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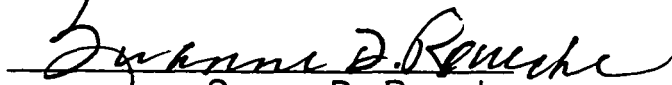
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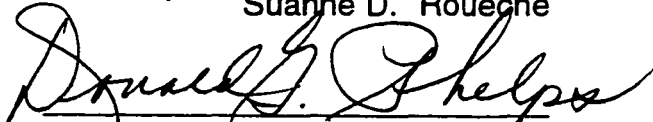
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WITH SELECTED AMERICAN CORPORATE CHIEF
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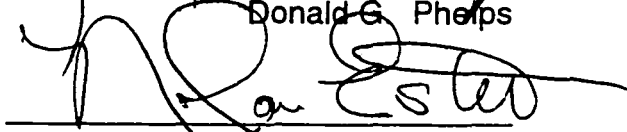
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A COMPARISON OF THE TRANSFORMATIONAL
ATTRIBUTES OF
COMMUNITY COLLEGE PRESIDENTS
WITH SELECTED AMERICAN
CORPORATE CHIEF EXECUTIVE OFFICERS

by

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DISSERTATION

Presented to the Faculty of the Graduate School of
The University of Texas at Austin
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of the Requirements
for the Degree of

DOCTOR OF PHILOSOPHY

THE UNIVERSITY OF TEXAS AT AUSTIN

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Dedicated to my nephew

Nash Cahill Bernik

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conversation, motivation, but more importantly, stories and memories, bless you.

A COMPARISON OF THE TRANSFORMATIONAL ATTRIBUTES
OF COMMUNITY COLLEGE PRESIDENTS WITH SELECTED OF
AMERICAN CORPORATE CHIEF EXECUTIVE OFFICERS

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This study of transformational leadership attributes of corporate American Chief Executive Officers (CEOs) has been expanded from studies of community college presidents, which were completed by Roueche, Baker and Rose (1989) and Russell (1991). The subject of transformational leadership among corporate American CEOs was created and explored with the intent of expanding further research on the transformational themes of leadership in the corporate setting. It has been posited among leadership theorists that the followers rely a great deal on the leader for their own behaviors. If this theory is true, it follows that the perceptions of the followers regarding their leadership attributes should correlate with the self perception of the leaders.

The subjects (N=108) were randomly selected from a pool of 146 nominees. Each nominee was selected by an identified "blue chip" community college president (Russell, 1991) for their

exemplary leadership in a local corporate and educational partnership. Each randomly selected CEO, and three leadership team members who directly reported to the CEO, were surveyed in two areas: the leadership attributes of the CEO and the policy and implementation strategies of a total quality initiative. The transformational leadership attributes were determined, using a modification of the Russell (1991) Multifactor College Leadership Questionnaire (MCLQ). The MCLQ was originally developed at The University of Texas at Austin by Baker, Roueche, and Rose (1989). The total quality questions were developed from current literature.

The research answered four questions around the perception of transformational leadership attributes identified by leaders and followers, the similarities between corporate CEOs and community college presidents, and the extent total quality initiatives impact upon the transformational aspects of policy and implementation strategies throughout the organization.

The study upheld the Roueche, Baker, Rose (1989) and Russell (1991) studies which identified the transformational leader as having shared vision, values, motivation, influence and commitment with the followers in a rapidly changing environment. It highlighted the multidimensional character of leadership resulting from the leader and follower interaction and synergy.

The conclusion found the CEO as influential in the scope of implementing transformational leadership strategies in corporate America. Perceived similarities were found between the CEOs and leadership teams, and CEOs and community college presidents. It was discovered that transformational leadership attributes do not directly influence the policy and implementation of a total quality initiative within the organization.

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CHAPTER ONE

OVERVIEW OF STUDY

Introduction

We are bound by invisible fabrics of interrelated actions.
Senge, 1990

American companies can no longer be too selective about whom they hire, nor can they easily replace or fire workers who "don't measure up." Workforce 2000, a well-known report on labor-market trends, by the Hudson Institute in Indianapolis, estimates that in the 1990s demand for skilled workers will increase, but the labor market itself will grow at only one-third the rate of the 1970s. Current thoughts about the trends such as increasing school dropout rates and low reading and math skills suggest more workers will start their jobs underprepared and unqualified. Dire circumstances are ahead for maintaining America's competitive advantage.

As America's CEOs begin to become extensively involved in the education of their employees, many view their companies as the schools of last resort (Fortune, 1991), and top managers believe they are the ones who must deal with the literacy needs of the workplace. As a result, "corporations are pouring millions into basic education and more advanced training for people who work for them" (p. 32). A survey of large corporations by the American Society for Training and Development found that ninety-three percent of the respondents planned to offer some form of basic skills courses to employees by 1993 (Training,

1990). Many companies have also formed alliances with local community colleges to upgrade the basic and technical skills of their workers through workplace literacy programs. Not only are the employees who have been identified as deficient in academic skills being taught reading, writing and computation, but the skills are being frequently taught at the workplace with community college instruction in adult basic education. As America's CEOs begin to become extensively involved in the education of their employees, at the workplace as well as in America's community colleges, it is vital to understand how effective CEOs influence and motivate their employees.

Many industrialized countries are increasingly turning out better educated workers, and some U.S. companies are beginning to feel they are at a competitive disadvantage. A commission of the National Center of Education and the Economy, (Rochester, New York), encourages American industries and government to work closely to set educational standards for students who are not planning to attend college. The report states, "A fundamental level of education can be accessed, and that everyone completing high school should attain further workplace training and education" (Training, 1990).

The American Society for Training and Development reports that most of the thirty billion dollars a year that corporations spend on employee training goes to educating managers, supervisors, sales personnel, and scientists (Training, 1990). Smaller companies are hesitant to get involved in educational upgrading. When the American

Management Association surveyed one thousand companies with sales under \$50 million, it found that just 6% had tested their employees for basic skills. Only twenty five percent of companies that tested workers required those who failed to take remedial courses (American Management Association Journal, 1989).

The National Center Commission Report recommends that industry groups set educational requirements for new workers so that schools and students will know what is expected. The commission also recommends more workplace apprenticeships. It further encourages the federal government to play a more active role in bringing the educators and industries together to promote reform.

Consider the seriousness of the challenges facing America's CEOs. Many will have to assume the leadership role in forming partnerships with local schools and community colleges to prepare a better educated workforce. Roueche and Snow (1977) point out that colleges are being called upon to prepare individuals for immediate employment, to develop workers' coping skills for survival in an increasingly complex world, and to provide the experience to (re)learn how to read and write. Community college presidents understand the increased demands associated with the rapidly changing dimension of the workforce. Roueche, Baker and Rose (1989) suggest that exemplary leadership of community college presidents allows them the ability to influence, shape, and embed values, attitudes, beliefs, and behaviors. This definition is also consistent with Burns' (1978) definition of

"transformational leadership" which he suggests occurs when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality (1978, p. 20).

It seems possible that America's corporate leaders and community college presidents can create a vision for change, communicate it to others, and then help to accomplish that vision through their commitment to it. Thus, America's CEOs and community college presidents can promote changes in the corporate and community college organizations, helping the organizations adjust to the varying needs of today's rapidly changing workplace.

Statement of Problem

Even though there are studies which define the characteristics of an effective community college president as leader (Roueche, Baker, Rose, 1989), it is important to continue to study the interrelated and dynamic process among chief executive officers (CEO's) of corporate America.

It is as important to be able to identify, define and enhance the distinctive leadership behaviors which are considered to be the beacon of our nation's system of free economic enterprise, as it is to examine those behaviors in our educational leaders. One of the true challenges is to understand the commonalities between community college presidents and corporate CEO's, and what each can learn from the other about leadership in distinctively different organizations. By closely examining

the leadership of corporate CEO's and community college presidents a focus upon their ability to influence the values, attitudes, beliefs and behaviors of others will become more clearly adjusted to reflect the mission and purpose of the organizations.

In considering this challenge and keeping the seemingly different nature of the business and community college setting, it is appropriate to focus on the CEO's role as a transformational leader. The Roueche, Baker and Rose study (1989) provided a theoretical framework for measuring leadership behavior. Five transformational leadership themes generated from the 1989 study data included 1) vision, 2) influence orientation, 3) people orientation, 4) motivational orientation, and 5) values orientation. The Roueche, Baker and Rose (1989) model is strikingly similar to that of Burns (1978). Burns laid the foundation for the concept of transformational leadership. He intentionally chose to delineate the difference between the terms transformational and transactional leadership. By his definition, transformational leadership is "when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality" (1978, p.20). "Transactional leaders initiate exchanges, material or otherwise; they offer positive or negative payoffs in exchange for tasks completed or not completed. Transactional leaders are concerned with the task; often they accept completion of the task as the norm and thus intervene only when the task is not completed appropriately" (1978, p.21). Bass (1985a) conducted a number of

studies on leadership using the Multifactor Leadership Questionnaire (MLQ). The purpose of the MLQ was to distinguish more clearly the relationship between transactional and transformational leadership. He concluded through quantitative studies that five factors are required to understand transactional and transformational leadership. He further indicated that it is possible to measure each of these factors with high reliability and to construct a leadership profile. This profile, produced on an individual leader, then can be substantiated by respondents describing the same leader using a parallel form of the questionnaire. The three transformational factors identified by the questionnaire are described by Bass (1985a) as charismatic leadership, individualized consideration, and intellectual stimulation. Transactional factors identified by Bass (1985a) include contingent reinforcement and management-by-exception. Charismatic leaders influence those around them particularly in times of trouble. Frequently, the charismatic leader as a consequence of his/her self-confidence, absence of inner conflict, self-determination, and requisite abilities will transform a situation to the organization's advantage. They paint for their followers an attractive vision of what the outcomes of their efforts could be, providing followers with more meaning for their work.

Bennis and Nanus (1985) also relate to the overall framework. They determined four themes common to transformational leaders. First these leaders have a vision of what the organization can become, and they are able to show followers ways to share and support the vision, so

that followers are recognized for their value in the organization. Second, these leaders are able to articulate their ideas and thus convey meaning that others can share. Third, transformational leaders trust their followers, who are willing to take responsibility for and ownership of the vision. Finally, these leaders know themselves well and have a high self-regard. They are able to convey to followers this sense of self-confidence and the ability to make a difference. A study that advances knowledge about the leadership behavior of chief executive officers of American higher education involved in the influencing process is especially relevant as a model for examining the similarities exhibited by corporate CEOs.

Evidence suggests that the influence process between business and public education is important not only because of the future business-education orientation of industry, but also because as global competition has increased the quality of the American workforce has declined. It is this problem that has led business leaders to take the lead in contributing human and fiscal resources to improve public education. This is their attempt to "skill up" the workforce. Clearly, response from American corporate leaders to back radical long-term solutions depend heavily on the recruitment, selection and development of an effective and efficient workforce.

Furthermore, the efforts of business to successfully improve the nation's workforce, must require working closely and in harmony with educational leaders. Although the literature contains studies of style,

influence, and outcomes of both education and business leaders, no study could be located which compared them around a common style or goal.

The future of America depends upon the abilities of the workplace to lead an educated workforce into the twenty-first century. The success of our nation is dependent upon a strong economy which transcends the political and cultural limitations of our society. A strong economy is dependent upon the leadership of corporate America, the literacy level of the workforce and a quality standard which is reflective of the high quality of workmanship expected by consumers. As the twenty-first century rapidly approaches, change will likely occur at an exponential rate. The ability to change appropriately, in fact to determine the nature of the change, is one mark of a successful organization and a successful leader. Both corporate America and educational leaders must have an attitude that responds positively to change, and lessens conflict and ambivalence over choices.

Consequently, the intent of this study was to compare the transformational leadership practices of a select group of community college presidents with a select group of American corporate CEOs. In addition, the study compared the outcomes of initiating a change strategy in each group. Data on the community college presidents had been collected in a study by Russell in 1991. This permitted a comparison of the data collected for this study from the selected CEOs.

Purpose of the Study

The purpose of the study was to determine whether or not the transformational leadership themes exhibited by community college presidents were also being used by corporate CEOs; and, the relationship between the themes and the success of initiating a change strategy within the respective organizations.

Research Questions

This study was guided by the following research questions.

1. What do CEOs perceive as their leadership attributes?
2. What does the CEOs management team perceive as the CEOs leadership attributes?
3. What similarities exist between CEOs and community college presidents?
4. What relationships can be found between leadership attributes and the success of a change strategy?

Limitations of the Study

Several features relating to the nature of the sample and to the research design and methodology limit the generalization of this study. A sample of one hundred forty-six corporate CEOs were nominated for their observed transformational leadership attributes and involvement in the educational community by fifty "blue chip" community college presidents. The CEO sample selected for the study consisted of fifty subjects who were randomly selected from the total population. Of the

random sample of fifty CEOs, thirty subjects agreed to participate in the study. Care should be taken in generalizing the results to all American corporate CEOs. A selection bias may have influenced the CEO subjects' nomination by a "blue chip" community college president. As a result of error, the CEO sample may not have been selected in a consistent manner. The communicated selection criteria remained constant to each "blue chip" community college president; however, the actual CEO selection process may have varied based upon unknown independent factors. Because of the financial limitations of the researcher to physically travel to each "blue chip" location for the purpose of controlling the selection process, there was not an on-site control mechanism for the selection process. Therefore, the process cannot be determined to be free of error. Although the intent of the study was to discern effective transformational leadership behaviors of CEOs, the study requires replication with a more broad sampling criteria, before confidence can be placed in the findings. Limiting the study to a small group allowed for in-depth investigation; however, caution should be taken toward over generalizing the results. The possible affect the CEOs' perceptions of the study may have had on the answers given on the questionnaire may have limited the findings of the study. Varying levels of experiences among the respondents including education, age, and number of years as a CEO influenced the outcome of this study.

Chapter Summary

This chapter provided an overview of the nature of the problem as well as the impact of leadership upon the organization. It was of interest to study the direct impact of transformational leadership attributes of corporate CEO's upon the "total quality" initiative of the organization. The intent of this study was to advance knowledge about the attributes of corporate leadership used in the influencing process as defined by the theoretical framework of transformational leadership. This chapter identified the research questions and the significance of those questions.

The study was designed to provide a better understanding of leadership behavior and the effectiveness of quality initiatives within the corporate organization. The methodology was influenced by the literature on leadership, quality initiatives, and organizational structure. The integration of these three areas permitted the design of a method which incorporated aspects of leadership in all types of corporations: small or large and rural or urban. Further, a better understanding of the similarities of effective leadership among community colleges presidents and corporate America's CEOs was identified. The results have potential for shaping the direction of corporate America in the area of business education partnerships. Partnership between business and education will thus strengthen curricula, leadership training programs, and the content of literacy programs. The results of this study have implications

for the recruitment, selection, and evaluation of America's corporate leaders.

This study contributed to the literature on leadership. It explored America's CEOs leadership behavior in relation to the leadership behavior of community college presidents. Moreover, the study identified corporate American's leadership behavior in relation to developing a more highly skilled workforce.

The remaining chapters summarize the research developed for this study. Chapter two, reviews the literature relevant to organizational leadership and "total quality" initiatives. Chapter three, provides a description of the research method that was used to examine the research questions. The results of the research conducted are discussed in Chapter four. Chapter five presents a summary of findings, conclusions, and provides suggestions for future research.

CHAPTER TWO

REVIEW OF THE LITERATURE

Introduction

Leadership is a word that conveys special meaning. The aura surrounding the words leader and leadership calls for a clearer understanding of the concept. Good sense calls for demystification.

