means

evaluating the validity of your thinking, challenging automatic thoughts and, ultimately,

your interpretation of a situation (Beck, 2021). When an automatic thought (like Toni's

"Staff aren't going to respect me") occurs, subjecting it to reflection can help with

improving emotion, behavior, and physiological change (Beck, 2021). Following Toni through her leadership experience, one may see how reflection occurred.

After her question to the group ("Is that clear?"), Toni reflected on the situation while staff shared their name, position, and amount of time they had worked in the hospital. She considered the pros and cons of her leadership action. She thought, "Ok, staff listened to me and now they are following the directive. That's what I wanted." Although she achieved the desired outcome, the reflective loop of the CBLA model brought her back to observation, where she noticed that the leadership setting shifted from her Autocratic directive. (See figures 7 and 8.)

The Reflective Loop and STOP

When viewing the CBLA model in its entirety (Figure 3), one can see how reflection loops back upon events / observations. This is key in the model, as the aforementioned benefits from reflection are profound in the workplace (Roberts, 2009). Being able to engage in validity testing of one's actions, challenging thoughts and interpretations of situations are highly sought-after skills in leadership roles. This reflective loop can lead to improving emotion, behavior, and physiological change (Beck, 2021). This completes the picture of the CBLA model, and allows for deeper exploration of the various benefits CBT and the CBLA model can provide within and between persons.

Figure 7

Reflection
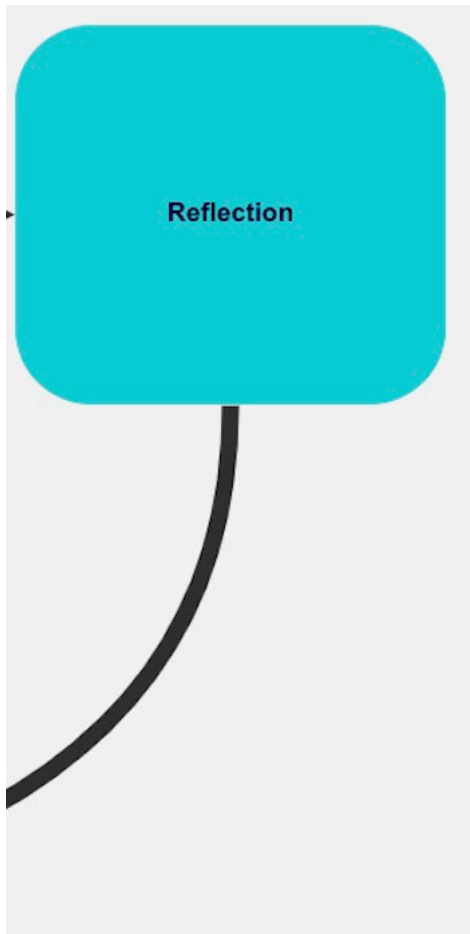
Note. This figure shows the Reflection section of the CBLA model.

Figure 8

Events / Observations
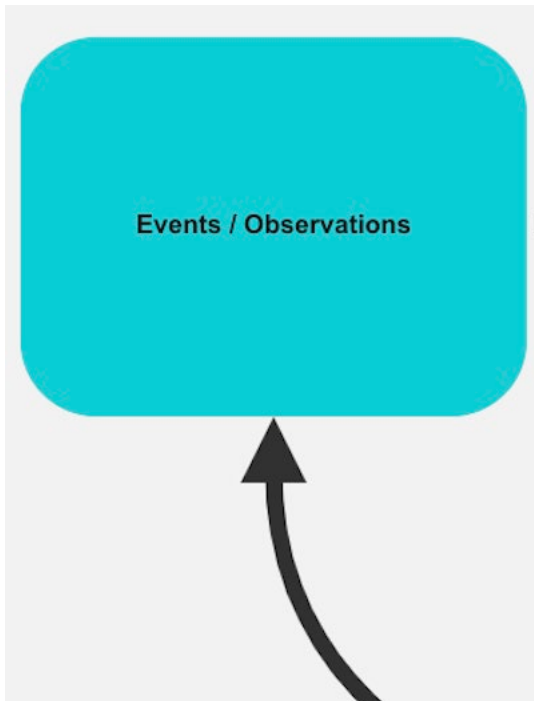
Note. This figure shows the Events / Observations section of the CBLA model.

STOP

A unique feature of the CBLA model is the STOP (see figure 9). Located directly above Core Beliefs (thoughts / feelings), this facet of the model encourages users to gain awareness of their thinking. Despite the STOP function being helpful at any point of the CBLA model, it is most effective when a leader becomes aware of their own thoughts, how these thoughts impact the leader's feelings, and how these feelings impact their approach to leadership. The CBLA model helps a leader gain awareness of thought patterns, challenge thinking patterns, reframe maladaptive thoughts, and guide them to a

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solution. For instance, a leader may be thinking about a recent experience and feeling anxious. Such thoughts could continue in a cyclical manner, reducing work productivity and wellbeing. Mindfulness and CBT work in corroboration to halt this spiral (Beck, 2021).

Continuing with Toni's example, she went back to the observations section of the CBLA model and noticed that staff were quiet, short in their speech, and seemed withdrawn. Toni noticed that these observations made her feel anxious and worried that she emotionally hurt her staff. Toni then *stopped* and reflected on how she felt and her leadership action. Toni thought, "I used Autocratic leadership and got what I was looking for, but it doesn't sit right with me. I may have been too strict. What can I do? Hmm… Inclusive leadership may be helpful here to make sure everyone feels heard, included in the group, and know that I genuinely care about them. Let me try that and see how it works." (See figure 9).

Toni was able to stop herself and reflect on her leadership action. She found that she got the intended results from Autocratic leadership, although it had an unintended negative effect. She stopped herself once again and was able to see that she was too harsh with her directive, and recalibrated her leadership to a theory that is more inclusive and comforting. An initial leadership action may not always be the correct or most effective approach. By practicing the CBLA, one can consistently reflect on setting, emotion, and behavior to refine their approach, ultimately leading to a more effective leader overall. Following this section is an exploration of leadership theory and how such theories work in practice.

Figure 9

Reflective Loop and STOP

Note. This figure shows the reflective loop in the CBLA model along with the STOP

function.

CHAPTER THREE

APPLICATION OF THE CBLA MODEL

The CBLA model contains eight core leadership theories to choose between given the context in which a leader finds themselves (see figure 3). It is from a theoretical standpoint that these leadership theories are suggestive, and not an exhaustive compilation of theories one can use. The list of leadership theories is based on a variety of rigorously developed models that are widely accepted in the current body of literature. The CBLA model is flexible and if a leader would prefer to work with a different theory or additional theories, the model is able to accommodate that. Furthermore, the theories included may help set the stage for leadership development and awareness.

The aim is that a given leader can build off such theories and add to their leadership toolkit when they become more comfortable in their understanding of the CBLA model. Leadership models can be described by whether they are top-down or bottom-up, whether they focus on technical challenges (situations where the problem and solutions are known) or adaptive challenges (situations that are novel and complex with no known solution), if they take the stance of authoritative, interactive or participatory, etc. Below each leadership theory within the CBLA model is discussed, what general situations the theory works best in, and how it can be applied to one's work life by means of the CBLA model.

Adaptive Leadership

According to Heifetz et al. (2009), Adaptive leadership is "the practice of mobilizing people to tackle tough challenges and thrive" (p. 373). This leadership theory

is about leading and consulting to complex and dynamic challenges that require change. It utilizes historical information one has gained in the past, builds upon current effectiveness, and enables an organization to thrive by viewing challenge through a new lens. A significant number of organizations confront challenges with short-term fixes. These may yield positive benefits, but do not provide a long-term solution, which results in the organization having to face the challenge once again. By providing technical solutions (i.e., existing knowledge, skills) to adaptive challenges (i.e., complex, ambiguous, volatile, unpredictable challenges that require new learning), organizational growth and effectiveness is limited (Heifetz, et al., 2009).