Gardner's idea of leadership demystifies the aura which tends to surround the mental pictures associated with the word. According to Gardner, "Leadership is the process of persuasion or example by which an individual (or leadership team) induces a group to pursue objectives held by the leader or shared by the leader and his or her followers" (Gardner, 1990). James McGregor Burns (1978) strengthens Gardner's view by recognizing that leadership is interpersonal. Burns (1978) states, "Leaders cannot be seen in isolation from followers (p. 4). The linkage between the two embrace the dynamics of wants and needs and other motivations." Leadership, then is closely related with conflict and crises or at least to debate and dialogue, and that is transformational leadership. It carries grave but not always recognized moral implications" (Burns, 1978, p. 19). It is a somewhat ambiguous a term according to Bennis (1989), who says, "Leadership is like beauty: it's hard to define, but you know it when you see it." Bennis' focus is based on the assumption that leaders are people who are able to express themselves fully. They know what they want, why they want it, and how to communicate what they want to others in order to gain their

cooperation and support. Finally, they know how to achieve their goals. The key to full self-expression is understanding one's self and the world. The key to understanding is learning from one's own life and experience" (Bennis, 1989).

Current thinking about the process of becoming a leader has evolved from the early thoughts of philosophers, artists, scientists, and psychologists. Leadership skills and the leader's way of life are united; the leader's work is the leader's path. One such path lead the way for Lao-Tzu, a fifth century B.C. Taoist. He dedicated his life to the education of leaders (from Heider, 1985). Braque, the French painter, once said, "The only thing that matters in art can't be explained." The same might be said of leadership. But leadership like art can be demonstrated. The leadership focus of knowing what you want and when you want it distinguishes exceptional from average leaders. The guiding purpose, an overarching vision: More than goal directness has been best stated by Karl Wallenda, a renown tight rope walker who has risked his life while balanced on a thin wire stretched high above the ground. "Walking the tightwire is living; everything else is waiting" Thomas Carlyle said, "The idea is in thyself; the impediment, too, is in thyself." Socrates and Plato have taught that impediments can be dissolved by close observation and asking the right questions at the right time. Plato argued that learning is basically remembering what is important. Bennis argues the need for education is important. He states, "The need for education is the basis of unlearning what is learned, reflecting on that learning to

understand the meaning of the lesson of the mistake; and the need to take risks, achieve competence and mastery." The ultimate of education according to Bennis is "becoming yourself."

The Greeks believed that excellence was based on a perfect balance of Eros and logos, or feeling and thought, both of which derive from understanding ones self and the world at all levels. Socrates said, "The unexamined life is not worth living." Clearly, to be a true leader, one must know the world as well as one's self. Bennis states that learning experiences such as education, travel, a rich private life, and strong relationships with key associates, mentors, and groups are all important to understanding the world and one's self. Learning by being active and imaginative, listening to others and shaping events requires that a person trust oneself and be self directed in life and work. As John Gardner has said, "The maturing of any complex talent requires a happy combination of motivation, character, and opportunity". Leaders, then, learn from their experiences.

Identification and definition of attributes and behaviors associated with leadership in the public and private sectors are essential to the success of this nation. The unique nature of America's Corporate CEOs suggests that a focus on this select group of influencers is important. As America's CEOs begin to become extensively involved in the education of their employees, at the workplace as well as in America's community colleges, it is vital to understand how effective CEOs influence and motivate their employees. These factors will ensure that the employee

not only will have the opportunity to learn, but will also value and apply what is offered at the workplace. It is these factors that empower employees to ensure quality in the work force.

This chapter will examine research that has defined leadership, especially within the context of leadership behavior as it relates to transactional leadership and transformational leadership. Specific attention will be paid to leadership behaviors around the notion of influencing and motivating employees. Are there relationships between the practice of the competencies of effective leadership among America's CEOs and effective leadership among America's "Blue Chip" community college presidents defined through research efforts in the field of leadership? This question will be answered by reviewing literature related to leadership theory, motivation theory and its relationship to organizational culture.

Leadership Theory

Leadership is the accomplishment of group purpose, which is furthered not only by effective leaders but also by innovators, entrepreneurs, and thinkers; by the availability of resources; by questions of value and social cohesion (Gardner, 1990).

The elusiveness of leadership has been discussed over the years. It has been mystified, and has evoked a variety of definitions. Many involve the concepts of influencing and motivating others to reach a goal. Nearly all research on the topic of leadership has a definition of the topic.

Fiedler (1967) adopted a notion of effective leader behavior to be

grounded in the concept that different kinds of leader behavior are required for different situations. The outcome of the leaders behavior according to Fiedler can be measured by the productivity of the subordinates. In some situations the leader member relations require a high degree of attention to the task: In other situations employee performance can be more influenced by relationships, or a people orientation. Fiedler believes that relations carry more weight than authority in determining the total favorableness of a situation. Further, evidence from research conducted in 1967 suggests that situations requiring leadership should be adjusted to the person, rather than hire a person to fit the situation (Fiedler, 1967). In other words, leaders should analyze the situation and adjust the situation to fit their own behavioral tendencies. Fiedler's behavioral approach to leadership concentrated on the effects of two kinds of behavior, productivity and feelings of satisfaction produced in subordinates.

Herzberg's (1976) Motivation/Hygiene theory linked the good times with a desire to achieve improved job performance as a direct result of personal satisfaction. On the contrary, dissatisfaction with one's environment resulted in a reduction of work effort and performance. Herzberg's research suggests that effective leaders must prevent dissatisfaction as much as possible in the work environment to maintain and strengthen employees' performance. The environmental "hygiene factors" can successfully maintain productivity at the workplace. Only

internal motivators such as improved self esteem and self actualization can improve productivity.

Maslow's (1943) hierarchy of needs model is central to individual motivation. Psychological needs have a paramount influence followed by safety, love, esteem and ultimately self actualization. Satisfaction at each level activates a new higher level need. Therefore, leaders must make it possible for employees to fulfill unmet needs through their work.

Stogdill (1974) reviewed all various theories of this century around the topic of leadership and grouped them into five major categories: Great man theory, leadership behavior theories, environmental theories, transactional leadership theory and transformational leadership theory. These categories will serve to briefly trace the evolving perspective of leadership studies.

The Great Man Theories

The great man theories evaluated the attributes of great men. Early researchers explained leadership as inherit qualities one is predestined to have (Jennings, 1960). Over the years, other researchers looked at those unique characteristics or traits that differentiated leaders from followers. Studies were designed to attempt to identify those traits that differentiated leaders from followers. Early attempts to determine the differences looked at the traits between successful and unsuccessful leaders. A list of identifiable traits were developed. Studies were designed to identify and measure physical, mental, and personality traits without regard to situational factors. Results of the studies were

inconclusive. Patterns of traits emerged which suggested a varied set of behaviors for an appropriate situation. The critical question of differences in leadership behaviors was unable to be answered by the great man theorists. The question led researchers to focus on the leader's behavior in their research.

Leadership Behavior Theories

This focus examined what leaders did rather than how they appeared to others. In the 1930's several writers began to propose that the study of leadership must recognize that individual traits were significantly influenced by different situations. Chester Barnard (1968) was one of the first writers to turn from a strictly trait interpretation of leadership effectiveness and propose that leader behaviors are two-dimensional. His use of the words "effectiveness" and "efficiency" as they pertain to the organization were the first attempt at looking at the needs of the total organization rather than the individual traits within the organization. As a result of Barnard's work other researchers began looking at the "effective" and "efficient" behaviors of leaders within the organization. The Ohio State Leadership Studies began in 1945 under the leadership of C. L. Shartle. Nationally known researchers emerged over the years to include J. K. Hemphill, E. A. Fleishman, A. W. Halprin and R. M. Stogdill. The Ohio State team produced four, well-known instruments:

1. Leader Opinion Questionnaire (LOQ) Measurement of leaders attitudes and their leadership roles,

2. Leader Behavior Description Questionnaire (LBDQ)
Measurement of subordinates' perceptions of leader behaviors,
3. Supervisory Behavior Description Questionnaire (SBDQ)
Measurement of subordinates' perceptions of leader behaviors and,
4. Leader Behavior Description Questionnaire (LBDQ-XII)
Measurement of subordinates' perceptions of leader behaviors.

The LBDQ-XII added additional measures of leader traits and skills. The two most frequently used factors found on the LBDQ-XII included Consideration and Initiation of Structure. Research showed different leaders taking different action in situations (Stogdill, 1974; Yukl, 1989). "The Ohio State studies emphasized that consideration and initiating structure were separate, independent factors and not opposite ends of a single leader behavior continuum" (Yukl, 1989).

In the midst of the Ohio State Studies, another team of researchers, Blake, Shepard, and Mouton proposed a two dimensional model to explain managerial behavior (1964). Changing the factors of "consideration" and "initiation of structure" to Concern for People and Concern for Output, from their studies five primary management styles emerged. While no one position on the grid was intended to be the most desirable, "Managers find the 9,9 position their preference" (Blake Shepard and Mouton, 1964). From their studies evolved the basis of two

Blake and Mouton Primary Management Styles		
Style Task/Relationship	Attention to Task	Attention Relationships
1,1	Minimum	Minimum
1,9	Minimum	Maximum
5,5	Adequate	Adequate
9,1	Maximum	Minimum
9,9	Maximum	Maximum

(Blake and Mouton, 1964)

orientations of leadership: task and people. A third dimension was later added which they refer to as "thickness". Thickness according to Blake and Mouton (1967) indicated high resistance to change or abandon behavior. Later studies refer to "thickness" as "flexibility" (Roueche, Baker and Rose, 1989). The two-dimensional models and their expanded, three-dimensional forms fail to consider all of the variables that determine a manager's behavior.

Yukl (1981) continued with leadership research focusing upon the identification of relationships among leader behavior, group processes, and measures of group performance. Katz and Kahn (1958) first identified four dimensions of subordinate oriented leadership:

1. **Differentiation of Supervisory Role**
activities of supervisor and subordinates

2. **Closeness of Supervision**
discretionary freedom
3. **Employee Orientation**
supervisory support of personal relationships
4. **Group Relationships**
supervisory behavior promotes pride and cohesiveness within group

Kahn's supervisory functions within a group included:

- a. providing direct need satisfaction for the employee,
- b. structuring the path to goal attainment,
- c. enabling goal achievement, and
- d. modifying employee goals (Kahn, 1958).

The humanistic theories of leadership found in the 1950's through 1970's indicated more concern for subordinates' input into the leadership process than found in previous studies. Out of the humanistic theories of leadership from Ohio State University and the University of Michigan emerged three types of behavior which distinguish effective from ineffective leaders:

Task-Orientation behavior,
Relationship-Oriented behavior and,
Participative leadership style.

There has been a significant amount of research done on participative leadership. Definitions are abundant. Commonalities among definitions include the concepts of leaders 1) allowing other people, usually subordinates, to influence their decisions,

2) consultation, 3) joint decision making, 4) power sharing, 5) decentralization, and 6) democratic management. The concepts of increased input by subordinates and more people involved in decision making has strengthened the focus of participative management. When more people are involved in decision making, the results are a greater understanding and acceptance of the decision. Participation in a decision also provides subordinates with training in decision making, conflict resolution, and team building skills.

Although the approach to management was developed to find one best way to lead, it failed to answer the question, "What is effective leadership?". The number of factors seen as converging to produce leadership varied from writer to writer. Elements theorists found relevant included follower personality, motivation, technology, nature of the group, or position power of the leader. The situation of leader became the focus of leadership (Fiedler, 1967).

There was a greater emphasis on the follower after "path-goal" researchers pointed out that the focus of leadership must be on the follower and not the leader. (Evans 1968; House and Mitchell, 1974). This theory attempts to explain ways in which a leader can influence the perception of followers toward work and personal goals and to clarify the linkages or paths between these two sets of goals (Roueche, Baker and Rose, 1989). It proposes that the leader must motivate in the following ways:

1. Increasing the numbers and kinds of personal payoffs to followers as employees toward attainment of their work goal.
2. Improving the paths to these payoffs by identifying them, reducing obstacles to success, and increasing opportunities for personal satisfaction (House and Mitchell, 1974).

Leadership was seen more as a dynamic interaction between the goals, norms, or expectations of the leader and follower rather than an isolated characteristic of the individual. Therefore, the focus was on what the follower chose to do , or not to do, as the measure of effective leadership.

The situational model of leadership has met with some shortcomings from recent comprehensive research on contingency theory. This theory supports the notion that effective leadership supports the mission, technology and/or external environment to meet the needs of external groups and members. In other words, rather than searching for a universal "right way" to lead, one should examine the goals in relationship to the community-at-large and within the organization (Fiedler, 1967).

Fiedler's work examined the relationship between personal traits and situations and delineated the conditions under which a given style would contribute to group effectiveness. While Fiedler's focus was on the group, House and Mitchell's focus was on the follower as an individual.

Tannenbaum and Schmidt (1958) found leadership to have a variety of styles ranging from leader centered to follower-centered. Hersey and Blanchard (1969) developed a situational theory of

leadership effectiveness recognizing that a variety of styles may be effective. The Hershey and Blanchard view of leadership suggests influence is powerful in situations where maturity and empowerment of the follower encourages the follower to lead others in the organization.

Environmental Theories

All change relies upon the change process. Kurt Lewin spelled it out in 1947 and it was expanded by Schein in 1967 and again by Schein in 1985. Schein (1985) is perhaps best known for his support of the definition of organizational culture.

"Culture is a pattern of basic assumptions invented, discovered, or developed by a given group as it learns to cope with its problems of external adaptation and internal integration that has worked well enough to be considered valid and therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems" (Schein 1985, p. 9). Schein believes organizational culture must be better understood for the following reasons.

1. Organizational culture is a phenomenon that is real and has an impact on the effectiveness of the organization.
2. Individual and organizational performance is directly tied to the feelings people have about the organizational culture.
3. The concept of organizational culture is often misunderstood, (Schein 1985, p. 24).

His research concludes that clear identification of cultural issues are essential elements to the effective leadership of an organization. Given that leadership is the ability to influence, shape, embed values, attitudes,

beliefs and behaviors (Roueche, Baker and Rose, 1989) in an organization, it seems the significance of organizational culture on effective leadership is equally important.

"In a world where knowledge is doubling every five to six years, change has become the rule rather than the exception" (Kanter, 1983, p. 20). With change must come innovation. Kanter contends that for our emerging world more social and organizational innovation is needed. She states, "It is a truism that if technical innovation runs far ahead of complementary social and organizational innovation, its use in practice can be either dysfunctional or negligible" (p. 20). Innovation refers to the process of bringing any new problem-solving idea into use: "It is the generation, acceptance and implementation of new ideas, processes, products or services". Application and implementation are central to Kanter's definition, "it involves the capacity to change or adapt" (p. 21). "Leaders must accept change and learn how to use it. They need to understand the concepts of change, relate a change to a situation, understand the impact of change on an existing culture, and who can affect organizational outcomes through leader-follower interaction" (Roueche, Baker and Rose, 1989).

James MacGregor Burns believes that "the follower relationship is the intention of individuals who not only function with the same purpose in mind and pursue common goals, but also operate with varying degrees of motivation and power potential" (1978, p. 4). The leader's interaction with followers can take a direction of transaction or

transformation. Depending upon the leader's motives and purposes, the leader's interaction with available resources can arouse, engage, and satisfy the motives of followers (Burns, 1978).

Transactional Leadership Theory

Burns' (1978, p. 18) research on group leadership where, "one person's initiative in making contact with others for the purpose of an exchange of valued things" has laid the foundation for transactional leadership. Transactional leadership involves the position power of the leader and only involves the follower for task completion. Six behaviors of transactional leaders have been identified through research conducted by Klimoski and Hayes (1980). The behaviors appear to effect follower success or failure of task completion.