An example of an adaptive challenge is the COVID-19 pandemic and the racial inequities that surfaced in organizations as a result (Valeras & Cordes, 2020). Leaders during this time were presented with new and dynamic challenges. Valeras and Cordes (2020) discuss a common technical solution many organizations applied to this challenge: placing a Black Lives Matter banner on the company's website. Leaders applied this solution because it was in the realm of what they already knew. A simple stance was taken to show the world that they support the initiative on their virtual platform. This insufficient and technical change brought to light that adaptation, new thinking, and long-term ideas were necessary to confront change, as a banner shows what you want to stand for, but actions facilitate the change needed. By challenging the status quo and evaluating beliefs and values, one has the tools to respond to issues in organizations with transformational change. Valeras and Cordes (2020) mention that one of many adaptive solutions they used to confront this change was to include "issues related to race and

ethnicity into conference planning and other programming" (p. 496). This adaptive solution provided the framework for an increased frequency of discussions that were intentionally focused on racial and ethnic diversity, which had been absent in the past. When an initiative that had not been used in the past provides new structures such as conversations within the company it can lead to longer-term changes in beliefs, actions, and ideas.

Conditions For Adaptive Leadership to Thrive

A universal condition for Adaptive Leadership occurs when an organization faces times of uncertainty (Apenko & Chernobaeva, 2016; Heifetz et al., 2009; Torres et al., 2012; Yukl & Mahsud, 2010). Uncertain times can be present in the organizational context in many different ways. To understand this concept clearly, National Public Radio [NPR] (2020) discussed that times of uncertainty may feel unsettling, be unpredictable, and open to question or doubt. Not knowing when something will begin or end, what it will mean for one's work life, or how the uncertainty will affect one's mental and physical health are a few of many expected side effects of living through uncertain times (NPR, 2020).

Aside from the COVID-19 pandemic example, there are many other situations that would benefit from Adaptive Leadership. For instance, merging two or more different departments of a company who hold their own unique values, goals, and habits; adjusting to a market where other establishments are developing new and improved products; or managing senior leaders when implementing change initiatives. Adaptive leadership flourishes when large-scale change is present, requiring new and improved

approaches to organizational functioning (Heifetz et al., 2009). (See Appendix A for further detail).

Adaptive Leadership and The CBLA Model Example

Nori Testing is a hypothetical company whose primary focus is the development and sale of blood glucose monitors. Since the company's inception, they were organized into three separate departments: product development, marketing, and consumer affairs. Recently, a new product came to fruition that is embedded internally in patients, so there is no longer a need to purchase test strips, endure painful finger sticks, or constantly monitor one's blood glucose level. The device is linked to a cellphone app, alerts the user when blood sugar is low, then prompts the user to link the necessary adaptation to the device to stabilize blood sugar levels.

The product finally reached user testing trials, so the three teams (product development, marketing, and consumer affairs) expected to work together to ensure a successful launch in the upcoming year. Edward, the leader of this initiative, was assigned to ensure a smooth collaboration amongst the three teams. Before their first meeting, Edward prepared by using his old meeting structure, topic guides, and discussion prompts. He thought, "This is a great way for us to jump right in and start working together!" After introductions, Edward prompted the group with goalsetting and target deadlines. This discussion topic left the group of three teams arguing for about 45 minutes. Towards the end of the meeting, a few members left early, and everyone seemed displeased.

Edward was perplexed. He thought, "Where did I go wrong?" After the meeting, he decided to apply the CBLA model, which he discovered in a recent company training. "Ok, what was the event? It was an initial meeting where three teams are expected to work together. How did I feel? I felt anxious but motivated because I already had a plan. What leadership action did I use? Well, I guess I took a consultative approach (Hornickel, 2012). As I now reflect, I assumed most people in the meeting had the knowledge needed to collaborate – they are capable people, and I thought by delegating and providing information, a consultative approach would be enough for a successful meeting."

Edward continued to use the model. "I still don't get why it failed. Let's go back through the model. I already know the event, but I guess another belief I had was assuming everyone would work well together and all I had to do was provide knowledge and feedback." Edward *stops*! "Ahh, I see, I assumed everyone would work well together. What approach would be better than consultative? I guess this issue is more dynamic and adaptive than I thought. Each team has a separate set of values. I think I need to use Adaptive leadership to reestablish our collective values so that we can move forward together." After this reflection and insight, Edward developed a new approach to the next meeting – establishing what is important to various roles, defining a shared vision, and aligning values with team culture.

Summary

Within this example, Edward continuously walked through the CBLA model to gain a new perspective. By doing so, he gained new insight, finding that he made an assumption about the three teams, and that his technical meeting format would not work

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for the adaptive and complex issue that transpired during the meeting. The goal with the CBLA model is to use it before, during, or after the fact to gain new insight and perspective on leadership and effectiveness. Edward knew that something went wrong, but did not understand what it was. By using an outlined mental process and operation to view the situation from a new lens, Edward was able to see the challenge, which leadership theory would be most effective, and develop a plan to use a new approach in the upcoming meeting.

Ambidextrous Leadership

First theorized by Luo et al. (2016), Ambidextrous leadership proposed that there are complementary leadership behaviors which assist leaders in addressing conflicts, contradictions, transactions, and innovation in followership. Comprised of both Transactional and Transformational leadership theories, a leader will have the ability to switch between transactional styles (i.e., contingent rewards, leader-follower exchange, etc.) and transformational behaviors (i.e., inspiring innovation, motivation, intellectual stimulation, etc.; Peng, 2020). Leader dexterity is key within this theory, as leaders must be aware of the situation and be able to switch between different leadership methods.

When viewing Ambidextrous leadership in the organizational context, the leader can distil this theory down to innovation and metrics. For example, leaders can utilize innovative techniques for idea generation. Then, when it becomes time to develop the idea, the leader can engage in a more transactional leadership style.

Conditions for Ambidextrous Leadership to Thrive

When considering conditions for Ambidextrous Leadership to thrive, one must take into account two particular antecedents that facilitate this model: the need for explorative and exploitative behaviors or open/closed leadership efforts (Alghamdi, 2018; Zacher et al., 2016; Costea et al., 2012; Rosing et al., 2011; Raisch et al., 2009; March, 1991). Explorative behaviors are open and welcome innovation. Alghamdi (2018) stated that "exploration is concerned with search, variation, experimentation, discovery." (p. 3). Alternatively, Exploitative behaviors are closed and stress effectiveness ("Exploitation is concerned with refinement, efficiency, selection, and implementation") (Alghamdi, 2018, p. 3). Alghamdi (2018) reports that explorative and exploitative behaviors use existing capabilities of the organization and also engage in the exploration of future opportunities.

By opening leadership behavior, the leader facilitates followership to alter their approach to a given situation and explore new ways of thinking and doing. When closing leadership behavior, the leader acts in a manner to set specific guidelines, monitor goal attainment, and realigns follower behavior to stay on task. Ambidextrous leadership also switches between these two facets depending on what the situation calls for, which Rosing et al. (2011) labeled leadership dexterity. Situations that require novel idea generation – such as the creation of new products, and managing follower behaviors to ensure that development is carried out – is one of many examples where this leadership theory may flourish (Alghamdi, 2018). In order to understand the function of Ambidextrous leadership in a more concrete example, the following is an instance where this leadership theory is utilized along with the CBLA model. (See Appendix A for further detail).

Ambidextrous Leadership and the CBLA Model Example

In order to develop Nori Testing's new blood glucose monitor product, a series of Transformational and Transactional behaviors were needed among leaders. Before Edward took the lead on the merging product development, marketing, and consumer affairs, he was the program leader for the development team. As new products began to hit the market from various competitors, Nori Testing called upon Edward and the development team to create something new and improved that would change the face of blood glucose monitoring. This was a monumental task, as he had never before overseen such an endeavor. When his manager broke the news that he was leading this initiative, Edward withdrew from his work as well as his staff.

Edward was able to *stop* himself and reflect on his feelings. He thought "Wow, I am so nervous of letting the company down. I don't know how I will manage this task!" Edward then called upon the CBLA model to help address his dilemma. After engaging in the "stop" portion of the CBLA model, Edward recognized and utilized the mental operation to confront the task at hand. Edward stated, "I recognize how this is making me feel, so I am going to process. I have a task that requires abstract thinking and new idea generation, along with formal development and transactional tasks among my staff. What leadership theory from the CBLA model will fit here? Ah yes! Ambidextrous leadership!" Edward then put this leadership theory to action by working on an outlined plan for the upcoming meetings. By using Ambidextrous leadership, Edward found a way to engage his team in innovative dialogue, motivating them with his passion and

charisma. This new plan gave Edward the courage and confidence he needed to confront the depressive feelings he was experiencing and move to action.