1. Explicitness
2. Communication
3. Involvement
4. Support
5. Review
6. Consistency

Depending upon the reward expectation of the follower, the path-goal theory of leadership can influence the success or failure of the task. Unless meaningful rewards are used as motivational incentives frequently a break in task completion occurs. Extrinsic rewards such as praise, recognition, promotion and salary increase can lead to enhanced self satisfaction and task completion. Transactional leadership, according to Burns is crucial to group leadership, however, because of its nature, rarely does it play a vital role in transforming leadership.

Transformational Leadership Theory

The transforming leader recognizes and exploits an existing need of demand of a potential follower. Further, the transforming leader looks for potential motives in followers, seeks to satisfy higher needs, and engages the full person of the follower. The results of transforming leadership is a relationship of mutual stimulation and elevation that converts followers into leaders and may convert leaders into moral agents" (Burns, 1978, p. 4). Transformational leadership assumes leaders are neither "born" nor "made" but instead share similar patterns in their relationship with power, mutual needs, aspirations, values and commitment to purpose in their distinctive roles. Burns deliberately delineates the differences between transactional and transformational leadership as synergistic. The transformational leader has the ability to create something new out of the old. While transactional leaders make minor adjustments in an existing organization's mission, structure and resources, transformational leadership carries with it change and impact upon the individual and the organization. Therefore, transformational leaders must continually meet the challenges of change. Bennis and Nannus (1985) conclude that "leadership lies in the way leaders see and act on their own, and the way they see and act on their followers values and motivation" (p. 303). Beyond their definition, Bennis and Nannus approach the understanding of transformational leadership as a state of metamorphosis: "When one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of

motivation and morality then transformational leadership can be identified. This is contrasted with transactional leadership, which occurs when one person takes the initiative in making contact with others for the purpose of an exchange of valued things" (p. 304).

Roueche, Baker and Rose (1989), in their research on the leadership of the community college presidents of America, found that as transformational leaders, the "blue chip" community college presidents were sensitive to the fact that change has a dramatic impact on both the college and its representative community and the individuals within. Their research shows how the transformational leader must attend to three stages or acts in the theater of change process. Organizational and individual changes are the common theme running throughout the stages. Initially, much like Cross (1983) who identified trigger events in the adult developmental stages of the returning adult to the community college, the community college president faces a trigger event which suggests a recognition for change and the new directions. The event indicates a need for "transformation" within the organization and closure among individuals throughout the organization.

Tichey (1990) has developed a transformational leadership program which helps restructured employees build a successful passage ritual. "Unless you acknowledge a certain period of mourning as being normal and legitimate," he says, "you won't be able to do a new beginning properly." His workshop enables employees to express their grief at the passing of the old way. He also encourages managers to

express their emotion as well. "If you can't do the soft stuff as well as the tough stuff, you'll never get people's total support" (1990, p. 17).

Tichey's workshop helps people leave the past by encouraging the mourning that is necessary to cleanse the past and to be empowered in a new way. In the second stage, the leader attempts to create a new vision through motivating the organization through collaborative commitment to a shared vision of the transitions needed for the future. Finally, the leader implements the changes to accomplish the mission and social structures and provides a path for making individual's new roles permanent. (Adapted from the Tichey/Devanna Transformation Leader Model from Roueche, Baker and Rose, 1989.) The Roueche, Baker and Rose (1989) research concludes that "change in the community college is an ongoing process" (p. 34). "Proactive community college presidents constantly move through different phases of the change process" (p. 32). "The outcomes of their findings exhibited that while change in one area was being implemented or completed, the trigger for change in another area was occurring concurrently" (p. 32). Their findings among community college presidents support the leadership literature that "transformational leaders frequently cycle back through the process and enable their followers to meet the challenges of change" (p. 32).

Leaders work in environments. To be an effective leader one must work within the organizational culture and with the employees within the organization. Exceptional leaders can change the values of an organization resulting in incremental change and transformation in

themselves, their followers and the institution itself (Roueche, Baker and Rose, 1989). Transformational leadership allows incremental contributions which bring extra effort, effectiveness and satisfaction to the leaders as well as subordinates (Bass, 1985, p. 229). Bass' use of the concept of charismatic leader involves the use of influence over subordinates which is in itself transformational. Not unlike Burns, Bass believes leadership transcends the immediate situation and ordinary exchanges of the transactional leader and provides followers with meaning for their work. For Bass, the personal characteristics of the charismatic leader, self confidence, absence of inner conflict, and self determination, aid them in critical times. Consideration of others is a central value of transformational leaders. They tend to be benevolent, friendly, and informal. They give advise, help and support while encouraging the human development of the individual. The transformational leader's consideration of the individuality and separate qualities of others is viewed as a characteristic which promotes leader/follower relationships in the following ways: familiarity and contact, informal communication, fulfillment of individual followers desire for information, attention to differences among followers and individual counseling / mentoring (Bass, 1985, pp. 86-90). According to Bass, the ability to arouse and change the followers attention to awareness of problems and how they may be solved implies the transformational leader is encouraging intellectual stimulation among the followers. The community colleges of this nation have built into each individual mission

a unified focus of Bass' research. Adults regardless of background or ability have access through an open door policy to any community college. This is an especially important trend due to the rapidly changing needs of the American work force.

Leadership and the Community College

A strength of most American community colleges is to develop a diversified local work force by meeting the job training needs of the local employers. Community colleges aptly fill industry's job training needs because of the ability to have course flexibility and the ability to respond rapidly to increasing demands from the corporate sector. To prepare the work force of the future, community colleges will need to understand the trends now affecting the business community. The continuously growing complexity of many jobs, a drop in the number of entry-level employees available, a drop in the quality of the workers' basic skills, and the need for constant retraining pinpoint the issues impacting the role of partnerships in American education and business communities.

The work force needs addressed by these trends suggest community colleges will need to build stronger alliances with our nation's businesses that will include the development of new and innovative programs as well as strengthening current programs with the most up-to-date information reflecting the most current advances in technology. Waddell pointedly states in her article entitled, "Preparing Workers for Century 21", (February/March, 1990) that joint planning with private and

public organizations assures wide dissemination of information and reduces duplication of effort.

A number of innovative state programs have been designed to increase the productivity of current workers through technical training. While a program in Iowa offers creative financial planning through tax exempt certificates sold in the financial markets and issued to the college to pay the up-front costs of training; the state of Maryland has developed a training plan and incentive grants to assist businesses with the required customized training. The grants pay up to half the costs of training while the employers pay the other half. Training is provided primarily by Maryland's seventeen community colleges. The state of Massachusetts has developed a corporation which contracts to provide required training for business and industry. Colleges are used as contractors. Over 600 companies and 100 colleges have participated in the program (Waddell, 1990, p. 24). According to the recent report from the National Governors' Association on "Educating America; State Strategies For Achieving The National Education Goals" (1990), our nation is facing a major crisis in education. The report emphasizes that while states have been working to reform the system they have always had, technological and economic changes throughout the world, as well as social and demographic trends at home, have overtaken these efforts and rendered our education system obsolete. What is required are for more Americans who can:

- apply math and technology principles to everyday problems in the workplace,
- read and understand complex technical material and perform new tasks,
- work in teams to identify and solve problems without relying on direct supervision or rules,
- converse in foreign language and be aware of the global perspective impacting the company for which they work,
- live and work with people from diverse cultures, and,
- understand and fulfill responsibilities to their communities.

The report calls for an abandoning of traditional distinctions between thinking and doing, knowledge and action, the academic and vocational. What is required is moving beyond the traditional views because many adults now in the work force lack the essential skills desperately needed in the future. In 1990, twelve governors met with President George Bush and in an unprecedented agreement resolved to work together to establish a comprehensive set of national education goals. This meeting, the first in American's history, resulted in the adoption and endorsement of six performance goals that clearly state the national needs around educational issues. The challenges outlined in the report are more broadly representative of issues other than education. Issues associated with poverty, pre-natal and infant mortality, parenting and drug related illnesses are combined with the importance of institutions of higher education preparing and training educators to form effective business/education partnerships. The report is deliberate in its

intent. "Until employers, labor unions, community colleges, literacy and job training programs, and other post secondary institutions become more involved and accountable, adult Americans who are beyond the reach of the schools will continue to lack the essential skills" (National Governor's Association on Educating America, 1990, p. 3). In short, the collaborative efforts of schools, communities, early childhood, health, social service, welfare, law enforcement agencies, business and labor and colleges and universities are required. The report states, "We must also recognize that, with respect to the national goals, our schools are failing. A more vital understanding between the connection of education and work is necessary" (p. 34). A new educational system is needed where people and performance are first, and the institutions second. The task force states the system must be:

- lifelong
- focused on prevention
- performance oriented
- flexible
- accountable
- retention oriented
- choice-oriented

The message to educators is to be full partners in restructuring the entire system.

With the growing interest and commitment in education from the business community, the report suggests the educational community find the resources to accomplish the task. States vary with respect to their recent experience with educational reform, and the nature and magnitude of the problems they face. Therefore, the report suggests state plans be developed for achieving the goals. The six national goals adopted on February 25, 1990, by the President's Task Force on Education include:

1. Readiness
2. School Completion
3. Student Achievement and Citizenship
4. Mathematics and Science
5. Adult Literacy and Lifelong Learning
6. Safe, disciplined, and drug-free schools.

(National Governor's Association on Education America, 1990, p. 6).

While all goals are considered equally important in the Task Force report, focus will be directed on the Adult Literacy and Lifelong Learning goal.

Adult Literacy and Lifelong Learning

Goal: "By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship"

(National Governor's Association on Education America, 1990, p. 52).

Objectives:

- Every major American business will be involved in strengthening the connection between education and work.
- All workers will have the opportunity to acquire the knowledge and skills, from basic to highly technical, needed to adapt to emerging new technologies, work methods, and markets through public and private

educational, vocational, technical, workplace, or other programs.

- The number of quality programs, including those at libraries, that are designed to serve more effectively the needs of the growing number of part-time and mid-career students will increase substantially.
- The proportion of those qualified students, especially minorities, who enter college, who complete at least two years, and who complete their degree programs will increase substantially.
- The proportion of college graduates who demonstrate an advanced ability to think critically, communicate effectively, and solve problems will increase substantially.

Nationally, the leadership agenda will focus upon a strengthened commitment to the transformation of American educational system through the establishment of accountability, national partnerships, research and development and the implementation of federal role. As strategies to meet the national goals are developed, both federal and state mechanisms must be continually examined to ensure they are adequate, mutually consistent and reinforcing and effective in promoting equal opportunities both within and among states.

The report concludes that the strategies recommended can guide state efforts to create a world class education system for the twenty first century. The issue of quality is embedded throughout the report. Most American businesses are facing the need to include the element of quality into their management of the organization. "Without totally managing quality, America will continue to lose its competitive edge" (Deming, 1982).

Total Quality Management

"Quality Management is a customer-oriented philosophy of management that utilizes total employee involvement in the search for improvement of quality of products and services. It is in itself transformational" (Deming, 1982, p. 25).

Quality the cornerstone of competitive strategy for firms that hope to survive the 20th century, is having a profound effect on the way companies are being managed. American business is being drawn into the quality revolution by the ever-growing expectations of customers around the world, who are demanding high quality products and services at low prices. A small group of "quality experts" have been saying for years that quality is a cost effective and necessary business strategy. Four people who have brought major contributions to the reformation of American industry are W. Edwards Deming, Joseph M. Juran, William E. Conway and Philip B. Crosby. Each recognizes that there are no short cuts to quality , and that the improvement process is a never-ending cycle, requiring full support and participation of individual workers, whole departments and, top management.

As the first researcher to explore the concept of total quality management, W. Edwards Deming is considered the father of the process of total quality management. Deming who a statistician is best-known for setting the Japanese on their course which has made them number one in quality throughout the world. According to Deming, good quality does not necessarily mean high quality. It is, rather, "a

predictable degree of uniformity and dependability, at low cost, and suited to the market. With variances in the wants and needs of customers, quality is actually whatever the customer wants" (Deming, 1985, p. 173). Deming's basic philosophy on quality is that productivity improves as variability decreases. As a critic of US management, he is an advocate of worker participation in decision making. He claims that management is responsible for ninety-four percent of quality problems and instead should provide a path to help people do a good job. He also rejects motivational programs because "everyone doing their best is not enough" (1985, p. 17). Further, Deming criticizes the inspection process of goods as "a procedure which does not improve quality, nor guarantee it" (1985, p. 50). The process of inspection is usually designed to allow a certain number of defects to enter the system. For example a community college which allows students to graduate with less than average performance is, in effect, telling the student and those the student comes into contact with, that the college accepts less than average performance as its minimum standard. Deming says that misjudging quality requires knowledge of the statistical evidence of quality, and that companies dealing with vendors under statistical control can eliminate inspection. For community colleges a strong student tracking system would note the student's grade, attendance and past history as the student progresses rather than the initial inspection of grades upon graduation. Deming would suggest education's focus on the grade of the class is an after-the-fact issue and cannot measure quality. The true measurement of quality

is while the material (student) is being developed, monitoring as regularly as needed, so the final product has no defects. Deming advocates single sourcing, or using only one vendor to purchase material or supplies, because of a stronger vendor commitment, and in the reduction of paperwork and accountability. Single sourcing from Deming's perspective can often mean paying a higher price. "The policy of forever trying to drive down the price of anything purchased, with no regard to quality and service, can drive good vendors and good service out of business" (1985, p. 83).

Joseph M. Juran (1988) is an electrical engineer and attorney, and like Deming, is credited with the part of the quality success story of Japan. According to Juran, there are two kinds of quality: "fitness for use" and "conformance to specifications". To illustrate the difference, he says a dangerous product could meet all specifications, but not be fit for use. Juran was the first to deal with the broad management aspects of quality. This focus distinguishes him from those who believe quality involves statistical and technical techniques. He has, for the last fifty years pointed out that companies do not know how to manage for quality. He identified some of the problems as organization, communication, and coordination of function or the human element. According to Juran, "An understanding of the human situation associated with the job will go far to solve the technical problems". In Juran's example, an inspector may incorrectly interpret the specifications and thus subvert quality control efforts, or worse, may knowingly protect favored operators or suppliers.

For community colleges, the instructor may incorrectly award a grade above the student's ability and thus subvert quality control efforts, or worse, may knowingly protect students (i.e., athletes) by awarding grades not reflective of what the student has earned. Juran talks about three basic steps to progress: structured annual improvements combined with devotion and a sense of urgency, massive training programs, and upper management leadership. Juran concurs with Deming's thesis that less than twenty percent of quality problems are due to the worker. Juran believes eighty percent of quality problems are the responsibility of management. He believes all companies should have training in quality in order to oversee and participate in quality improvement projects. Juran favors the concept of quality circles because they improve communication between the leader and follower.

Philip B. Crosby is best known for coming up with the term "zero defects". Most of his professional career has been in the field of quality. According to Crosby's definition, quality is conformance to requirements, and it can only be measured by the cost of non-conformance. This means the only standard of performance is zero defects. Crosby would say quality management is best summed up by the word "prevention" (1984, p. 66). To Crosby, prevention is equal to perfection. He believes there should be no errors in products. Crosby speaks of a "vaccine" (1984, p. 9) that companies can use to prevent non conformance. The three ingredients of the vaccine are determination, education and implementation. He believes quality improvement is a process rather

than a program. With Crosby's vaccine, zero defect becomes a management performance standard rather than a motivational program for employees. Crosby concurs with Deming and Juran by explaining that at least half of the quality problems are caused "by not clearly stating what the requirements are". According to Crosby, "since defects are defined as deviations from the published, announced, or agreed-upon requirements, a lot of effort and thought should go into those requirements. For Crosby, "the supplier should be treated as an extension of your own business" (1984, p. 59).