Summary

The CBLA model can be used before an anticipated event that causes adverse emotion and apprehension in the workplace. Edward was able to stop and think about how the newly assigned task was making him feel, which leadership action would be appropriate, and reflect on how he would like to use Ambidextrous leadership to support the assignment and his followers. Peng (2020) found that engaging in Ambidextrous leadership helps to facilitate employee voice. When Edward chose to reflect by using the CBLA model, he found that he needed to change his approach.

Inclusive Leadership

To understand Inclusive leadership, it is necessary to first recognize what it means to be inclusive. Booysen (2014) states that in order to be inclusive, one must be authentic, especially within the context of accomplishing common pursuits with others. It also entails collaboration in such a way that all individuals involved can be fully engaged. Along with being fully engaged in one's work, there must also be an element of not feeling hidden, that one's thoughts are compromised or relinquishing any aspect of oneself.

Along with understanding what it means to be inclusive, Hollander (2012) notes that to be inclusive one must recognize and value followership. According to Hollander (2012), Inclusive leadership entails mutuality among the leader-follower relationship, having a common vision, and shared goals for the future. As referenced earlier in this

paper, top-down style of leadership will not work when making efforts of inclusion. Leadership is about fairness, participation among followers, and mutuality. This form of leadership is figuratively viewed as a two-way street among leaders and followers, doing away with the top-down, one-way form of leading. Inclusive leadership also embraces diversity management, equality, fairness, social justice, true engagement, consensus building, and partnering with staff, removing aspects of marginalization and exclusion (Booysen, 2014).

Conditions for Inclusive Leadership to Thrive

Despite how dynamic and interactive Inclusive Leadership may be, there are general conditions where it may thrive. Hollander (2012) mentioned a series of factors where Inclusive Leadership flourishes. The first factor is building respect for individuals on one's team as well as team members' individuality. Another factor mentioned is leaders building awareness of followership contributions, while also being able to give recognition for their hard work and maintain fairness. Hollander (2012) also mentions that Inclusive leadership works well when creating a shared sense of values within a team is needed. Other factors include goal achievement, giving feedback on progress towards achievements, and facilitating a future-focused outlook. Openness, trust, and loyalty are characteristics of an inclusive leader. When a team needs to be united, has experienced bias or unequal treatment of employees, Inclusive leadership can help to transform and unite everyone to achieve positive results within an organization (Gallegos, 2013; Kugelmass, 2003). (See Appendix A for further detail).

Inclusive Leadership and the CBLA Model Example

Juliette is a physician at Fontaine General Hospital. She leads a team of other doctors responsible for patients requiring complex care. Her team is comprised of six people: four females and two males. Every morning she and her team meet on the units that correspond with the client who requires complex care. Juliette has a standardized way of conducting her meetings. The charge nurse from the unit will present demographics, the assigned nurse will present medical updates, then, her team will provide further treatment recommendations before going out to see the patient. Recently in her performance evaluation, her supervisor asked that she be more collaborative during her meetings. The feedback was that many staff referred to her as a "bulldozer" who will only acknowledge client updates from senior nurses. To work on her leadership skills, Juliette was introduced to the CBLA model and put it into practice during the next complex care meeting.

During this meeting, Juliette began as she usually did. She gathered the appropriate staff who worked with the patient and then stated, "Let's get started, Shannon, go ahead with demographics." Shannon quickly finished. "Alright, thank you. Oscar, medical updates please." As Oscar was providing medical updates, Juliette noticed that the nursing assistants were all on their phones, the social workers were writing notes, and other nurses were tending to their pagers. Juliette thought to herself, "Wow, no one is engaged aside from members on my team. I'm angry!"

As Juliette's frustration increased, she *stopped* and thought of the CBLA model. In her reflection she thought, "I see people disengaged, I'm angry, and I'm using my regular consultative approach. I wonder if there is anything else I can be doing?" Upon

this reflection, Juliette considered other forms of leadership behaviors. "Oh! Maybe to hear other people's ideas, I should be more inclusive! I remember this style of leadership helps to give everyone in the room a voice." Juliette heard Oscar describe how nursing assistants were being assaulted by the patient when drawing blood. She then inquired, "Hey nursing assistants, what has your experience been like with this? What do you think would make you feel safe and more supported? Do you have any ideas?" Juliette noticed a change in the atmosphere of the room. She saw people put their phones down, the clicking of computer keys stopped, and people she never heard from began to chime in.

Summary

In this example, we can see how Juliette was able to use the CBLA model in real-time. When she gave the directive for staff to start the meeting as usual, the event and observations led her to an emotion, and the emotion then prompted her to reflect on the style of leadership she used. By engaging in this mental model and reflecting on her style of leadership, she could reframe the context and understand that she might have excluded lower-level employees. This is very common, especially in hospital settings where frontline staff are excluded or feel left out due to not holding high-level degrees such as doctorates, masters, and registered nurses.

Democratic Leadership

Originally theorized by Lewin et al. (1945), Democratic leadership helps to establish a balance between leadership and followership and assists with decision-making. The leader often is a positive influence, collaborative, and inclusive, who also actively participates in discussion while balancing the viewpoints other individuals bring

(Carlin, 2019). Additionally, a sound Democratic leader can bring out the best in the group by evoking creativity, while also remaining a figure of authority.

Many examples of Democratic leadership exist in history such as Nelson Mandela and Dwight Eisenhower. During WWII, Eisenhower gathered and held together a strong, diverse coalition of powerful politicians. These individuals often had conflicting ideologies regarding military plans. Eisenhower ensured that members of this group were heard, regardless of whether their viewpoint was impractical (Carlin, 2019). Nelson Mandela engaged in Democratic leadership when fighting for equality. Mandela strived for diversity in members of the African National Congress, professing that individuals of different political affiliations as well as people from different races can be contributors to congress (Carlin, 2019).

Conditions for Democratic Leadership to Thrive

As previously mentioned, Democratic Leadership works well when group members need encouragement to open up and share opinions and ideas, engagement needs to be increased, and creativity is low (Cherry, 2022). When thinking of situations in which Democratic Leadership works best, one must consider situations where followership or team members are eager to use their knowledge for the goal at hand, have the skills needed to accomplish the task, and are enthusiastic about what they can contribute (Cherry, 2022). When leaders want group members to be more participative (but still want control of the final outcome), to increase the free flow of ideas, and lead the group with guidance and control, Democratic Leadership is essential (Jakhar, 2017). (See Appendix A for further detail).

Democratic Leadership and the CBLA Model Example

After Juliette at Fontaine General Hospital inquired about blood draws and the propensity for violence from one particular patient, she received a lot of great feedback from staff. The nursing assistants reported that most of the assaults occur when they are drawing blood in the early morning. Additionally, other staff mentioned that most of the violence occurs in the morning, regardless of whether they are doing blood draws or not.

This information brought up a lot of emotions as well as insights from the nursing assistants. As Juliette continued to listen, the CBLA model presented itself once again. Juliette noticed from the environment that the meeting was getting overwhelming; the amount of feedback from the nursing assistants was immense, and other people involved in the meeting were shutting down. This made Juliette feel uneasy. She *stopped* herself and reflected on her emotions and thoughts. She thought: "I'm noticing the meeting is being monopolized by the nursing assistants. I'm feeling uneasy. I used inclusive leadership, but it doesn't seem to be working anymore. Hmm." Juliette then had a thought come up! "I see the mornings being the issue, and I need to make a decision on how to move forward to support this patient in the morning while ensuring staff safety. I need more participation from everyone, and there needs to be a balance. Ahh, yes! Democratic leadership helps to remain inclusive, while also balancing leadership and followership so that I can make the most informed decision."

After gaining this insight, Juliette interjected in the meeting, thanked the nursing assistants, and then stated to the group, "Ok, so as I am hearing you say that the violence typically occurs in the mornings. Nurse managers and charge nurses, what has worked in

the past to address violence in the morning? Have you ever seen this behavior before?"