William E. Conway is a former president of Nashua Corporation, graduate of Harvard and the US Naval Academy. He does not talk in terms of a specific definition of quality. Instead, he incorporates that into his broad definition of quality management which he says is, "development, manufacture, administration, and distribution on consistently low cost products and services that customers want and need" (1986, p 10). From Conway's perspective Quality Management means constant improvement in all areas of operations, including suppliers and distributors, to eliminate waste of material, capital and time. The wasting of time is by far, from Conway's view point the biggest waste that occurs in most organizations. He is also a proponent of reducing excess inventory because less space is needed. As a person who has been a CEO, he says that the biggest problem is that top management is not convinced that quality increases productivity and lowers cost. He calls for a new system of management whose primary task is continuous

improvement in all areas. Conway agrees with Deming, Juran, and Crosby that management accounts for the problems associated with quality. "The bottleneck is located at the top of the bottle" (1986, p. 42) Conway also agrees with Crosby that the human element is key to the success of quality issues. "People need positive reinforcement-so change the unwritten rules in a company and give people the reinforcement they need" (1986, p. 43). Conway is a strong advocate of using statistical and technical measures to deal with productivity. He believes that statistics do not solve the problems, but they identify where problems are and point managers and workers toward solutions. Conway points out that the process of quality improvement is a control, the people responsible for it become more creative in eliminating variations because they know that they are personally capable of improving the system. This total quality movement is a trigger for business and industry to develop, implement, and encourage education in their related institutions.

Applying Quality to Educational Leadership

The research cited to this point focuses on the concept and philosophy of leaders in the Total Quality Management movement effecting the competition and productivity of our nation. However, there are lessons to be learned for the community college from these efforts. Through the research, Roueche, Baker, and Rose (1989) found that, as a group, community college presidents to have common themes in their leadership focus to include:

- Vision
- Influence orientation
- People orientation
- Motivational orientation
- Values orientation

Vision was the most significant theme identified by the exemplary presidents. As stated in the literature, "this theme is clearly an essential element of transformational leadership, and the data confirmed that both leaders and their teams regarded vision as a key to successful leadership". Further, their findings state, "Vision appears to be the catalytic component that enables leaders to implement successfully the remaining four transformational themes". However, the Roueche, Baker, Rose study suggests community college presidents while sharing the commonalities of their business counterparts, do not have identifiable commonalities specific to the interest of quality assurance. The research draws parallels with shared leader-follower behavior, attention to problems, motivation and an ethical orientation that includes commitment, trust, quality, integrity and respect through modeling. But, it is not specific in delineating the impact Total Quality Management has on the organization. It was somewhat alluded to in the data pertaining to size of institutions. The data reflect Community college presidents from large institutions had higher scores, or a stronger disposition to implement transformational change, than medium sized institutions.

Organizational Theory

Traditional organizations throughout history are represented by a

small ball atop a large oval. The ball is representative of the owner-management group which dominates the organization. The large oval is comprised of unskilled workers who complete tasks. There generally is no movement from the large oval to the small ball atop the structure (Mintzberg, 1979, pp. 348-379). Contemporary organizations have a general shape of a pyramid, but a somewhat smaller pyramid rests atop of the other. A college degree or more is required to enter the bottom rung of the upper pyramid. The initial positions are mainly in the wings of the upper pyramid. In the wings, individuals are in specialty positions where they are not required to supervise anyone. Most are young college graduates who move into the pyramid according to their merit and performance. Over ninety percent of the executives at the top American corporations have attended college. The upper pyramid of contemporary bureaucracies has three dimensions. Technical skills include understanding equipment, procedures, processes and techniques (Katz, 1974). The middle skills of the upper pyramid include interpersonal, human relations and politics. This level includes the ability to influence people, work as a team member and build coalitions. The top level of the pyramid must think strategically and integrate all parts of the organization.

Henry Mintzberg (1979), a sociologist who has studied the structure of organizations, believes that organizations can be bureaucratic without being centralized. Mintzberg states, " When the complexity of the operating work is stable it will lead to predetermined,

predictable or standardized behavior" (1979, p. 350). He believes the organization turns to the one coordinating mechanism that allows for standardization and decentralization at the same time which is the standardization of skills. Mintzberg calls this structural configuration the "professional bureaucracy" (1979, p. 350). He states this structure is common in colleges. A reliance on the skills and knowledge of the operating professionals to function is paramount in the professional bureaucracy. To understand how the professional bureaucracy functions in its operating core, it is helpful to think of a repertoire of skills professionals can use depending upon the situation.

The operating core is the key part of the professional bureaucracy. For education it is the faculty. The "technostructure" or supportive service to the professional core coordinates the work of the professional core. The technostructure is usually limited in size and scope of responsibilities. For example, a college of 17,000 students and 1200 professors, might have two small departments concerned with finance and budgeting as well as planning.

The professional bureaucracy is decentralized. A great deal of the power over the operating work rests at the bottom of the structure-the professional faculty. Due to the complexity of the nature of work, the professional core is difficult to manage or standardize. The services are generally in demand, and thus the professional tends to identify more with the profession than the organization were the work is practiced.

The professional bureaucracy is unique. It is democratic,

disseminating its power directly to its professional workers. And, it provides them with extensive autonomy, freeing them even of the need to coordinate closely with peers. As a result, professionals tend to emerge as responsible and highly motivated individuals. Unlike the traditional bureaucracy that places barriers between the operator and client, the professional bureaucracy removes the barriers and allows personal relationships to develop.

The strength of the structure of the professional bureaucracy is its ability to adapt to the situation. Change in the professional bureaucracy does not occur because of administrative reforms. Rather, change occurs with the professional as they enter the profession, what they learn in the professional schools, and how willing they are to upgrade their skills.

Organizational Culture

The theory supporting the research on organizational culture supports the emphasis on the non rational aspects of organizations (Administrative Science Quarterly, 1983). Ethnographic research and qualitative methods have been most frequent in the current investigations on cultures. Sociologists and anthropologists have studied societal and community culture for several decades. Only recently has the focus been upon the organizational culture (Ouchi, 1981; Pascale and Athos, 1981; Deal and Kennedy, 1982; Peters and Waterman, 1982; Schein, 1983; and Kilmann, Saxton, and Serpa, 1985). The centrality of

organizational culture in the literature has been highlighted by two of its champions:

The study of organizational culture has become one of the major domains of organizational research, and some might even argue that it has become the single most active arena, eclipsing studies of formal structure, or organization-environment research, and of bureaucracy (Ouchi and Wilkins, 1985, p. 458).

Two concerns associated with the concept of culture in organizational literature have been that 1) a look into the field of culture, may be a passing fad, and 2) there is a lack of a precise definition of the concept (Shein, 1983). Confusion has existed between organizational culture and organizational climate. Most of the current popular work on organizational culture has focused on business organizations, and it has relied upon the "functionalist" tradition in anthropology. The tradition focused on the group, the organization, or the society as a whole and has considered how the practices, beliefs, and values embedded in that unit function to maintain social control (Cameron and Ettington, 1986). The functionalist tradition has viewed culture as a component of the social system and has assumed that it is manifested in organizational behaviors. Despite similarities between the sociological and anthropological perspectives on culture, an important difference has been documented by Clark, 1970 and Kanter, 1968. In sociology, culture is often used as a predictor of behavior or performance. In anthropology,

culture is usually considered the object of prediction or explanation (Cameron and Ettington, 1986).

Sociological literature tends to view culture as something an organization has. Anthropological literature tends to view culture as something an organization is. While sociological literature treats culture for something, the anthropological literature treats cultures as something (Shein, 1984).

There is no consensus regarding the definition of organizational culture. Ambiguity has existed in the field for several decades. The most recently published literature provides a sample of the definitions of culture as seen by different authors:

- Distinct and locally shared social knowledge. (Wilkins and Ouchi, 1983).
- The pattern of basic assumptions that a group has invented, discovered, or developed in learning to cope with its problems of external adaptation and internal integration (Schein, 1984).
- The shared beliefs, ideologies, and norms that influence organizational action manifested through overriding ideologies and established patterns of behavior (Fiol and Lyles, 1985).
- A core set of assumptions, understandings, and implicit rules that govern day-to-day behavior in the workplace (Deal and Kennedy, 1982).

Kets de Vries and Miller (1986) have researched the dysfunctional organizational culture arising from pathological strategies and structures. They identify paranoid, avoidant, charismatic, bureaucratic, and politicized types of cultures. Trice and Beyer (1984) concentrate on rituals or rites as the main indicator of cultural forms. They suggest that

these performances are the most appropriate way to capture the complexity of an organization's culture. The six rituals identified are rites of passage, rites of degradation, rites of enhancement, rites of renewal, rites of conflict reduction, and rites of integration.

The review of the literature on organizational culture suggests that the following seem to be the most frequently cited conceptual dimensions used in culture research:

1. cultural strength (the power to control behavior),
2. cultural congruence (the fit or homogeneity among cultural elements),
3. cultural type (the focus on certain dominant themes),
4. cultural continuity (the extent to which consistency in culture has been maintained over time),
5. cultural distinctiveness (the uniqueness of the culture), and
6. cultural clarity (the extent to which the culture is unambiguously defined, understood, and presented)
(Cameron and Ettington, 1986).

Of these dimensions, most authors have identified strength of culture and cultural congruence as the most critical (O'Reilly and Moses, 1984; Peters and Waterman, 1982; Deal and Kennedy, 1982). "A strong culture has almost always been the driving force behind continuing success in American business" (Deal and Kennedy, 1982, p. 5). O'Reilly and Moses (1984) have asserted that a culture supportive of organizational strategies leads to high performance: "to be successful, a company's culture needs to support the kind of business the organization

is in and its strategy for handling that business" (Tichy, 1982, p. 71).

"Other things being equal, the greater the total degree of congruence or fit between the various components, the more effective will be organizational behavior at multiple levels within the organization" (Nadler and Tushman, 1980, p. 275).

Treating culture as something that an organization is presupposes that culture is a metaphor in the same way that "bureaucracy" metaphors are used to describe the nature of an organization (Cameron and Ettington, 1986). To treat culture as a metaphor defines it as the "shared knowledge", "shared meaning" and the "unconscious mental operation of organizational members" (Rossi and O'Higgins, 1980). Culture then, cannot be observed directly but exists only in the heads of those associated with the organization. The metaphorical studies that have been completed around the cultural dimensions of an organization have been conducted with the intent of understanding and describing the culture, not to predict other behaviors or performances based on the cultural manifestations.

Some propositions regarding the relationship between organizational culture and institutions of higher education as shown by recent research include:

1. A match must exist between culture and environment (Deal and Kennedy, 1983).
2. The changing demographic composition of institutions of higher education may lead to a change in the culture of these organizations (Adler and Jelinek, 1986).

3. Cultures shift as institutions develop (Quinn and Cameron, 1983).
4. Strong cultures that are also externally oriented (i.e. adhocracies) are more successful in turbulent, competitive environments (Arnold and Capella, 1985).
5. A changing culture requires that other major aspects of an organization change also, such as strategy, structure, relevant skills of personnel, and the human resource system. Cultural change assumes broad-scale systems change (Waterman, Peters, and Philips, 1980; Kilmann, Saxton, and Serpa, 1985).
6. Cultures lead to effectiveness when the organization's leader articulates a consistent vision that is clearly understood by organizational members (Tichy and Devanna, 1986).
7. Organizational size decreases the utility of culture for controlling behavior (Jones, 1983).
8. A well-organized work environment leads to organizational effectiveness (Denison, 1984).
9. Employees are more committed to organizations where cultures are richer and stronger (Wilkins, 1979).
10. Cultural change in organizations require the conscious destruction of old processes and structures, as well as the institutionalization of new processes and structures. (Miles and Cameron, 1982; Cameron and Ulrich, 1986; Chaffee, 1984).

Future Directions

The professional bureaucracy will impact the evolving nature of the workplace as colleges and companies across America begin planning for the future directions of their organizations (Mintzberg, 1979). Before us is the most important decade in the history of civilization. It will be a decade like none has come before because it will culminate in the

millennium, the year 2000. "The dominate principle of the organization has shifted from management in order to control an enterprise to leadership in order to bring out the best in people and to respond quickly to change" (Nesbitt and Aburdene, 1990). From the review of the literature, we know there is a big difference between management and leadership. Leaders and managers differ in orientation, mission, assumptions, behavior, organizational environments, and ultimately results. Leadership is the process of moving people in some direction mostly through "non coercive means," says John P. Kotter of the Harvard Business School, and author of *The Leadership Factor*.

Leaders recognize that while capital and technology are important resources, and people make or break a company. To harness their power, leaders inspire commitment and empower people by sharing authority. Responding to labor shortages with flexibility, they enable their firms to attract, reward, and motivate the best people. But effective leadership must also monitor the external environment, tracking trends, markets, technological change, and product cycles in an increasingly global 1990's (Theobald, 1986).

Because we so often lament the overall decline in education standards, it is easy to overlook the dramatic increase in educated people in the past twenty years. Hodgekins, a nationally known demographer, has described the American scenario as it relates to an educated work force. He states that the work force has changed considerably over the past twenty years.

One quarter of the work force aged twenty-five to sixty-four consists of college graduates or better. This statistic has double over the past twenty years. Another twenty percent has one to three years of college, more than double the old ratio. That means nearly half (forty-five percent) of the work force is college-educated. In addition, 40 percent are high school graduates. That leaves just fifteen percent who are adult-aged high school dropouts. Twenty years ago it was forty one percent (Hodgekins, 1989).

We know as educators that well-educated people have more options. "Whereas manual workers have been tied to their job by fear, lack of skills and ignorance, young people today have horizons; they can move," Peter Drucker says. Further, he states, the leadership challenge is to balance the complex tasks of the information era and its elite labor force. Some business gurus believe that treating people like partners and team members is patronizing. With Drucker's work he has found that the "old line" manager believes that the whole, enormous paradigm shift from authority to commitment, from management to leadership is merely a trend.

Today we are replacing the manager as order giver with the manager as teacher, facilitator, and coach. The order giver has all the answers and tells everyone what to do; the facilitator knows who to draw the answers out of: The people doing the job. The leader as facilitator asks questions, guides a group to consensus, uses information to demonstrate the need for action. The primary challenge of leadership in the 1990s is to encourage the new, better-educated worker to be more intreprenurial, self-managing, and oriented toward lifelong learning. (Drucker, 1989).

The company most committed to the task of lifelong learning is arguably Motorola, Inc., which has undertaken the immense task of

training all its 99,000 employees-one third each year. "Just as when you buy a piece of capital equipment, you put aside money to maintain that equipment, we require that 1.5 percent of payroll be put aside; to maintain the competency level of the employees," says Bill Wiggernhorn, Vice President of Motorola's training. Over the course of seven to ten years every Motorola employee will be retrained. In 1987 Motorola invested \$44 million in employee training. If you count salaries paid during training and another 35 million to finance associate, bachelor and master degrees over \$100 million. Small businesses have as much to gain as giants like Motorola. American business is spending \$210 billion for on-the-job training and education, a system about the same size as the nation's public elementary, secondary, and higher education institutions combined, according to Anthony Carnevale, chief economist for the American Society for Training and Development in Washington, D.C. (From Nesbitt and Aburdene, 1990, p. 228).

Summary

This chapter has provided an examination of the literature that has defined leadership theory, especially within the context of the organizational culture as it relates to leadership behavior, situational leadership, transactional leadership, and transformational leadership. Specific attention has been paid to leadership attributes that relate to influencing and motivating employees. A look at the national agenda brought a review of the national initiative to improve the educational agenda of our nation. Found embedded in the philosophy of the national

agenda is the need for the improved quality of competence of students leaving the public schools and community colleges across the nation. A review of the total quality management literature and the possible implications for community colleges provided some suggestions about implementation.