After gathering information from both front-line staff as well as managers on the floor,

Juliette thanked the group for their participation and also discussed how each piece of

information helped in her decision making. She then made the call to increase staffing in

the morning, add administering a calming medication before blood draws, and then

worked with front line staff to develop a safety plan for the clients as well as a protocol

designating how to respond when warning signs or behaviors are observed. After this

event, staff felt heard and supported.

Summary

With Juliette's example, it is common in meetings for one person or group to

monopolize a conversation, especially when discussing something important like staff

safety. By engaging in the CBLA model, Juliette was able to recognize that the way she

ran the meeting was not a failure but needed to be adjusted. Her emotions and knowledge

of the CBLA model sparked reflection, which informed her next move. She knew she

needed to hear from everyone, but also that she must make the final decision on how to

support this patient. As with other examples, the CBLA model helps leaders to essentially

pause their thoughts, reflect, and look at a given situation from a new lens. By having the

framework to stop and reflect, Juliette gained new insights from staff and ultimately

helped the medical unit better support patients.

<center>**Consultative Leadership**</center>

Hornickel (2012) described consultative leadership as input and output. A

consultative leader welcomes incoming information, as it is a basis from which to gain

<center>45</center>

new insight and inform decision-making. When a consultative leader is working to their full potential, they have awareness of team members' knowledge and experience, and how evoking information from team members can assist with decision-making. After gaining information, a consultative leader would disseminate the important information one has gained to one's team. The hope is to ultimately make the teams functioning more effective through expert knowledge.

Even though Consultative leadership appears to be a top-down style of leadership, Ismail et al. (2010) found that Consultative leadership (along with Participative leadership) has the utility to motivate followership, leading to an increase in job satisfaction and organizational commitment. Leaders using this style benefit from being able to switch between different styles and implement an effective strategy given the context.

Conditions for Consultative Leadership to Thrive

The conditions for Consultative Leadership are an environment that is comfortable, explorative, creative, engaging, and innovative (Indeed, 2021). Leaders who are consultative foster proactiveness within group members and create a sense of belonging for individuals to share their opinions openly and regularly. The goal of a Consultative leader is to provide the group with one's expert opinion, along with evoking the group to share and spread their knowledge and experience (Indeed, 2021). Despite having the group share and contribute to the final outcome, a Consultative leader takes ownership of the engagement, development, decisions, and outcome of the task at hand. Situations where this leadership style would flourish occur when expert advice is needed,

when problem solving, when conducting solution focused tasks, or when expert decision-making is required (Ainomugisha, n.d.). (See Appendix A for further detail).

Consultative Leadership and the CBLA Model Example

Edwin leads a marketing team for a large pharmaceutical company. After engaging in product launch plan meetings, Edwin sees that his team has challenges when they discuss the risk factors and benefits of the new medication. During their last meeting, Edwin observed his team shutdown and become avoidant when he asked for specific examples of risk factors. Particularly, the Lead Marketing Analyst and Marketing Manager appeared disorganized and apprehensive to address his questions. Edwin took note of this observation, as these two individuals will be lead discussants at the upcoming expo. Edwin then *stops* and thinks about the big picture of the situation. "I have a knowledgeable team, but it seems as though they don't understand the technical aspects of the medication. When asked about risks, they shut down and appear apprehensive. This makes me feel anxious because potential stakeholders are going to inquire about this specific topic at the upcoming pharmaceutical expo."

In this situation, Edwin neglected to keep in mind that he had spent a month working with the research and development team identifying potential risk factors for the medication and how they were being addressed. To him, it seemed to be common knowledge. Upon further reflection, Edwin then *stopped* once again. He thought, "Even though I went over my reports from the research and development team in our daily meetings, it seems as though people didn't retain this information. I believe I assumed

they would know this information from our meetings, however informal they may be. Perhaps I should consult with and educate them further."

After Edwin *stopped,* he began to consider which *leadership action* could benefit the situation. "I could use Consultative leadership so I can engage, educate, and disseminate the information I learned when working with the research and development team. I realize I never had a formal meeting surrounding the risks and benefits, so I think it would be appropriate to consult with them on the matter."

At their next daily morning meeting, Edwin said, "Today we are going to structure our morning meeting differently. I am going to go over all that I've learned from the research and development team. After, I will leave time for questions." He received an overwhelming positive response which confirmed his suspicion that his team needed to know more about the product. Edwin then concluded the meeting by stating that someone from research and development will be joining his team meeting for the next month to assist and answer further questions. After a month of his support along with the research and development specialist at their meetings, marketing staff appeared to be more comfortable with the product and were able to discuss it on a deeper level. Edwin confirmed with the company that the product is ready for market and prepared the marketing team for the expo.

Summary

With the example of Edwin's product launch dilemma, we can see how the CBLA model assisted his understanding of the situation and which form of leadership may be the most appropriate. When observing his team, Edwin noticed they lacked knowledge of

the product, which resulted in him feeling anxious. Additionally, by engaging in the *stop* feature of the CBLA model, it revealed a blind spot to Edwin; he had expert knowledge from meeting with the research and development team and didn't share the information with his team in a formal manner. After this realization, he shared his expert knowledge. Here we can see how stopping, reflecting, and implementing this particular style of leadership led him to a beneficial outcome.

Humble Leadership

Theorized by Edgar Schein and Peter Schein (2018), Humble leadership is a progressive form of leading through a personal and innovative lens. In contrast to top-down leaders who focus on control, outcomes, hitting targets, etc. (Cable, 2018), Humble leaders have qualities of Servant leadership, using their influence to recognize the contributions of others and their needs. They instill motivation, purposefulness, and energize those working with them. Humble leaders actively evoke unique contributions and ideas from those around them and place a great deal of value on courage, insight, and humility (Cable, 2018).

Humble leadership can be used in a multitude of settings to create a space for followers to think and learn together with minimal risk. By giving people the platform to experiment with ideas, leaders create an opportunity to push the limits of what followers already know is a safe and humble environment. Leaders who engage in Humble leadership can expect to see more interactive conversations, honesty, meaning-making, and an increase in psychological safety (Schein & Schein, 2018).

Conditions for Humble Leadership to Thrive

Humble leaders are those who understand the leadership context, can admit to their own mistakes and limitations of their practice, and are able to highlight the strengths and contributions of followers (Owens & Hekman, 2012). Humble leadership and Inclusive leadership have similarities in that they both underline openness, maintaining high quality relationships, and appreciation of followers' strengths and contributions (Nembhard & Edmonson, 2006). Where these two leadership theories differ is that Humble leadership encourages the members of a group (and the leader themselves) to take the perspective of others, learn in a modest manner, and grant freedom to followership to explore ideas while developing a sense of inclusivity (Owens & Hekman, 2012). Humble leadership flourishes in environments where positive impact is needed for employee attitude/emotion, job satisfaction, engagement, empowerment, and energy (Wang, et al., 2018; Jeung & Yoon, 2016; Nielsen et al., 2010). (See Appendix A for further detail).

Humble Leadership and the CBLA Model Example

Afsaneh is a newly appointed CEO of a large textile company. She succeeded Charles, who was described by his colleagues as "a bull." Charles split the organization into different silos: marketing, engineering, research/development, and sales. As Afsaneh integrated herself into the company, she felt like each department was on its "own island." Staff were short-tempered when they spoke with her, and only discussed the outcomes or profits a given department could yield.

As Afsaneh recognized Charles' top-down style of leadership, she was triggered by the CBLA model to *stop* and reflect on her recent experiences. She stated, "This

company has such a cold feeling to it. I get the sense that many people are scared to speak." By reflecting on her feelings, Afsaneh was motivated to look at the old style of leadership. Afsaneh thought, "It seems from my observations that Charles may have been a very Authoritarian leader, which is not my style. I want people to feel comfortable coming to me, sharing ideas, and working together to ensure the success of the company." Afsaneh then looked at the various forms of leadership that the CBLA model entails. She then thought, "Let's try and take a softer approach than Charles and see where Humble leadership takes us."