The results of a search for studies involving American CEOs as compared to American community college presidents was nonexistent. Studies involving the leadership attributes of each group were available, but no research was available where a comparison brought literature from which to draw. Fiedler's Contingency Theory of Leadership Effectiveness in educational settings, was the contributing study toward the Roueche, Baker and Rose (1989) Transformational Leadership study. "The results of the study suggest relevant implications for the identification, selection, and training of future leaders in the community college. Also, opportunities for self assessment and personal development for those presently involved in leadership roles should be enhanced" (Roueche, Baker and Rose, 1989, p. 287).

From a review of the literature, it was learned that with the multifaceted demands of the CEO, whether a community college president or business leader, often reduce the importance of leadership training for themselves. As a result, leadership training is frequently not viewed as a priority. The research suggests that leadership training to include the transformational themes and attributes found in the Roueche, Baker, Rose (1989) study emerge as the model for effective leadership in

the community colleges of this nation. "The transformational leader is one who raises consciousness about higher considerations through articulation and role modeling" (Roueche, Baker and Rose, 1989, p. 35). Thus, the absence of such modeling behavior limits this leadership process throughout the organization.

The transformational leader of today must possess the synergy to create something new out of something old; out of an old vision, these leaders must develop and communicate a new vision and get others not only to see the vision, but also to commit to it themselves (Roueche, Baker and Rose, 1989, pp. 32).

The study allowed for the analysis of data to determine whether the leader had the ability to have an impact on the behavior of followers as the critical variable in successful leadership. "The data are conclusive. The behavior of followers is the critical variable of successful leadership" (Roueche, Baker and Rose, 1989, pp. 34, 288). Transformational themes and accompanying attributes served as a guide for self assessment in the study. Also, the results showed the combination of leaders and followers at all levels in the organization provided for the maximum effectiveness of the organization.

Transformational leaders possess imagination and creativity that, when combined with their ability to interrelate with their organizations or institutions, provide a climate conducive to new beginnings (Roueche, Baker and Rose, 1989 p. 11).

Both Fiedler (1978) and Roueche, Baker and Rose (1989) studies provide the bases for the research of this study. Drawing on their instruments and research, this study seeks to identify the relationship between corporate CEOs and American community college presidents. The implications of such a study will strengthen the understanding and importance of the relationship between academia and the business world. From the research we have learned that there is a growing requirement for business leaders to become more involved with the educational training of their employees. It is an assumption of this study that corporate and academic leadership must be better understood to benefit the emerging needs of the business/education partnerships across the nation.

Chapter three provides a review of the methodology, and a discussion of the participants involved in this study, explanation of terms, research questions, sample, data collection procedures, analysis, and identifies the limitations of the study.

CHAPTER THREE

Research Design and Methodology

Introduction

Before us is one of the most compelling decades in the history of civilization, a period of technological innovation, unprecedented economic opportunity, and partnerships between business and education (Boyette and Conn, 1991).. The successful organization will develop new dimensions and various approaches to leadership. The relationship between the organization and the leader in recent years calls for a transformation to adapt to the rapid changes (Burns, 1978). Increasingly, the challenge of organizational leadership is becoming an issue in determining the economic fate of our nation (Waddell, 1990).

In spite of the growing number of studies regarding leadership, the review of the literature revealed no comparative study between corporate CEOs and community college presidents. Even though the unique natures of the private sector role of a CEO and public community college president are inherently different, there is a similarity in the leadership behavior exhibited by both groups. The importance of leadership in the creation of successful organizations is found in recent literature (Roueche, Baker and Rose 1989). Examples of effective "roving leadership" (DePree, 1989) are found in all levels of an organization (Burns, 1978).

This chapter outlines the design and methodology, instrumentation, sample, data collection and analysis, limitations, purpose, description and an explanation of terms for the study.

Design

A sample of sixty-two "blue chip" community college presidents were identified from the Russell (1991) study. Fifty community college presidents were randomly selected from the pool of sixty two. Letters were sent to the fifty subjects requesting their participation in the selection of three corporate CEOs with whom they knew to be actively involved with business/education partnerships and with whom they had served on a committee, task force, or other group setting where community action was implemented around business/education partnerships. A postage-paid, self-addressed, postcard was included with the letter of introduction and a request for nominations. The post card included space for three corporate nominees and a box to check for those community college presidents who chose not to participate in the nomination process. Thirty-three (66%) of the fifty community college presidents randomly selected from the pool of sixty-two community college presidents, forwarded the names of three corporate CEO nominees. Ninety-nine nominations were gathered. Letters were then randomly sent to fifty (51%) of the ninety-nine nominated corporate CEOs. The letters included an explanation of the selection process, a summary of the project and an invitation to participate in the research study. A self addressed, postage paid, post card was enclosed with the

letter. The post card provided space for the CEO to disagree or agree to participate. Seventeen (34%) selected to not participate and no further contact was made. Each of the remaining thirty-three (54 %) of the CEOs who agreed to participate received a follow-up letter. The letter thanked them for their intent to participate, summarized the project, and provided detailed instructions about how to participate in the project.

The instrument utilized in this study was a modified Multi-factor College Leadership Questionnaire (MCLQ). The modification removed the community college focus of the questionnaire and broadened its applicability. No questions on the form were revised except for the removal of the words "community college" and the addition of the term "CEO" instead of president. The word "follower" was included to identify the leadership team. This became the Multifactor Leadership Questionnaire (MLQ).

Each CEO was instructed to complete the MLQ entitled "CEO Form", and to return the completed form in the self addressed postage paid envelope provided. Additionally, each CEO was instructed to distribute one "Team Form" to three individuals who directly reported to the CEO in a leadership capacity. The leadership team members were also requested to return their forms in an enclosed postage paid, self addressed mailer. A follow-up phone call was made to the three (9%) CEOs who did not respond with completed forms by the deadline. An inquiry was made regarding their interest in remaining a participant, and if not, what determined their decision to not participate. In each case,

other priorities prohibited their involvement with the study. No further contact was made to those who were unable to participate.

Methodology

The corporate American CEOs were examined on the (1) CEO's perception of their leadership attributes as measured by scores on the MLQ, (2) CEO's leadership team perception of the CEO's leadership attributes as measured by scores on the MLQ, (3) similarities between community college "blue chip" presidents and CEO leadership attributes, and (4) the relationship between leadership attributes and the success of a change strategy. The study included thirty CEOs and seventy-eight leadership team members from corporations across America. The CEOs were selected by "Blue Chip" community college presidents who knew the CEO to be directly involved with business/education partnerships and who exemplified leadership attributes. All CEOs nominated by the "Blue Chip" community college presidents (Russell, 1991), were invited to participate in the study. Of those who self-selected to participate, each were sent a packet of instructions and four copies of the MLQ. One form was identified as the "CEO Form" and the other three were identified as the "Team Form." The CEOs and leadership team members received detailed written instructions about the MLQ survey and the process to complete the inquiry. All participants (100%) in the study returned their survey completed correctly.

Instrumentation

Survey research is a widely used method of data collection in the social sciences. Corbett and Rossman (1989) list several strengths of questionnaire-based research.

- Data are easy to manipulate and categorize for data analysis.
- Instruments are easy and efficient to administer and manage.
- Data are easily quantifiable and amenable to statistical analysis.
- Results are used to establish generalizability.
- Previous researchers have developed usable measuring devices.
- Survey research facilitates analysis, validity checks, and triangulation.

Also, Kidder and Judd (1986) described survey research as a way to establish the incidence and distribution of personal characteristics or the relationship among those characteristics. An important characteristic of any survey instrument is its reliability. Reliability indicates the consistency with which measures are obtained, and the extent to which the measurements yielded by the instrument are consistent or repeatable. Therefore, a reliable survey instrument will obtain consistent results (Ary, Jacobs, & Razavieh, 1979).

The portion of the survey instrument used to obtain information concerning total quality initiatives was developed by the researcher and

had not been collectively disseminated before the study. The leadership section of the questionnaire was developed at the University of Texas at Austin by Roueche, Baker and Rose (1989), revised by Baker in 1991, and was used with the permission of the author.

The most fundamental significant characteristic of a survey instrument is its validity. Validity is the degree to which the instrument measures what it is supposed to measure (Ary, 1979). Content validity refers to the extent to which the instrument represents the content of interest. An instrument is said to have content validity if it contains a proportionally emphasized sample of questions which represent both the topics and the cognitive processes which comprise a particular phenomenon or body of knowledge (Ary, 1979). "In assessing the content validity of a survey instrument, the researcher is concerned with the question: How well does the content of the instrument represent the entire universe of content which might be surveyed?" (Tuckman, 1978, p. 4)

This question is best answered by asking several people, who are both experts in the field and external to the study to evaluate the instrument's relevance to the particular body of knowledge. If they concur that the instrument is representative of the content of the particular phenomenon or body of knowledge, then the instrument can be said to have content validity (Tuckman, 1978).

Sample

To investigate behaviors of leaders in corporate settings, CEOs and members of their leadership teams were surveyed. The sample included two groups of leaders: 1) Corporate American CEOs, 2) Leadership team members who directly report to the CEOs.

The "Blue Chip" community college presidents in the Roueche, Baker, Rose study (1989) on transformational leadership were used as the foundation for this study. The 1989 "Blue Chip" community college study selected from a survey involving 44 states and 912 community college presidents representing public and technical colleges. Each president was asked to identify five presidents (self included) who exemplified outstanding leadership skills. A total of 296 nominees resulted from this survey. The 296 nominees were asked to describe, in writing, their educational leadership philosophies with pertinent examples. Participants were asked to provide examples of their behaviors that would help interpret their philosophies. They answered questions about how they spent their time in their role of president. They submitted their vita to provide demographic and prior experience information.

The final phase of this study identified the top nominees as those who received at least five nominations from their state or region. The "Blue Chippers" were interviewed to assess their transformational leadership characteristics. After scoring the responses to the structured interview, the researchers (Roueche, Baker and Rose, 1989) developed

the Multifactor College Leadership Questionnaire (MCLQ). Data from the MCLQ were used to correlate perceptions of the presidents' leadership behavior as viewed by the presidents themselves and as viewed by the presidents' administrative team.

In 1991, Russell conducted a validation study of the Roueche, Baker and Rose (1989) research and found the 1989 study to be valid. This study is based upon the validation research of the Roueche, Baker, Rose (1989) conducted by Russell in 1991.

Corporate American CEOs

For this study, sixty-two previously identified "Blue Chip" community college presidents from the Russell validation study (1991), were randomly selected and asked to nominate three corporate CEOs with whom they had professional relationships and whom they would consider exemplary leaders. Ninety-nine CEOs were obtained from this process.

CEOs were asked to identify the characteristic that best described their qualities as a leader of the organization. Questions related to demographic information in addition to open-ended questions about a quality initiative policy or quality implementation process were also included.

Leadership Team Members

The second sample group of subjects were three members of the CEO's leadership team who were instructed to complete the MLQ. The leadership team members were also asked to provide demographic

information and answer open-ended questions regarding their perception of leadership characteristics of their CEO and any quality initiative policy or implementation process of their organization. Data collected in this area would be used to correlate perceptions of the CEOs' leadership behavior, as viewed by the CEOs and as viewed by the CEOs' leadership team members.

Data Collection

The following three methods of gathering data were used in this study:

1. Multifactor Leadership Questionnaire (MLQ)
2. Demographic information.
3. Written responses to open-ended questions.

Multifactor Leadership Questionnaire (MLQ)

The (MCLQ) was developed by Roueche, Baker, Rose (1989). It was modified and used in the Russell (1991) study. The questionnaire was adapted from an instrument developed by Bass (1985a) entitled, "Multifactor Leadership Questionnaire". The focus of the Bass (1985a) instrument was on transactional and transformational leadership behaviors. The focus of the Roueche, Baker and Rose (1989) instrument was on leadership attributes of transformational leaders. The Russell (1991) study also focused on transformational leaders to determine the behaviors and descriptors of the group.

For this study, Russell's revised MCLQ was renamed the Multifactor Leadership Questionnaire (MLQ). Wording was changed to

reflect "CEO" instead of president, and "follower" was added to represent those leaders reporting directly to the CEO. The MLQ was used to determine the similarities between the community college presidents and the corporate CEO groups. All results of the inquiry were from written statements with CEOs and their leadership teams.

The 1991 revised MLQ (Russell) was a survey with thirty-four closed-ended questions using a Likert-type scale. The questionnaire served to identify the perception of corporate America's leadership attributes and the perceptions of the CEOs' leadership attributes by the followers. The summative data from the Russell (1991) research were used as a comparison.

Demographic Information

The demographic information included on the MLQ comprised requests for age, gender, ethnicity, education, positions held prior to current employment and the length of time in current the position.

Open Ended Questions

Corporate CEOs were invited to discuss their philosophy of the quality initiative of their company and their perception of the leadership within the organization. Leadership team members were invited to include the same discussion. These statements were used to gain insight into the policy of the corporate quality initiative and how the quality initiative was implemented within the organization.

The quality initiative question was asked to determine correlation between the transformational leadership attributes of the CEO and

corporate involvement in the transformational process of a total quality process.

Data Analysis

All data analyses was conducted using the Statistical Package for Social Sciences (release 6.06). Personal information provided by CEOs was compiled using SPSS/PC+, Statistical Package for the Social Sciences (1988). These statistics were compared with the Russell (1991) transformational leadership attribute research where possible.

Frequencies for each of the items found on the MLQ provided descriptive statistics of mean, median, standard deviation, and range. The responses were also grouped into the five transformational leadership themes to generate the mean, median, standard deviation and range.

Descriptive statistics were generated for questions pertaining to age, gender, ethnicity, highest degree earned, and prior position held. Standard statistical indices were used for all questionnaires. Manual tabulations were calculated for open-ended questions about total quality policy and implementation within the corporation.

Limitations of the Study

This section addresses those areas which may limit the study and the results of the study. Those areas are 1) nature of the sample, 2) research design, and 3) data analysis.

Limitations of the sample.

In establishing the sample for this study, the data was collected from selected CEOs based upon their professional involvement with "Blue Chip" community college presidents. Caution must be taken toward over generalizing the results. The subjects used for determining the attributes of America's CEOs may not have been selected by the "Blue Chip" community college presidents in a consistent manner. While the communicated selection criteria remained constant to each "Blue Chip" community college president, the actual CEO selection process may have varied. There were no controls established to monitor if the community college presidents utilized the required selection criteria of CEOs. The CEO sample may have an unknown bias

The data gathered in this study were analyzed using descriptive statistics to determine the relationships between the independent variable, chief executive officer leadership, and the dependent variable, total quality management. The leadership independent variable consisted of five subcategories: intuition, influence orientation, people orientation, motivational orientation and values orientation. The dependent variable of total quality management was divided into policy and implementation.

The two control variables present in the study were 1) recognized transformational leadership abilities of the corporate CEO by the nominating "Blue Chip" community college president and, 2) professional level of the participants. The selection of the leadership team was done

by the CEO of each corporation, and the lists were submitted to the researcher. The non-experimental design used in this study provided no means of addressing the possible effect of the CEO's perception of the study may have had on the followers. Answers given to the questionnaire may have been impacted by the situational conditions surrounding the subjects. Furthermore, the CEO subjects were selected by community college presidents who may have unintentionally influenced the subjects response to the questions.

Limitations of the Research Design

This study was conducted in the American corporate environment without regard for size, type of business or organizational structure. The sample of "Blue Chip" community college presidents who nominated CEOs for the study were randomly selected. This technique was used because all sixty-two members of the "Blue Chip" community college presidents list had already been placed on the 1991 (Russell) list in random order. Fifty names of the "Blue Chip" community college presidents were again randomly selected (out "of a hat") from a pool of sixty-two sample candidates. Twenty-nine of the sixty-two "Blue Chip" presidential subjects (46%) chose not to participate in the project. As a result, the remaining thirty-three subjects (53%) became the CEO nominating body of the study.