Afsaneh understood that Charles may have put up a wall with his communication style and way he led the company. She scheduled meetings with each departmental leader (marketing, engineering, research/development, and sales) and inquired about any challenges they experienced in the last year. She also gave each person the space to provide suggestions as to how challenges can be resolved. While she spoke with each member, she always made sure to open the floor so that leaders could provide their opinion on any topic they brought up (Schein & Schein, 2018). After the initial meetings, she scheduled periodical meetings with each department leader where she would continue to solidify her Humble leadership approach. These actions demonstrate Humble leadership by showing openness, appreciation, and modesty. As a result of these meetings, Afsaneh noticed that leaders were communicating with her more, sharing new ideas, and providing new solutions to underdeveloped areas of the company.

Summary

Afsaneh gained recognition of the environment Charles' leadership style created. Additionally, she was able to *stop* and reflect on how Charles' leadership style made her feel and the effect it had on followership. By engaging in the CBLA model and organizing her thoughts and feelings, Afsaneh was able to implement a new and effective style of leadership. Using Humble leadership, Afsaneh opened the door to followers in the organization and showed them that the work environment was safe. Furthermore, by using Humble leadership, Afsaneh assisted in creating a space where people could bring problems and insights to the table, ultimately implementing a more effective and transparent approach to leading the company.

Autocratic Leadership

Theorized by Kurt Lewin et al. (1945), Autocratic leadership entails control by leadership in decision making and authorizing all workplace policies, procedures, and methods. Autocratic leadership should be viewed as a means to quickly defuse a dire challenge the organization is facing. It is appropriate in situations that require quick and sound decision making to ensure the best interest of the company and those who serve it. Lewin et al. (1945) and others help to distinguish harmful Autocratic leadership such as absolute control for personal gain and when Autocratic leadership can be helpful such as, using control for the benefit of the company during times of uncertainty.

Furthermore, Autocratic leaders should hold the values of respecting subordinates, communication, consistency, and allow opinions of followers to be heard (even if the opinion does not add to the decision being made; Saint Lawrence University, 2018).

For example, during the COVID-19 pandemic there was a time when mask mandates were put in place where leadership needed to alter their approach and switch to an Autocratic methodology to address the situation, alter their approach, and switch policy quickly. The world was turned upside-down in the matter of weeks, necessitating quick decision making to ensure the safety of a given organization and people who work for it. Policy needed to be changed, methods of work adjusted, and the approach to organizational functioning required quick judgement by leaders to keep one's company afloat. Although this may have been abrasive at first, Autocratic leadership was needed to support the general wellbeing of the company and staff. Mandating the use of face coverings/masks while in the office was a decision that many companies had to make without the luxury of gaining input from staff, discussing how the policy should be implemented, or how one will ensure that staff follow through. Despite much of the criticism Autocratic leadership has such as professional brutality, cruelty, and power over others, there is a time and place for its use when implemented appropriately (Maseti & Gumede, 2011).

Conditions for Autocratic Leadership to Thrive

Literature references Autocratic leadership as bossy, neglecting the needs of followers, rejecting participation in decision-making, and ordering employees around (Harms et al., 2018). Some even say that Autocratic leaders lack civility, disempowers people, and defies the general normality of respect and courtesy (Parker et al., 2017). Despite its general negative review, there is a time and place for Autocratic leadership. Settings where this leadership theory thrive are time-sensitive, high stakes situations

where absolute control is needed (Briker et al., 2021). When time is of the essence and there is a lot at stake, Autocratic leadership is implemented to resolve a matter that needs attention and direction. (See Appendix A for further detail).

Autocratic Leadership and the CBLA Model Example

Aside from the COVID-19 Pandemic example, Autocratic leadership is beneficial in hospitals, particularly when "codes" are taking place. A "code" is a psychiatric or medical emergency that requires all available staff from any given part of the hospital to respond to a particular unit/bedroom because a patient's life or safety is in jeopardy.

Malik is the senior nursing supervisor at Fontaine General Hospital. During his normal overnight shift, he visits each floor he supervises and gathers updates on patients, risk factors, or other pertinent information that helps him ensure his staff are supported for the night. Another aspect of Malik's role is to respond to each code that occurs and take the lead to ensure they are being run successfully. While Malik is walking to his next unit he heard, "Code Blue! Garrison 12! Code Blue! Garrison 12!" Malik knows that code blue occurs when a patient's life is in jeopardy.

Malik ran to the unit, Garrison 12. When he arrived, he saw staff performing CPR and as well as various staff talking about the next move that needed to happen. Malik used the CBLA model to *stop* and view the situation. He noticed that too many people were talking. He made the decision that strict and direct leadership was warranted. Malik firmly said, "Everyone stop talking!" He directed four nurses to rotate performing CRP and appointed the lead MD to address the medication. He instructed the charge nurse to only pull the medication the lead MD called for. The team noticed that the patient's heart

rate was starting to come back and stabilize. Malik then worked on transferring the patient to the ICU. Malik then returned to his typical style of leadership which is more consultative. Staff thanked him for the support, as they processed the event.

Summary

Within Malik's situation, we can see how Autocratic leadership positively helped the leadership dilemma. When Malik first arrived at the patient's room, he noticed that people were talking, no directives were being given, and that time was of the essences. What seemed to be democratic leadership taking place (i.e., collaboration, hearing everyone's opinion, shared decision making, balancing viewpoints) was not appropriate for the context (Carlin, 2019). As Malik saw the context, he stopped, quickly reflected on what needed to be done for leadership, and then autocratically addressed the situation. The CBLA model helps individuals, stop, think, and act quickly to respond to leadership dilemmas. At times, leaders using the CBLA model will have as much time as they would like to engage its function, and other times leaders will need to make quick decisions based on the context. Malik had the awareness gained from the CBLA model to think through what needed to be done and implement Autocratic leadership in mere seconds.

Charismatic Leadership

Originally theorized by Max Weber and later formalized by numerous researchers, Charismatic leadership holds a special place in leadership theory (Conger & Kanungo, 1998; Eatwell, 2006; Grabo, et al., 2017). To be a Charismatic leader, one must display an uplifting way of leading that motivates followers as well as those around them.

This leader has great self-monitoring skills and engages in perception and impression management. To be charismatic when leading means to draw people in by making those around you feel heard. Also, a charismatic leader can identify the moods of people around them and are great at reading the room. Furthermore, a Charismatic leader has gained sound self-actualization and understands their own talents and potential within the organization (Conger & Kanungo, 1998). In the history of leadership, there has also been Charismatic leaders who have used their influence negatively, such as Adolf Hitler (Lepsius, 1986). For the purpose of this discussion, Charismatic Leadership is being used in an ethical and service-oriented manner (Zehir, et al., 2014).

A recent example of Charismatic leadership was used by Barack Obama. He was inspirational in his tone and the way he moved a crowd long before he was elected president. Individuals who attended his speeches report that they were extremely motivational and that he facilitated positive thinking. He was able to draw those around him in with his calm demeanor and self-monitoring skills to lead the US as President (Technofunc, 2020; Kellerman, 2009).

Conditions for Charismatic Leadership to Thrive

A recent study found that charisma is a prototypical trait of leadership (Men et al., 2021). A leader who engages in Charismatic leadership uses their emotions as well as their values to drive their mission. Men et al. (2021) purport that a Charismatic leader will demonstrate excitement, promote confidence, have high expectations, and can clearly articulate a compelling vision. Men et al. (2021) found that there are three dimensions that enable Charismatic leaders' communication style: envisioning,

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energizing, and enabling. Settings where this leadership theory will be successful occur during times of uncertainty and threat (Waters, 2021). Waters (2021) reports that Charismatic leadership is most often utilized when crises occur, and followers need positive energy to guide them through a difficult time. (See Appendix A for further detail).

Charismatic Leadership and the CBLA Model Example

Sandra is a team leader for a large organization that specializes in treating mental health disorders. Her company works closely with (and is monitored by) the Department of Mental Health. Lately she noticed that her team's productivity is declining, staff seem bored, unmotivated, and even depressed in some cases. She advocated for raises to increase staff retention, which she was successful gaining. She was also able to secure a one-time bonus for her staff and used their hard work as an example of why they deserved such a bonus.