The main difficulty in applying the results of this study was that some systematic error or bias was produced with a volunteer "Blue Chip" president sample. Studies have shown that volunteers tend to be

different from non volunteers in many ways. For example, studies have found that volunteers tend to be better-educated, of higher social class, and more intelligent than non volunteers (Borg, 1981). The CEO subjects were drawn from the accessible population of the volunteer sample of "Blue Chip" community college presidents. This is not unusual, as most researchers draw their subjects from an accessible population rather than a broad target population. To the degree differences exist, the research findings based on the community college "Blue Chip" presidents sample might not apply to the CEO target population.

This quasi-experimental research design included replication of research with a voluntary random assignment of subjects. The control group was the previous transformational leadership research conducted by Russell (1991). While this study was carefully designed, and provided valuable information, caution should be taken in applying the results to the general population of all corporate America CEOs.

Limitations of the data analysis

Means were calculated for each question of the survey related to the independent and dependent variable, and comparisons were made with respect to CEOs and leadership teams. The means were used as descriptive statistics to identify the basic relationships which exist between the independent and dependent variables. T-tests were used to compare means and determine the probability that the difference

between the means was a real difference rather than a chance difference.

Each factor of the independent variable was statistically analyzed with each of the dependent variables. Correlations were accomplished to provide insight into possible relationships and the strength to which those relationships were dependent. The correlation coefficient is a statistical tool that can be used to compare measurements taken on two different variables in order to determine the degree of relationship between those variables (Borg, 1981). Subjects were selected for this study whose variables were likely to represent scores at all levels. All members of the group were measured on both variables being studied, and a correlation coefficient was computed between scores obtained by the "Blue Chip" community college presidents and corporate CEOs. A relationship between the total group of "Blue Chippers" and CEOs was investigated.

Correlational studies are referred to in relationship studies. Relationship studies study the relationship between measures of different variables obtained at approximately the same time. The purpose of this study was to gain a better understanding of the factors that make up the complex characteristics of transformational leadership. An advantage of this study was to investigate a wide variety of similarities of relationships between transformational leaders in the community colleges and corporate America.

The MLQ was designed as a self-report to obtain the perception of the leader and the leadership team's perception of the leadership attributes of the CEO. Caution should again be taken when drawing inferences from scores that measure behavior. "In measuring psychological concepts such as intelligence, anxiety, and creativity the results are not directly observable, but inferred on the basis of their observable effects on behavior" (Borg and Gall 1989 p.255).

The inferences drawn from the data were a result of the collection procedures, and analysis of data. Construct validity may effect the inferences drawn from the data. The results of any research project are most valid for subjects who actually participated in the project. However, these results should also be valid for other groups that are very similar. Interpretation was limited since the validity evidence was not available. This does not mean the measure lacked validity, but was limited by the interpretations that were made. Based upon the results of the 1991 Russell study, the MLQ instrument was considered reliable. Reliability refers to the consistency of a measure (Borg, 1981). In other words, evidence of reliability provides information about the degree to which a measure will yield similar results for the same subjects at different times or under different conditions.

The Russell (1991) study limited the sample to community colleges with a full-time enrollment of between 5,000 and 10,000 students. No limitation of size of the corporate organization when surveying the CEO was determined. Russell cautioned in 1991 that

results should not be extended to include colleges of smaller or larger size without specific reservations. Russell states, " Organizational structures and administrative team dynamics may be different in these cases, causing different research results" (1991, p. 60). The Russell study (1991) limited its inquiry to public community colleges, specifically excluding other types of institutions of higher education such as two-year vocational schools, two-year private schools, four-year public and private schools and graduate schools. By choosing a group of institutions with similar missions and organizational structures, Russell was able to make general assumptions. The less homogeneous group of American corporations with varying missions and organizational structures limit the reliability of general assumptions which could be made of all corporate environments. It should once again be noted that drawing inferences from scores that measure psychological concepts such as intelligence, anxiety, and creativity, the results which are not directly observable, but inferred on the basis of their observable effects on behavior, bring greater caution from inferences around organizational structure and leadership behavior that may develop from this study.

Purpose of the Study

The major purpose of this study was to determine the leadership behaviors of America's corporate CEOs and to compare them with the leadership behaviors of exemplary community college presidents as identified in the Russell study (1991). Selection of the participants was based on established criteria discerned from a review of the literature

and utilized in a nomination process from the 1991 study. The Russell study was designed to demonstrate that computerization had an effect in organizations as the organizational leaders searched for new methods to process the increasing amounts of information available. The framework of the research design and the methodology Russell used to determine the sophistication of the relationships between the leadership behavior of the community college president and computer information ideally suited the format required for this study. Therefore, this study replicated Russell's processing systems to determine the sophistication of the relationships between the leadership behavior of the corporate CEO and total quality initiatives.

The premise of the study included a comparison of the transformational leadership themes identified in the Russell (1991) study of community college presidents. The results of the Russell study were compared with the analysis of data related to the transformational leadership themes of the corporate American CEO. The computer information data was not included in this study. Instead, information was gathered to include corporate America's involvement with "total quality initiatives."

The study sought to identify the individual behavioral attributes of a select group of American corporate CEOs. In Figure 1.0 Roueche, Baker and Rose (1989) adapted the Tichy/Devanna transformational leadership model to include the transformational leadership factors involving both the organizational and individual dynamics which trigger

change. Individual behavioral competencies were analyzed in relation to the influencing process as delineated by Tichy/Devanna (1986), and from the works of Bass (1985) and Burns (1978).

Figure 3.0

TRIGGERS FOR CHANGE

Recognizing the Need for Revitalization and New Direction Around the Mission

Organizational Dynamics

Individual Dynamics

Need for Transformation

Closure

- * Felt need for change supported by value base.
- * Strategies to deal with resistance to change
- * Action to change organizational forms

- * Review of past performance
- * Reflection on security of past
- * Identified need for change

Creating a New Vision

Organizational Dynamics

Individual Dynamics

A Motivation Vision

Transitions

- * Participative creation of
- * Movement toward collaboration

- * Development of new vision supported by value base behavior and relationships
- * Speculation about ramifications of new visions

Institutionalizing Change to Accomplish the Mission

Organizational Dynamics

Individual Dynamics

Social Architecture

New Beginnings

- * Creating realignment
- * Reweaving new expectations
- * Motivating and rewarding based on accomplishment of mission

- * Inner realignment
- * New relationships
- * Renewed energy

Adapted from the Tichy/Devanna Transformational Leadership Model (Roueche, Baker, Rose, 1986)

In the Roueche, Baker and Rose (1986) and Russell (1991) models, the Tichy/Devanna model (Figure 1.0) was adapted to show how the transformational leader must attend to three stages of the change process. In each of these three stages the leader must deal with both organizational and individual dynamics. In the first stage, the leader must recognize the need for change. The second stage involves the leader's attempt to create a new vision through the motivation of members in the organization. The leader must move the members toward a collaborative commitment, and at the same time assist with individual transitions toward that vision. Finally, the leader must institutionalize the change. Social structures must be changed as well as new roles for individuals within the transformational organization.

Since change is an on-going process, proactive leadership requires constant movement through different phases of the change process. A leader must be flexible enough to recognize that while change is being implemented or completed in one area, the trigger for change may be just recognized in another. Thus, transformational leaders frequently must revisit the change process and enable their followers to meet the challenge for change. The five major constructs for analysis included: 1) Vision, 2) Influence Orientation, 3) People Orientation, 4) Motivational Orientation, 5) Values Orientation.

The study also sought to determine the perceptions of followers that related to observed leadership competencies within the context of the influencing process. Observations were gathered through two survey

instruments: 1) A questionnaire administered to the CEO and, 2) a questionnaire administered to the leader's leadership team.

In addition, the study sought to determine any similarities in ratings of the strength of behavioral competencies among the CEO sample, and the community college president's sample. The study sought to determine if exemplary community college presidents appear to have a similar profile as America's corporate CEOs; and, to determine the general inter relatedness between self-reported data of CEOs and the observations of their followers.

Level of Significance

To determine the general inter relatedness between self-report data of America's CEOs and the observations of their followers, and to determine relationships between America's CEOs and community college presidents, correlations were computed. The significance level for all correlations was set at the .05 level.

Assumptions

Three main assumptions underlie the quantitative aspects of the study: 1) The (Roueche, Baker and Rose (1986) instrument was developed to determine transformational leadership behavior. 2) The revised MCLQ (Roueche, Baker and Rose, 1986) instrument was developed to identify leader and follower behavior. 3) The responses to items on the research instrument accurately reflect the subject's personal dispositions and traits.

Research questions in this study address the leadership

behaviors of current corporate CEOs. The study identified the similarities between "blue chip" community college presidents and CEOs. A survey instrument was used to focus the study on comparable descriptive data found among the community college presidents (Russell 1991) with data collected from corporate CEOs.

Description of Study

In order to describe and analyze leaders' attributes associated with the influencing process, this study identified and examined characteristics of exemplary CEOs of American corporations. CEOs were identified by their business/education partnership with public education. Time constraints prohibited the inclusion of all American corporation executives involved with business/education partnerships, so the selected "blue chip" community college presidents selected by the Russell (1991) study were used to nominate corporate CEOs whom they considered to be exemplary. Each CEO was identified as a supporter of the community college. Further, they were selected based upon their concern about the workforce, respect among colleagues, and by the perception that they recognized the need for change. They were further selected for leadership responsibility toward a new direction or vision as it related to a more skilled workforce.

This descriptive study examined and analyzed leadership behaviors and then compared these data with the observations by those who report to the CEO. Descriptions were derived from the following sources: 1) a revised Multifactor College Leadership Questionnaire

customized to question the corporate CEOs and their leadership team; 2) CEO and leadership team demographic information, and; 3) open-ended questions concerning the total quality initiative currently in place.

Explanation of Terms

Chief Executive Officers (CEOs)

American Corporate executives who are responsible for the over-all operation of fiscal, material and human resources of a corporation.

Blue Chip Community College Presidents (Blue Chippers)

Sixty-two community college presidents who were identified, through a previous research study (Russell, 1991), as transformational leaders throughout the nation. These presidents were nominated by their peers as being outstanding examples of transformational leaders.

Transformational Leaders

Leaders who are able to influence others in shaping values, attitudes, and beliefs in order to accomplish the organizational goals.

Administrative Team

Members of the community college who report directly to the president.

Leadership Team

Members of the corporation who report directly to the CEO.

Follower

Subordinates who report to the CEO.

Total Quality Initiative

Involvement of the entire organization in a transformational leadership strategy, resulting in a process of conformance to zero defect requirements of products and services through an established performance standard, supported by an exchange of values and attitudes.

Chapter Summary

Chapters one, two and three have discussed the relationship between the leadership behaviors of community college presidents and corporate America CEOs. A survey of the literature reflected a need to further research the leadership attributes of corporate American CEOs as business/education partnerships become more integrated throughout the nation. Thus, the rationale for studying the transformational indicators of a corporate total quality initiative and transformational leadership qualities of corporate CEOs were discussed. The course of action taken to meet the objectives of the study have been provided. The chapters have provided a discussion of the research questions, the rationale for selecting the design, methodology, instrumentation, sample population, data collection and analysis procedures, purpose, description and explanation of terms and limitations of the study. The following chapter will analyze and interpret the results of the research findings. The importance of this subject will become apparent in Chapter four, as the

objectives of the study are analyzed and finally summarized in Chapter five.

CHAPTER FOUR

Results and Data Analysis

Introduction

The objectives of this study were to develop a specific profile of corporate American transformational leadership attributes. Also studied were similarities between the transformational leadership attributes of the CEO and the corporate involvement in a total quality initiative. This data was collected using a Multifactor Leadership Questionnaire (MLQ). This chapter provides the results and data analysis of a study of corporate and community college leaders and their transformational leadership attributes. Conclusions, study limitations, and recommendations for future research are provided in chapter five.

The focus of this study was to determine if similarities exist between the leadership behaviors of American CEOs and American community college presidents. Relationships between the transformational leadership attributes of the CEOs and community college presidents were explored to determine if data could be generalized throughout the population. Further research involving the transformational leadership themes of vision, influence, people orientation, motivation and values were correlated with policies and implementation plans related to a corporate-wide total quality initiative. The literature supported the importance of leadership to organizations which are committed to implementing and supporting the total quality

philosophy. It further suggested the total quality initiative to be transformational to an organization and requiring strong leadership throughout the organization (Deming, 1984; Juran, 1989; Crosby, 1984).

The MLQ was used by to convert into data the information directly provided by the CEOs and their leadership teams. By answering the questions, their individual responses made it possible to measure the five common themes regarding the leadership attributes of each organization. Scaled responses to questions endorsing leadership attribute statements about the CEOs were organized in a tabular format. Note that the respondents were asked to consider each leadership statement and to indicate the degree of influence on a five point scale

Never	Seldom	Sometimes	Often	Always
1	2	3	4	5

Demographic data about the respondents were collected with a structured fill-in response format. Respondents were restricted to a single word or phrase about factual information. The wording of the questions restricted the number of possible responses the respondents could make.

The open-ended questions which pertained to a "total quality" initiative were used to discover what experiences had taken place within the organization. References to policies and activities to implement a "total quality" initiative were scored. The information was transformed into quantitative data by using a rating-scale technique. This was accomplished by counting the number of respondents who gave a

particular response associated with either policy or the implementation of procedures, and generating frequency data.

Questionnaires are a way of gathering data about subjects by asking them questions rather than watching or sampling their behavior (Tuckman, 1978). The self report method of collecting data in this study has presented certain problems because the respondents were required to cooperate when completing the questionnaire and answering the open-ended questions. They also were asked to respond to what was accurate rather than what they thought the answer(s) to the questions should be. In preparing the questionnaire, this researcher was cautious. The following criteria was applied to each question:

1. To what extent did the question influence the respondents to show themselves in a good light?
2. To what extent did the question influence the respondents t to be unduly helpful by attempting to anticipate what this researcher wanted to find out?
3. To what extent did the questions ask for information about the CEOs that was not known by the leadership team?

The validity of the questionnaire items was limited by the three types of considerations shown above. Information pertaining to the "total quality" initiative was not available in any other way than by asking the CEOs and their leadership teams open-ended questions which required unstructured responses. Thus, the advantages and disadvantages of the MLQ, and the unstructured responses to the "total quality" initiative section of questions as a source of data was considered in each specific

case before evaluating the data.

The unstructured response mode, which queried the respondents about the corporate "total quality" initiative, was a responsive process over which the researcher attempted to exert as little control as possible, other than by virtue of the questions asked and the amount of space provided. Respondents were allowed control over their responses which assured independent answers.

Data already existed profiling leadership traits of community college presidents (Russell, 1991). No similar data existed for corporate America's CEOs. The MCLQ was revised and renamed the MLQ for this study. The wording of the MCLQ questionnaire, used in the Russell study, was revised to carefully reflect the American corporate community. The words "community college president" were revised to "CEO", and the word "follower" was revised to "leadership team." The MCLQ questionnaire was renamed the Multifactor Leadership Questionnaire (MLQ). Questions were left in the order of the MCLQ so data could be extracted that would provide a leadership profile of CEOs and that would also be suitable for comparison with the leadership profile of the community college presidents. To aid in determining if attributes could be generalized, the research questions focused on the following issues.

Research Questions

1. What do the CEOs perceive as their leadership attributes?
2. What does the CEO's leadership team perceive as the CEO's leadership attributes?

3. What similarities exist between CEOs and community college presidents?
4. What relationships can be found between leadership attributes and the success of a change strategy?

Return Rates

The study limited the community college population to the 62 presidents identified in the Russell (1991) study. Each of the 62 community college presidents were sent a letter requesting the nomination of three local corporate business leaders whom they considered to be exemplary leaders. Enclosed with the letter was a self-addressed, stamped postcard that was formatted with spaces for three nominations. A box to check if the president chose not to participate was also made available. Of the 62 presidents contacted, 33 (58%) responded "yes" with each response identifying three CEO nominees; 18 (29%) responded "no", and 11 (18%) did not respond. The results of this mailing was a listing of 99 CEO nominees.

Letters were sent to the 99 CEOs requesting their participation in the study. Enclosed with that letter was a self-addressed, stamped postcard that was formatted with space to indicate their willingness to, or not to, participate in the study. Of the 99 corporate contacts, 49 responded "yes" (49%); 7 responded "no" (7%); and 43 (43%) did not respond. A random telephone survey of those who did not respond indicated that the CEO either did not receive the information or was involved with other priorities at the time of receipt. The result of this mailing was a list of 49 study candidates.

Four questionnaires (MLQs) were mailed to each of the 49 CEO subjects. Instructions directed the identification of three leadership team members who directly reported to the CEO. The CEO was instructed to distribute the "Team Form" questionnaire to each of the three leadership team members and have each return the form in the postage paid envelope directly to the researcher. The CEO was asked to complete the "CEO" form and also return it to the researcher in the postage paid mailer. This process resulted in the distribution of 148 questionnaires to CEOs and leadership team members. Thirty of the 49 corporations (80%) returned the completed questionnaires; however, some of the companies did not return all four questionnaires. Of the total 148 questionnaires distributed, 108 were returned resulting in an overall total response rate of 74 percent. Thirty of the 108 were CEOs and 78 were identified members of the leadership teams.

Profile of Study Participants

One of the major goals of this study was to compare the similarities of the demographic leadership profiles of CEOs and their leadership teams with community college presidents and their administrative teams. The following sections present a demographic profile extracted from the MLQs of 30 CEOs and 78 corporate leadership team members. For comparison the demographic profile extracted from the Russell (1991) study of 56 community college presidents and 174 community college administrative team members is included.

Demographic information was gathered from the survey and

profiled in the following areas: gender, age, ethnicity, length of time in the current position, length of time with the company, highest level of education, and the year in which a degree was awarded. The following text describes the data collected for each of these areas.

Gender

Table 4.1 depicts the gender distribution throughout the total population. Although gender difference is not of great importance to the study, it is interesting to note that 11.1 percent of all participants in the corporate America study are female (82.7 percent are male), and they are all members of the leadership team. Not one female was reported in a CEO position. This statistic is significantly different than the Russell data in that 26% of the total population were identified as female in the 1991 study with 22% of the population reported as being community college presidents.

Ethnicity

Table 4.2 depicts the ethnic distribution over the total population, among the CEOs, and among the leadership team members. The ethnic distribution for the survey population shows that the disparity between categories is even greater than the Russell study. Comparing the statistics of the corporate America study with the community college study shows that far fewer minorities from the corporate America population are in positions of leadership than found in the community college population.

Data show Caucasian respondents comprise 89.8 percent of the

corporate America survey population while the community college data report more than 92 percent. The African American population represents less than 1 percent in the corporate America study while the community college data report 4 percent.

The Hispanic population reported in the corporate American study is approximately 5 percent as compared to 3 percent in the community college study. American Indian and Asian representation in the corporate study total approximately 3.5 percent as compared to 3 percent in the community college study.

Age

Table 4.3 depicts the age distribution over the total population, among the CEOs, and among the leadership team members. The statistics reported for age reflected that 43 percent of CEOs were between the ages of 40 and 49 with 32 percent between the ages of 50 and 59. Compared to the community college data which reflected the majority of presidents as being more than 50 years old (65.4 percent), corporate America's leadership is younger than its community college counterpart.

This study reported that 33 percent of the leadership team members were between the ages of 30-39 and 22 percent between the ages of 40-49. The community college study reported 54 percent of the administrative team were between the ages of 40-49 with 32 percent between the ages of 50-59. This shows the community college administrative team to be slightly older than the leadership team of

corporate America.

Education

Table 4.4 depicts the education distributed over the total population, among the CEOs, and among the leadership team members. Corporate America has less educational experience than the community college population. Unlike the community college presidents, few of the CEOs of corporate America have earned doctoral degrees.

The data show that less than one percent of corporate America CEOs have a doctorate degree as compared with 96.4 percent of the community college presidents. Thirty percent of the CEOs' report master degrees and 47 percent report their terminal degree as a bachelor. Associate and high school degrees as the identified terminal degree were less than 10 percent.

The median year in which the corporate America CEOs received their last degree was 1971. Twenty-seven of thirty reported responses by CEOs (90%) indicated their last degree was received between 1949-1987.

The median year in which the composite group of community college presidents received their last degree was 1975 (ranging from 1950-1991). The presidents' median year was 1973 which echoes the age differences found earlier. Thirty-seven out of 52 (seventy-one percent) presidents received their last degree between 1968 and 1978.

The corporate leadership team members received their last

TABLE 4.1
GENDER ANALYSIS OF STUDY PARTICIPANTS

Total Population

GENDER	NUMBER	PERCENTAGE	
		Lappas N=108	Russell N=248
Male	96	88.9	78.0
Female	12	11.1	22.0

CEOs

GENDER	NUMBER	PERCENTAGE	
		Lappas N=30	Russell N=62
Male	130	100.0	89.0
Female	0	0	11.0

Leadership Team

GENDER	NUMBER	PERCENTAGE	
		Lappas N=78	Russell N=186
Male	66	84.6	74.0
Female	12	15.4	26.0

TABLE 4.2
ETHNICITY ANALYSIS OF STUDY PARTICIPANTS

Total Population

ETHNICITY	PERCENTAGE	
	Lappas N=108	Russell N=248
Caucasian	89.8	92.0
African American	.01	4.0
Hispanic	5.0	3.0
Asian/Pacific Islander	1.8	N/A
American Indian or Alaskan Native	1.8	N/A

CEOs

ETHNICITY	PERCENTAGE	
	Lappas N=30	Russell N=62
Caucasian	93.0	93.0
African American	0	3.0
Hispanic	4.0	3.0
Asian/Pacific Islander	3.0	0
American Indian or Alaskan Native	0	0

Leadership Team

ETHNICITY	PERCENTAGE	
	Lappas N=78	Russell N=186
Caucasian	89.0	92.0
African American	1.0	4.0
Hispanic	6.0	3.0
Asian/Pacific Islander	1.0	0
American Indian or Alaskan Native	3.0	0

TABLE 4.3
AGE ANALYSIS OF STUDY PARTICIPANTS

Total Population

AGE	PERCENTAGE	
	Lappas N=108	Russell N=248
Less than 30	2	N/A
30 - 39	34	9
40 - 49	31	50
50 - 59	6	36
60 or more	6	5
No Response	2	N/A

CEOs

AGE	PERCENTAGE	
	Lappas N=30	Russell N=62
30 - 39	14	0
40 - 49	13	35
50 - 59	9	51
60 or more	4	14

Leadership Team

AGE	PERCENTAGE	
	Lappas N=78	Russell N=186
Less than 30	2	N/A
30 - 39	23	12
40 - 49	22	54
50 - 59	18	32
60 or more	2	2
No response	1	N/A

TABLE 4.4
EDUCATION EXPERIENCE

Total Population: N=108

DEGREE	PERCENTAGE
Doctorate	.46
Master	19.4
Bachelor	47.2
Associate	13.8
High School	14.8

CEOs: N=30

DEGREE	PERCENTAGE
Doctorate	.66
Master	30.0
Bachelor	47.0
Associate	3.3
High School	6.6
No Response	6.6

Leadership Team: N=78

DEGREE	PERCENTAGE
Doctorate	3.8
Master	15.3
Bachelor	47.4
Associate	17.9
High School	17.9

degree between 1952 and 1992. The administrative team members received their last degree during the fourteen-year span of 1972 to 1986.

Longevity with the Current Business

Table 4.5 depicts the distribution related to longevity with the current business over the total population, among the CEOs, and among the leadership team members. Thirty-nine percent of corporate America CEOs have been involved with their current business more than twenty years, as compared to sixty-four percent of the community college presidents who reported having been involved in community college education for more than twenty years. Fifteen percent of members of corporate leadership teams have been involved with their current business more than twenty years. The community college study comparatively had less than thirty-two percent of the administrative teams involved with community college education for more than twenty years.

The data indicate that leadership team members of corporate America have not been with the company as long as community college administrative teams. The community college administrative teams tend to remain in the field of community college education for longer periods of time.

Longevity in the Current Position

Table 4.6 depicts the distribution related to longevity in the current position over the total population, among the CEOs, and among the leadership team members. The majority (39%) of the CEOs have spent four years or less at their current position with the company. A majority

TABLE 4.5
LENGTH OF TIME WITH THE CURRENT BUSINESS
Total Population

YEARS	PERCENTAGE	
	Lappas N=108	Russell N=248
0 - 4	16.0	28.6
5 - 9	26.0	18.9
10 - 14	19.4	17.6
15 - 19	16.0	15.4
20 or more	21.2	19.4
No response	1.4	N/A

CEOs

YEARS	PERCENTAGE	
	Lappas N=30	Russell N=62
0 - 4	11.0	33.9
5 - 9	7.0	25.0
10 - 14	25.0	19.6
15 - 19	18.0	5.4
20 or more	39.0	16.1

Leadership Team

YEARS	PERCENTAGE	
	Lappas N=78	Russell N=186
0 - 4	18.0	26.9
5 - 9	33.0	17.0
10 - 14	18.0	17.0
15 - 19	15.0	18.7
20 or more	15.0	20.5
No response	1.0	N/A

(39 percent) of the leadership team members have spent 0-4 years in their current positions while 29 percent have spent 5-9 years. Fewer remain employed past nine years at both the CEO and leadership team levels. Comparatively, a majority (58.9 percent) of community college presidents have spent less than ten years on their present campus.

Leadership Behaviors of Corporate America CEOs

As discussed earlier in Chapters 1 and 2, the study of transformational leadership among chief executive officers has been of great interest for many years. This study seeks to infer leadership behaviors and their interaction with the use of total quality initiatives in the corporate settings. In 1989, major research by Roueche, Baker and Rose identified fifty community college presidents who met specific criteria as transformational leaders. Using a 34-item MCLQ, the research team categorized the transformational leadership behavior of the identified presidents into five themes: 1) vision, 2) people, 3) motivation, 4) influence and 5) values. The data became the basis for additional research which was conducted by Russell in 1991.

The Russell research reinforced the five common themes of transformational leadership. Using a revised MCLQ, questions were asked of the presidents and their administrative teams which were similar to those asked of the outstanding presidents in the Roueche, Baker and Rose study (1989). Although the concepts were the same, the revised questions focused on perceptions of leadership attributes. That is, did

TABLE 4.6
LENGTH OF TIME IN THE CURRENT POSITION
Total Population

YEARS	PERCENTAGE	
	Lappas N=108	Russell N=248
0 - 4	47.0	28.6
5 - 9	30.0	18.9
10 - 14	11.0	17.6
15 - 19	3.0	15.4
20 or more	6.0	19.4
No response	3.0	N/A

CEOs

YEARS	PERCENTAGE	
	Lappas N=30	Russell N=62
0 - 4	39.0	33.9
5 - 9	36.0	25.0
10 - 14	11.0	19.6
15 - 19	0	5.4
20 or more	11.0	16.1
No response	3.0	N/A

Leadership Team

YEARS	PERCENTAGE	
	Lappas N=78	Russell N=186
0 - 4	51.0	26.9
5 - 9	29.0	17.0
10 - 14	11.0	17.0
15 - 19	4.0	18.7
20 or more	4.0	20.5
No response	1.0	N/A

the president and the administrative staff perceive the president's leadership attributes in the same way?

The Russell study continued with the five common themes identified in the Roueche, Baker, Rose study; however, the Russell study renamed the values theme to "ethical", and the vision theme to "intuitive." This current study returned the original five themes identified in the 1989 (Roueche, Baker and Rose) study of 1) vision, 2) people, 3) motivation, 4) influence, and 5) values. Table 4.7 shows a comparison of leadership themes between the three studies of Roueche, Baker, and Rose (1989); Russell (1991); and Lappas (1996).

The revised MLQ consisted of three major components 1) leadership attributes, 2) demographics, and 3) open-ended questions related to a total quality initiative. The means for the MLQ responses on each leadership theme were computed for each CEO and leadership team and then compared, using T-tests to determine if they were significantly different for each item. The results of the T-tests, shown in Table 4.8 indicated no significant difference between the CEOs' self-ratings on the MLQ and their respective leadership teams' ratings except for "People Orientation" and "Values Orientation." While there is a statistical difference between CEOs and leadership teams found with the themes of People and Values orientation, the mean differences are less than .05 on the Likert scale. For practical purposes, differences of less than .05 on this five-point Likert scale used in this survey may not be distinguishable.

TABLE 4.7
LEADERSHIP ORIENTATION THEMES
Table of Study Comparisons

ROUECHE, Baker, Rose (1989)	RUSSELL (1991)	LAPPAS (1996)
Vision Orientation	Intuitive Orientation	Vision Orientation
People Orientation	People Orientation	People Orientation
Motivations Orientation	Motivational Orientation	Motivational Orientation
Influence Orientation	Influence Orientation	Influence Orientation
Values Orientation	Ethical Orientation	Values Orientation

The CEO and leadership team response to the leadership portion of the MLQ were measured using the Cronbach Coefficient Alpha as shown in Table 4.8. The generated mean of the responses for each question asked of the CEOs. The reliability coefficient ranges from 0.00 (no similarity) to 1.0 (strong similarity). ranged from 3.86 (Motivation) to 4.13 (Values). The alpha test resulted in .9322 proving reliability (1.000) with a bivariate correlation of .9064 and Spearman Brown special formula for Split-Half Reliability of .9509. Table 4.8 shows the mean scores of the five themes and the composite scores as measured by the MLQ for CEOs and their leadership teams. Also shown are the mean scores of the five themes and the mean of the composite scores of the presidents and their respective administrative teams from the Russell study. An overall MLQ composite for each group is shown.

To determine the reliability of the internal consistency of the leadership portion of the survey, Cronbach Alphas were computed for each transformational cluster theme, as well as an overall MLQ composite for each group. Table 4.9 presents the Cronbach Alpha comparison of the CEOs and the leadership teams' perceptions. The reliability coefficient ranges from 0.00 (not similar) to 1.00 (perfectly similar). Table 4.9 indicates that all themes of the MLQ possess high similarity for leadership team members, with Cronbach Alphas ranging from a low of 0.87 to a high of 0.97. For CEOs, this is somewhat lower than those for the leadership team members, due to a smaller number involved in the study, but still reflect a relatively high reliability. For

comparative purposes, the Cronbach Alphas for the Russell (1991) study are presented, showing a general increase in the reliability of the survey. This index of relationship indicates a high degree of relationship between variables.

While there is a statistically similar relationship overall between the groups of CEOs and leadership teams in the study, the main differences are less than .05 on the Likert scale. For practical purposes, differences of less than .05 may not be distinguishable.

Table 4.9 presents the Cronbach alpha comparison of the CEOs and the perceptions of the leadership teams of the CEOs. Table 4.9 indicates that all themes of the MLQ possess a tendency toward strong similarity for leadership team members with Cronbach Coefficient Alphas ranging from a low of 0.71 to a high of 0.82. Due to a smaller number of people involved in the study, the reliability of the CEOs are somewhat lower than those of the leadership team but still reflect a tendency toward similarity. Any correlation coefficient carries information about two aspects of a relationship: its strength, measured on a scale from zero to unity; and, the direction, indicated by the presence or absence of a minus sign. The size or strength of a coefficient is entirely independent of its direction. Whether positive or negative, the formula for the rank-difference coefficient does not encourage a single continuum, but two different dimensions. A correlation of 1.00 is no stronger than a correlation of -1.00.