Despite her efforts, Sandra noticed very little change in her team. She felt defeated. She *stopped* and reflected on her feelings and thought, "I feel so defeated! I have gotten so many benefits for our staff, and it doesn't seem to do a thing. What am I doing wrong?" Sandra then reflected on her style of leadership. "This seems like the bonuses/pay increases aren't motivating the staff. They need energy. Maybe if I use Charismatic leadership, I can get through to them." At their next staff meeting, Sandra said, "Ok folks, we are going to do something a little different today. We aren't going to talk about our clients. Instead, we are going to discuss what brought us to this field and why it is important to us." As Sandra shared her story, staff seemed to perk up and evoke

emotion. When she finished, everyone applauded. Sandra then invited other people to share.

Summary

In the example with Sandra, she used the CBLA model to recognize not only how she felt, but her ineffective means of leadership. By reflecting, she found that her approach was more transactional rather than motivating. By using Charismatic leadership, Sandra was able to grab the attention of followers, energize them with her story of what brought her to the field, and increase group participation. Furthermore, her tactic of inviting others to share what brought them to the field reignited their value system.

Conclusion

Regardless of the style leadership used, there is always benefit from reflection. The aim of the CBLA model is to gain awareness of one's methods, how that methodology affects followership, and to refine one's skills to be the best leader they can be. By engaging in the *stop* function of the CBLA model, the hope is that leaders can reflect and see their leadership approach from the figurative balcony (Heifetz & Heifetz, 1994). When doing so, the hope is that leaders gain a new perspective and can see the situation or dilemma through a new lens. Following this section is an exploration of the various benefits and outcomes one can expect when engaging in the CBLA model.

CHAPTER 4

DISCUSSION

Now that the reader has a sound understanding of supporting theories, leadership examples, and overall knowledge of the model, the aim of this chapter is to explore the projected outcomes one can expect when using the CBLA model. This chapter explores the reasoning for such outcomes, how they have presented in previous cognitive behavioral settings, and why they are important. More specifically, it looks at how the CBLA model could, in theory, increase leaders' commitment to diversity, equity, and inclusion; increase their emotional intelligence; the neurological benefits of using the CBLA model; and how the CBLA model increases mindfulness and fosters a growth mindset. These constructs were chosen for examination through a process of reviewing the current literature on CBT.

Diversity, Equity, and Inclusion

Diversity, equity, and inclusion (DEI) is defined within the organizational context as specific policies and procedures which advance the representation and involvement of numerous dissimilar groups of people (Rosencrance, 2021). Leaders should be concerned with DEI in their leadership practice because it helps to create a just environment that allows employees to have an equal chance at various opportunities offered (Rosencrance, 2021). A critical application of leadership is DEI, as one of the most significant contributions a leader can make in the fabric of an organization is to build an environment inclusive of multiple perspectives.

When looking at CBT from a clinical and psychological lens, the main goal is for a client to learn how to evaluate their thinking in an adaptive and realistic way, in hopes of decreasing maladaptive behaviors and emotions (El-Leithy, 2014). Although most research around diversity, equity, and inclusion (DEI) with respect to CBT has a focus on the therapist-client interaction, the intended benefits of this treatment modality have a significant application in the workplace when fostering DEI. A significant benefit of the CBLA model is reframing a situation and looking at it from the lens of multiple perspectives. While leaders realistically cannot control aspects of their environment, CBT trains individuals to take control of how one understands and acts on data gathered from the leadership context (Cherry, 2021). This is how the idea of reframing a situation and looking at it from a different perspective relates to DEI.

By gathering data from the environment and looking at situations from the lens of followers as well as the overall landscape, a leader can apply themselves to a situation in a more informed way. Additionally, by using theory-based leadership modalities such as Humble leadership and Inclusive leadership, one can create a more equitable and diverse work environment. This is because such styles embody an open approach, maintain positive relationships and show appreciation for the strengths and contributions of others (Nembhard & Edmonson, 2006).

Furthermore, the CBLA model can be effective between persons to recognize and interpret automatic thinking followership may engage in. If a leader sees that a situation is occurring, like in-group out-group segregation, one has a theory-based toolkit to apply to the circumstance in a beneficial manner. For example, consider when people were

instructed to wear a face covering during the COVID-19 pandemic. Individuals' brains automatically focused on "this person is like me" (wearing a face covering) or "this person is not like me" (not wearing a face covering). In this simple example, one can see how judgement experience, judgement, and automatic associations may play a role in the workplace (Morukian, 2021).

Another intended benefit from the CBLA model is to challenge automatic thoughts, underlying assumptions, and core beliefs (Beck, 2011; El-Leithy, 2014). For example, Golby et al. (2001) has found that there is same-race memory superiority when a person engages in simple face recognition. More simply put, a person is more likely to remember a person's face of a similar race rather than individuals of a different race. This study underlines the unconscious and automatic thinking a leader may engage in that creates an environment of low equity and inclusion. By using the CBLA model, the aim is that leaders can become more aware of their automatic thinking patterns and unconscious inequitable strategies, so that the work environment is more inclusive and unbiased.

Emotional Intelligence

First theorized by Salovey and Mayer (1990), emotional intelligence (EI) is conceptualized as a unique set of abilities to "better perceive, use, and manage emotions, both in the self and in relation to others" (Robinson, et al., 2013, p. 11). Researchers later bridged the gap between EI and leadership capabilities (Goleman, 1995). Later in his work, Goleman (1998) made the distinction of neurofunction which occurs within leadership and EI, i.e. the mental and neurological processes which occurs when

engaging in leadership behaviors. Goleman (1998) reported that the amygdala (a part of the brain that holds all emotional memory) is closely connected with the thalamus (a part of the brain that processes sensory information). With these two brain systems working together, a leader tends to interpret what happens moment-to-moment through emotional memories, and "if the emotional brain doesn't like what it is seeing, it will declare an emotional emergency" (Goleman, 1998, p. 21). When an emotional emergency occurs, sound leadership methods and judgement may decrease, creating a dysfunctional environment

Masjedi et al. (2015) found that engaging in CBT increased the EI and general health of the participants in their study. With this information in mind, applying CBT to leadership would be important, as living a healthy lifestyle can assist with increasing your self-esteem, and prevent chronic and long-term illness (Foundation for Peripheral Neuropathy, 2022).

Through Goleman's (1998) work, there are five specific capacities of leadership and EI identified, which we can see being developed through use and practice with the CBLA model.

Self-Awareness

Goleman (1998) defines self-awareness as "the capacity to reconcile decisions with your deepest values, your sense of purpose, your mission" (p. 22). Research shows that self-awareness helps leaders make decisions that are in line with their value system, what one feels matters most to them (Goleman, 1998). Self-awareness is imperative to pay attention to, as researchers such as Showry and Manasa (2014) have found that it can

be a predictor of leadership and management success. Showry and Manasa (2014) go on to report that balancing the functions of leadership within an organization entails a multitude of challenges and complexities, which self-awareness helps to provide an inner compass to navigate the leadership context.

When looking at self-awareness through the lens of the CBLA model, the model can help to increase this facet of EI by engaging in the *stop* function, as well as looking deeply into the interaction of one's thoughts, feelings, and behaviors as they relate to the leadership context. Research has found that engaging in self-reflection can stoke emotional awareness by looking within and identifying emotional responses when situations occur (Perkins & Schmid, 2019). By continuously engaging in reflection and looking at multiple perspectives through the CBLA model, one can expect to increase self-awareness and overall leadership effectiveness. (See figures 7 and 8 for further detail).

Managing Emotions

Goleman (1998) discussed that managing emotions is another aspect of EI that is an imperative skill for leaders. He states that "all effective leaders learn to handle the internal world of feeling," especially the "big three: anger, anxiety, sadness" (Goleman, 1998, p. 22). By learning to manage one's emotions, this skill can help reduce fear and protect mental health (Smith, et al., 2021).

The CBLA model directly relates to this skill, as it prompts the leader to *stop* and think about the feelings that transpire after a specific event (see figure 9 for further detail). Pausing to think about feelings is proven to be an effective mechanism to

effectively handle feelings (Beck, 2021). By having the CBLA model in place when approaching leadership scenarios, one can stop and engage in internal reflection, which can make one aware of emotions as other CBT efforts gain similar results (Beck, 2021). Within the CBLA model, the *stop* function prompts the user to engage in reflection, along with the actual reflection portion towards the end of the model (see figures 7 and 9).

Through self-reflection, a leader can become aware of how they are feeling and can reality-test such feelings. Reality-testing means thinking about the emotion as it relates to the situation and if such an emotion is warranted, or more simply put, distinguishing between perception and ideas (Arlow, 1969). For example, one may become angry when a follower does not complete a given task. The leader would then *stop*, and reality-test the emotion by asking oneself, "Is it necessary to be so angry?" and "What else is happening here that is causing me to be mad?" Therefore, challenging emotions is one of the many intended outcomes a leader can expect when using the CBLA model.

Motivating Others

In a general sense, motivation entails the will to act on a specific behavior (Peters, 2015). EI in the context of leadership has utility in motivating others. Goleman (1998) reports that what may move a leader to action is emotions. The CBLA model purposely integrates emotion and emotional awareness into the framework so that leaders can reflect on how they are feeling, how others are feeling, and how one can use such emotions to achieve a given goal.

For example, a leader may become aware that staff are feeling sad by their behaviors, i.e., head down, withdrawn from work, and unmotivated mannerisms. This would relate to the observations portion of the CBLA model. A leader then could reflect on how these stimuli are making them feel and use a leadership theory to reignite the motivation in followership.

Showing Empathy

Empathy is essentially when an individual has the ability to comprehend and share the emotions of others (Elliott, et al., 2011). Goleman (1998) discusses showing empathy closely relates to self-awareness, since the basic understanding of becoming aware entails having the comprehension of a fact or occurrence. As one of the major themes in the CBLA model, awareness of self, others, and the environment is key to positive leadership functioning. Having the ability to read emotions in others can be related to interpreting gestures, facial expressions, and tone of voice. When engaging in the CBLA model, a leader is trained to constantly look for environmental cues in the leadership context to base their reflection and leadership action on. By understanding the general feelings of others, a leader shows empathy by reacting in a positive manner.

Goleman (1998) further discusses when leaders lack empathy and how detrimental that can be to the amygdala-driven reactions of followership. By not showing empathy or lack of care towards followership's emotional state, most individuals will express an overwhelming state and do anything in their power to cease it. By engaging in the CBLA model and its reflective loop, one can increase empathy and understanding, ultimately gaining a higher state of EI.

Staying Connected

Part of being emotionally intelligent is managing one's emotional state. This is not to be confused with emotional suppression, as emotional management entails being able to understand, cope with, and appropriately express ones feelings (Nelis, et al., 2009). Goleman (1998) discusses how emotions are contagious and, when in a leadership position, followers pay close attention to you. The emotions of a leader have a ripple effect that can be used as a great skill to leverage.

When engaging in the CBLA model, a leader can implement various forms of leadership theory (charismatic leadership, inclusive leadership, autocratic leadership etc.). One can use the emotions portrayed to influence followership through the CBLA model, such as exhibiting Charismatic leadership. As a result of engaging in the CBLA model, one can increase their EI (by interpreting, understanding and coping with emotions) and promote group harmony by use of leader emotions or help alter negative follower emotional states. Staying connected (in the sense of the CBLA model) means paying close attention to the environment, the feelings of followers, as well as one's own feelings and using one's knowledge to promote a better work environment.

A Skill to Raise EI Through the CBLA Model

Harvard University's Professional Development blog of the Harvard Division of Continuing Education (2019) published a discussion of skills one can use to improve their EI. The paramount skill is emotional recognition, being able to name one's feelings. The CBLA model intentionally asks the user to think about how they feel (figure 5), why one may feel that way, and how that feeling relates to the situation as well as one's future

leadership tactics. The model then engages the user in a reflective loop. Through continuous observations and self-reflection, the expectation is that leaders will be able to become more aware of the situations they are in, how they relate to their emotions / follower emotions, and how one can alter their behavior to gain the best approach to a leadership scenario.

<div align="center">**Neurological Benefits of the CBLA Model**</div>

Neural Plasticity

Neural plasticity – that the brain is consistently able to shape itself through experience and repetition (Goleman, 1998) – is a common theme in the literature about building EI. By engaging in the CBLA model, the aim is that neural plasticity can help reshape one's brain to be more reflective, gain awareness, and ultimately increase EI.

Empirical research has shown that neurobiological changes occur after CBT treatment (Jokić-Begić, 2010). Areas of the brain related to fear and anxiety are associated with the hippocampus, anterior cingulate cortex, amygdala, and insula. When the aforementioned areas of the brain experience fear and anxiety, neural activity becomes amplified. CBT based treatments have revealed a reduction in neural responsivity in such areas of the brain (Månsson, et al., 2016). Specifically, Månsson et al. (2016) have shown a reduction in neural activity within the amygdala (the fear center of the brain) by using CBT for treatment in participants that live with anxiety disorders. Furthermore, amygdala volume decreased because of CBT. Due to the results of previous research regarding CBT and neural plasticity, this study would predict a similar outcome by engaging the CBLA model.

General Theme of CBT and Neurological Benefits

Collerton (2013) shows that CBT in particular plays a powerful role when altering a participant's consciousness and neurological functioning in a positive manner. Collerton's (2013) findings suggest that when practicing CBT and engaging in CBT-like treatment, structural changes occur in the brain. Such changes are associated with the limbic, cingulate, and frontal cortex. The amygdala (the emotion center of the brain) is a part of the limbic system. Functional magnetic resonance imaging (fMRI) works by measuring blood flow in the brain; it is assumed that blood flows to parts of the brain that are in use, and away from parts of the brain when they are not in use. After engaging in CBT, the amygdala shows a reduction in activity, or less blood flow in fMRI scans. What this means is that when individuals engage in CBT-like treatments, research shows participants are less emotionally charged. Since the CBLA model is nearly identical to the functions of CBT treatment, it is reasonable to expect similar results. In sum, the results of Collerton's (2013) study suggest that "CBT is associated with a decrease in emotionality (less limbic activity) and an increase in thoughtfulness (increased dorsolateral frontal activity)" (p. 1). By decreasing emotionality and increasing one's thoughtfulness, a natural result may be a more mindful leader.

In other research initiatives, Barsaglini et al. (2014) conducted a review of longitudinal studies which explored the effect of psychotherapy (including CBT) on the brain. Through their investigation, Barsaglini et al. (2014) found that psychotherapy can help normalize areas of the brain which were found to be abnormal before treatment and can recruit additional areas of the brain that were not activated before treatment. In sum,

such studies have discovered profound evidence that neurobiological changes occur when engaging in a broad range of CBT-like treatments.

Transferability to the CBLA Model

What does the existing research show us regarding the CBLA model? When developing the CBLA model, each aspect of its functioning was founded in cognitive behavioral methods. The most salient way the model differs from psychotherapy is that, rather that applying a coping skill (such as deep breathing) to remedy an adverse experience, a user is applying a leadership theory to help address a given leadership scenario.

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Mindfulness

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Mindfulness is defined as a state of mental awareness that is characterized by non-judgmental attentiveness in the present moment (Hofmann & Gómez, 2017). This includes observations that a leader makes about the external environment as well as observations about their internal environment (i.e., increased heartrate, emotion, perspiration, etc.). Research shows that there are two components of mindfulness: regulation of one's attention towards the present moment; and being open, accepting, and curious (Hofmann & Gómez, 2017).

Hofmann and Gómez (2017) found interesting insights when looking at the relation of CBT and mindfulness. They reported consistency between the guiding principles of CBT and mindfulness strategies. There are core processes which are targeted by both CBT and mindfulness. These include cognitive plasticity, emotional regulation, emotional awareness, and goal-based initiatives.

Mindfulness is an essential function of the CBLA model. In order to gain awareness of the environment – the leadership situation that is occurring, and how it relates to one's core beliefs – mindfulness can be used as a tool to support the CBLA process. By gaining awareness of the environment and how it makes one feel, a leader can then *stop*, begin reflecting on leadership efforts, and how those efforts transpire in the organization.

<div align="center">

Growth Mindset

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A growth mindset (GM) is the belief that one's abilities are fluid and can be developed and/or changed throughout one's lifetime (Dweck, 2006). Alternatively, a fixed mindset is related to a belief that abilities, intelligence, and talent is fixed, so there is little room for improvement (Gottfredson & Reina, 2020). A leader can move from a fixed to a growth mindset through the use of the CBLA model by reflecting on events and challenging assumptions.

Growth Mindset and CBT are complimentary and beneficial. CBT can assist with increasing resilience, develop confidence, and thrive through diversity (Elliott-Moskwa, 2022). When approaching leadership with a CBT informed model, GM can assist by strengthening the idea that one can develop the talent and ability to approach challenging situations. The CBLA model can stoke the users ability to step out of one's comfort zone and explore new approaches.

Summary

As a leader explores and begins to utilize the CBLA model, the underpinnings of Mindfulness and GM will develop. This assumption is founded in the systematic

exploration of new leadership tactics or theories the CBLA model encourages. Furthermore, by *stopping* and reflecting on the environment, one's core beliefs (thoughts/feelings), leadership behavior, and outcomes, mindfulness is a natural outcome. Moreover, when exploring and engaging in new leadership theories, a leader is utilizing GM to instill hope that accompanies engaging in a new behavior with a new outcome expected.

Mindfulness and GM are natural consequences of engaging in the CBLA model, which can have a significant positive effect on organizational outcomes. The constant reflecting and exploration of alternatives, while also being present and aware of one's environment, is directly correlated with mindfulness-based observation. When looking at the existing body of literature, research has shown that Mindfulness is an essential condition to deliver and use feedback with the aim of promoting professional learning (Day & Gregory, 2017). With this information, the projected outcome of the CBLA model is a more mindful leader who exhibits growth mindset, and effectively utilizes existing skills while also welcoming new methods of leading.

Summary of Benefits of the CBLA Model

Through the use of the CBLA model, it is theorized that users will be able to increase one's emotional intelligence, mindfulness, foster a growth mindset, and increase DEI in practice. Additionally, by using the CBLA model, the aim is that neurobiological benefits transpire. As seen in therapeutic CBT practices, this model holds a similar assumption that there will be a positive neurological change when properly implementing methods of this model (Beck, 2021).

Conclusion

The purpose of this paper is to create a theoretical framework for a mental model of leadership action. Based off Cognitive Behavioral Therapy, Contingency Theory, and the Cognitive Affective Personality System, this new mental model suggests a new way of developing one's leadership capabilities. The Cognitive Behavioral Leadership Action Model has a multitude of purposes within leadership settings. Its goal is to create a more mindful, aware, and reflective leader who can implement various forms of leadership in real-time while also being able to reflect on the outcome of such behaviors. The remainder of this paper explores the intended population, limitations, and recommendations for future research with respect to the CBLA model.

Intended Population

With the versatility of the CBLA model in mind, the expectation is that it can be used and adapted byexperienced leaders. This model is designed for existing leaders, to help address the multifaceted and dynamic experiences a leader may encounter. Furthermore, this model may be less effective with an operations oriented manager or supervisor. Through use and continuous practice with the CBLA model, the intention is to foster a more informed archetype of leadership that is more inclusive and representative of individual and organizational values.

Limitations of the Study

The most salient limitation of this study is the assumption that leaders using the CBLA model are already trained and knowledgeable of various leadership theories. This model uses eight different theories of leadership, all with the expectation that the user

knows the difference between them and the setting in which each one is most effective. Without knowledge of leadership theories, this model is not as useful.

The second most significant limitation to this study is the assumption that the user has knowledge of the Cognitive Behavioral skills needed which help this model flourish. A leader cannot simply pick up the CBLA model and understand its use and functioning. One needs knowledge and understanding of how CBT works, how to stop automatic thought processes, and how to take the time and space needed for reflection. CBT is not a skill a leader can learn in one therapy session; it takes multiple sessions and practice to become knowledgeable and ready for autonomous practice. The expectation with the CBLA model is of the same nature; leaders will need education and practice before implementing this model in the field.

The third limitation of this model is that is assumes self-awareness. It relies heavily on the notion that the user can interpret, reflect, and take multiple perspectives. If a leader has challenges taking multiple perspectives or viewing situations from the figurative balcony, implementing the CBLA model will be challenging (Heifetz & Heifetz, 1994). The CBLA model assumes the user is a advanced in their understanding of self.

Recommendations for Future Research

Future research should develop a demonstration project where a formal training plan is created to give users the foundational knowledge needed to apply the CBLA model. The intended outcome would be a training program that encompasses understanding of CBT (what it is, how it works, and how to engage in CBT skills),

presents the CBLA model, and trains leaders in multiple leadership theories. It is expected that a new form of leader (one who can understand the context of the leadership environment, apply the most effective leadership theory, and then reflect on the outcome) will emerge from training using the CBLA model. After a training plan is developed, validity testing using an experimental and control group would be needed to ensure the model is able to address for what it is intended. A common adage among psychotherapists is that one cannot control their emotions, but one can learn the skills needed to recognize emotions and utilize them to one's greatest potential. This paper proposes that the CBLA model can repeat this success in the realm of leadership.

Furthermore, the CBLA model currently covers eight leadership theories. There are numerous leadership theories that are not mentioned within the model that can be effective when applied to a given leadership setting. The goal of the current model is to work as a foundation for knowing and applying leadership theory. Then, when a leader gains the skills needed to apply the CBLA model and leadership theories to practice, one can add new forms of theory to one's figurative toolkit. This model is inexhaustible to the number of leadership theories which can be included, and the hope is that leaders continue to add and build their style of leadership as time progresses.

Summary

Grounded in Contingency Theory and CAPS Theory, the CBLA model utilizes CBT to translate a mental operation into leadership action. By connecting a formal mental operation to the dynamic role of leadership, the aim of this model is to create a disciplined and more effective approach to leading. When using the model, there are

multiple intended benefits such as neurobiological changes, fostering a growth mindset, increasing one's emotional intelligence, and establishing a more diverse and inclusive work environment. The leadership environment changes on a daily basis, with new events transpiring frequently. Through the use of the CBLA model, the user would be able to adjust and adapt one's approach and utilize theory based methods of leadership. The overall intention is to create a new and improved approach to leading where one can adjust their approach to the context of the environment based on leadership theories and continuously reflect on the approach, gaining new insights, challenging assumptions, and ultimately foster a more cognizant and knowledgeable way of leading.

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Appendix A

Definitions and Key Indicators of Leadership Theory

Leadership Theory	Definitions/Key Indicators
Adaptive Leadership (Heifetz, et al., 2009)	Organization is facing complex and dynamic challenge, requiring change. Organization facing times of uncertainty (i.e., CEO stepping down, budget cutting, positions being eliminated)
Ambidextrous Leadership (Luo, et al., 2016)	When exploring new ways of thinking is necessary and driving staff to attain a goal. This theory works best when innovation and goal attainment are necessary.
Inclusive Leadership (Booysen, 2014; Hollander, 2012)	When team needs to be united. Recognizing contributions, creating a shared sense of values, giving feedback, increase participation in followership.
Democratic Leadership (Lewin, et al., 1945; Carlin, 2019)	Key in decision-making. Building a sense of balance between leadership and followership, increase in engagement, sharing opinions/ideas. Leading group with guidance, control, and increasing participation in followership, but being the final decision-maker.
Consultative Leadership (Hornickel, 2012)	Creating an explorative environment, fostering proactiveness, opinion sharing, and engagement. Consultative leaders provide expert opinion while evoking group to share knowledge and expertise.
Humble Leadership (Schein, 2018)	Highlighting the strengths and contributions of others, creating a space for learning and growth. Modesty, perspective takings, and giving freedom to followers to explore and grow in a safe environment.
Autocratic Leadership (Lewin, et al., 1945)	High stakes situations where absolute control is necessary. Resolving matters with attention and direction.

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Charismatic Leadership (Men, et al., 2021; Waters, 2021)	Uplifting demeanor from leaders to motivate followership. Promote confidence, articulate compelling vision, energize followership with charisma to guide through difficult time.

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