Table 4.10 shows a correlation among MLQ themes between the

Russell study of community college presidents, and the current study of CEOs. Correlation were computed to determine the strength of the similarities among the five leadership themes of the MLQ. Among the CEOs, the correlation vary from .5342 to .7597 on a scale of -1.00 to +1.00. The correlation between the MLQ themes among the leadership team members are generally higher, with a range from .6484 to .8099. The correlation reveal a positive or direct relationship at the .001 level. This positive relationship shows a high perception of one theme coinciding with a high perception of the other themes.

The use of the MLQ to determine leadership behavior within the five themes has proven to be reliable and valid for study within the American corporate sector. The high Cronbach Coefficient Alphas and the increase in correlation found in this study complement the work completed by Russell (1991) and Roueche, Baker and Rose (1989) and lend credence to the further use of the data in statistical analysis with the total quality initiative portion of the study.

In the CEO study, community college presidents from the Russell study nominated CEOs with whom they had been involved through educational partnerships or with whom they had shared responsibilities on a state or local task force. In each case, they were asked to identify CEOs whom they observed as demonstrating exemplary leadership and an involvement in educational partnerships. Correlation were computed to determine the strength of the similarities of the relationships among the five leadership themes of the MLQ.

TABLE 4.8
CEO and Leadership Team Perceptions
T-Test By Leadership Theme

DEPENDENT VARIABLE	CEOs		Leadership Team		t	df	p
	Mean	sd	Mean	sd			
Vision	4.13	.56	4.28	.65	2.1	332	.037
Influence	3.99	.55	4.16	.57	2.66	227	.008
Motivation	3.86	.66	4.09	.61	3.07	194	.002
People	3.93	.63	4.12	.60	2.71	327	.007
Values	4.13	.54	4.38	.52	-4.00	332	.000

p <.05

TABLE 4.9
CRONBACH ALPHA FOR LEADERSHIP THEMES
CEOs and Leadership Team
Index of Relationship

<u>DEPENDENT VARIABLE</u>	<u>NUMBER OF VARIABLES</u>		<u>CEOs</u>		<u>TEAM</u>	
	Lappas	Russell	Lappas	Russell	Lappas	Russell
Vision	7	7	0.72	0.75	0.85	0.87
Influence	9	9	0.78	0.75	0.91	0.90
People	5	5	0.82	0.89	0.83	0.88
Motivation	6	6	0.71	0.79	0.80	0.87
Values	7	7	0.73	0.76	0.87	0.90
p=.05						

Among the CEOs, on a scale of -1.00 to +1.00, the correlation range between 0.5343 to 0.7597. The correlation between the MLQ themes among the leadership team members are generally higher than the CEOs, with a range from 0.6484 to 0.8099. The correlation reveal a positive or similar relationship at the .001 level. This confidence level indicates a 99 % level of certainty that the result is not due to chance. The positive relationship shows a high perception of one theme coinciding with a high perception of the other themes.

The use of the MLQ to determine leadership behavior within the five themes has proven to be reliable and valid for study within the American corporate sector. The high Cronbach alphas and the increased correlation found in this study complement the work completed by Russell (1991) and Roueche, Baker and Rose (1989). Through the comparison of the CEOs with the community college presidents a demonstration of correlation of 99% at the .01 level and a magnitude representing strong similarities. The outcome of the analysis resulted in no significant differences at the .05 or .01 levels. The significance of this study has resulted in the implication that the two groups (CEOs and leadership team members), come from one population and represent strong similarity in their perception of the transformational leadership themes exhibited by the CEOs of corporate America.

TABLE 4.10
INTERCORRELATIONS AMONG MLQ THEMES
Presidents and CEOs
Index of Relationship

	VISION	INFLUENCE	PEOPLE	MOTIVATION	VALUES
Russell (1991)	0.5323	0.7453	0.7831	0.5618	0.7984
Lappas (1996)	0.5343	0.5994	0.5342	0.7252	0.7597

Leadership Teams

	VISION	INFLUENCE	PEOPLE	MOTIVATION	VALUES
Russell (1991)	0.7926	0.8849	0.8277	0.7991	0.9143
Lappas (1996)	0.7996	0.8099	0.7821	0.7698	0.6484
p= .05					

Total Quality

The survey used in this study to collect data concerning the use of total quality initiatives in the corporate sector of American business focused upon one specific area of interest: The relationship of transformational leadership themes with the organization's involvement in a total quality initiative. To support this area of interest, simple descriptive statistics assisted in the identification of total quality initiative policies and implementation strategies with each corporation researched. The study analyzed differences in responses between CEOs and their leadership team members as they compared to the leadership themes and the identified total quality initiatives.

The consistency of the internal reliability of the questions were measured with a Spearman-Brown formula to measure the split half reliability of the subject's answers. This procedure enabled the researcher to split the test into two halves which were determined by odd and even numbered items, and to correlate the scores obtained by each person on one half with those obtained by each person on the other. This obtained correlation coefficient (r_1) was entered into the Spearman-Brown formula to calculate the whole test reliability (r_2).

$$r_2 = \frac{nr-1}{1+(n-1)r_1}$$

r_2 =corrected reliability
 r_1 =uncorrected reliability
 n =number of parts (e.g., for halves, $n=2$)

To determine if there were any relationships between the perceived leadership attributes of CEOs and their leadership teams, a Spearman Rank Correlation Coefficient was computed for each leadership theme and all demographic data. Ranks are sometimes the most natural way to collect data. They are used when data are not measured on an even interval scale or do not have the kind of distribution required for many statistical techniques.

The basic concept of rank assignment is straightforward. The data values are ordered and assigned sequential integers from one to the number of cases to the ordered values. If the data are sorted from the smallest to largest (that is, the data are in ascending order), the smallest value receives the rank of 1, the second smallest value receives the rank of 2, and so on.

After the data are rank-ordered, the Spearman Correlation Coefficient was computed. It was found that there is no similar relationship between the perception of a quality initiative by CEOs and leadership team members (significant at .05). Table 4.11 shows the results of the six significantly unrelated results for CEOs and their leadership teams.

The data indicate there is no significant relationship between the implementation of a policy and process involving a quality initiative and the transformational leadership behavior of the CEO. The parameters of quality initiatives reflect a type of philosophy of leading the organization

through the quality assurance process of developing, manufacturing, or designing the product from the beginning to the after market. Involved in the total quality process are components of organizational restructuring, leadership, and sometimes a total transformation of the organization. The customer-oriented philosophy of a total quality initiative always places employee involvement as the linchpin of success. In the search for improvement of the quality of the products and services, a successful total quality initiative develops the mutual understanding of what each unit within the organization is doing to accomplish the organizational goals. Not only is a vision shared important to the organization, but the transformational leadership themes embedded in this study have been found as recurring themes in the total quality literature. (Deming, 1986; Juran, 1989; Crosby, 1991). "The quality initiative is transformational and requires a commonly held belief and understanding of the transformational leadership philosophy from the ground up" (Crosby, 1991). "Change is key to transformational leadership and a total quality initiative" (Deming, 1986); therefore, it was unexpected to find high levels of no significance between the transformational leadership themes and the total quality component of the corporations surveyed.

Different populations have different central tendencies, but they differ in other ways as well. Both represent distributions of the same area (identical N's) and both have the central tendency; nonetheless, the two distributions are very different. The standard deviation is a type of

Table 4.11
CEO AND LEADERSHIP TEAM
MLQ Leadership Themes to Total Quality

Themes	CEOs N=14		Leadership Team N=77	
	Mean	SD	Mean	SD
Values	4.2765	.402	4.0779	.069
Influence	4.0645	.381	3.9532	.069
Motivation	3.9484	.495	3.8942	.714
People	4.0430	.451	3.8882	.685
Intuition	4.1889	.389	4.1132	.586
p=.05				

average of individual deviations from the mean of the distribution. The mean of the squared deviations is called the variance, and the standard deviation is the square root of the variance. In a normal distribution, the standard deviation is the most stable of all measures of variability. In this study, the standard deviations of the mean correlation between CEOs transformational leadership attributes and the transformational aspects of a total quality initiative throughout the organization was 20.139. This mean there was little variability among the scores and the total quality indices researched in this study.

Open-ended responses collected during this study concerning the corporate involvement with a quality initiative were coded into two categories: policy and involvement. Each area contained descriptive text relevant to the statistical information. Leadership team responses concerning total quality policies were analyzed to determine the relationship between transformational leadership themes and demographic data. The policy data correlate with the themes of people and motivation. It would seem that the CEOs motivation and influence upon people may be directly related to the implementation of a total quality policy. Also, from the demographic data it was learned that female involvement with total quality endeavors indicated a positive relationship with implementation. It would seem female involvement in leadership teams are significant in the implementation of a corporate quality initiative. A summary and further discussion regarding the total quality portion of this study can be found in the remaining section of this

chapter.

Quality Initiative - Policy

For the purpose of this study, policy means the company has a written quality initiative that is known and implemented throughout the corporation. The leadership team responses concerning policy issues were high for commitment to having a quality initiative in all operations. As might be expected, most of the companies referred to their early stages of development in the quality process. The most common response identified the total quality policy as important to the decision-making process. Table 4.12 indicates there was no significance identified between the transformational leadership themes and a total quality policy throughout the organization.

Quality Initiative - Involvement

According to Edwards Deming (1986), Philip B. Crosby (1984), and J. M Juran (1989), quality requires the full support and participation of individual workers, whole departments, and top leadership. The involvement of corporate quality initiatives reported by the CEOs and their teams involved process and product improvement. All of the CEOs surveyed who had a quality initiative in place reported a positive trend toward the implementation of a total quality initiative. The data in Table 4.13 seem to suggest a different relationship.

The average response from CEO's leadership teams were slightly lower than the CEOs. This disparity could be accounted for, in part, by a

Table 4.12
CORRELATION BETWEEN TRANSFORMATIONAL
LEADERSHIP THEMES, DEMOGRAPHICS, AND
TOTAL QUALITY POLICY

t-Test

Theme	Gender	Age	Ethnicity	Years with Business	Years with Position	Education Level
Vision	.019	.253	.707	.761	.689	.049
Influence	.005	.681	.404	.719	.917	.352
Motivation	.018	.638	.102	.830	.894	.911
People	.002	.392	.251	.629	.300	.541
Values	.037	.871	.355	.887	.706	.470
Correlation to Policy	.006	.664	.305	.959	.775	.331

p=.05

Table 4.13
CEO AND LEADERSHIP TEAM
PERCEPTION OF TOTAL QUALITY INITIATIVE
t-Test

POLICY (N=105)

	Number of Reports	Mean	SD	Standard Error
In Place	31	1.674	.475	.085
Not In Place	74	1.677	.471	.055

IMPLEMENTATION (N=35)

	Number of Reports	Mean	SD	Standard Error
In Place	10	1.500	.527	.167
Not In Place	25	1.640	.490	.098
p=.05				

reported need for additional communication throughout some units of the organizations. The leadership team members reported that additional communication would assist in product design, cost reduction, and strengthened operations. As with the responses concerning the process and product improvement, other issues emerged as areas in need of improvement. These areas were education and/or skill training, customer service, and bringing the customer into the process.

There was statistically no difference between the CEOs' involvement with a quality initiative and the leadership team members involvement. The perception that a quality initiative was in place, was however, reported as somewhat lower by the leadership team members than found in the data reported by the CEOs.

This study also examined the involvement of quality initiatives by the leadership team members to determine if there was a significant relationship attributed to the educational level of the team. The data suggest there is no significant relationship between the level of education and a total quality initiative.

The corporate response to involvement in a corporate quality initiative suggest a majority of the respondents do not perceive a total quality policy or initiative to be in place. The data in Table 4.13 seem to suggest a different relationship. The literature reflect a strong surge in total quality initiatives throughout corporate America. The data from this study does not reflect nor support the literature (Deming, 1978 and 1993; Juran, 1989; Crosby, 1984) and suggests instead that little is being done

in this area. Clearly, further study is needed.

Summary

Statistical tests are a major aid for data interpretation. By statistical testing, this researcher compared two groups of data to determine if the data answered the research questions. Relationships between groups of data was 1) investigated to determine if the results were based upon chance and 2) the data was then compared to determine the degrees of variation in each group to establish similarities between the means. It was important to determine that the similarities were real and not chance occurrences. By considering the degree of variation within the groups, the statistical tests yielded an estimate of the similarities in the findings.

This study found that the statistical analyses applied revealed corporate America CEOs and community college presidents as transformational leaders by producing statistically similar data in the five transformational leadership themes of vision, influence, people, motivation and values. There were commonalities in each theme among the CEOs and presidents; however, the CEOs measured significantly different (.05) within the context of values. There was no significant finding in regard to the other themes; however, demographically there were indications that the American corporate CEOs and their leadership teams in this study were primarily male, Caucasian, younger and involved with their current business and in their current position for few years than their community college counterparts. No substantial

connections between the involvement of corporate America in quality initiatives and leadership behavior were found. Corporations which exhibited strong correlation among transformational leadership themes did not report having a "total quality" policy and/or initiative in place. It appears, then, that contrary to the literature, the qualities of transformational leadership do not support the corporate commitment to "total quality" policy and initiative among CEOs (Roueche, Baker and Rose, 1989; Crosby, 1984). In Chapter 5, data analysis will be discussed to provide succinct responses to the research questions, along with implications for future research and study.

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CHAPTER FIVE

Summary, Conclusions, and Recommendations

Introduction

The social and political milieu of leadership in corporate American is faced with tremendous challenges. Through the years, the view of what leadership is and who exercises it has changed considerably. Leadership is a process of creating a vision for others and having the power to translate it into reality and sustain it" (Kotter, 1985, p. 25). From this perspective, leaders are people who are effective in relating a compelling vision of a desired state of affairs. Stodgill (1974) concludes that it is the function of leadership to define objectives and maintain goal direction, provide means for goal attainment, provide and maintain goal structure, facilitate group action and interaction, maintain group cohesiveness and member satisfaction and facilitate group task performance. Argyris (1964) describes the relationship between organizational structure and leadership. He notes that "if the participants do not trust their leader (as well as one another) it is doubtful whether anything will have a probability of being achieved. "Organizational leadership is the foundation on which an organization is built" (p.220).

For much of the past decade, the concept of organizational leadership has captured the attention of theorist and behaviorists who have made it their business to study the formation, survival, and development of leadership within organizations. Although the concept of

transformational leadership remains elusive, difficult to define, perplexing to study, and a challenge to measure, it retains its fascination for theorists who continually seek to understand its impact upon the individual and the organization. For those who wish to understand why corporate America continues to thrive in times of challenges, studies of leadership offer valuable insight.

In meeting the challenges, leaders who address the complex issues of quality, productivity, accountability, diversity, competition, and accelerating technology require the ability to find solutions to critical issues. Solving the problems of external adaptation and internal integration depends upon the leader's ability to generate a shared belief system in which meaning is communicated and understood by all members of the institution (Schein, 1985a). Toward this end, viewing and responding to leadership from a holistic perspective holds considerable promise for those charged with leading corporate settings. In fact, how well organizations make the transition to the next millennium may depend on how fully the CEOs empower their followers and engage them in a commitment to a shared vision.

The conceptual framework for leadership, as described in Chapters One and Two, captured the transformational leadership themes of an organization. By identifying transformational leadership themes that are designed to optimize the organizational effectiveness and quality of a corporation, the groundwork for exceptional leaders was laid. The literature tells us that it is the leaders responsibility to create, manage

and transform the organization. In so doing, leaders who enable the development of shared values and beliefs that accommodate change and revere quality are those who will successfully meet the challenges ahead.

Based on the understanding that transformational leadership is primary to the creation and managing of organizations, the study's primary purpose was to determine the transformational leadership attributes of corporate American CEOs in relation to the leadership attributes of community college presidents. By identifying and classifying leadership attributes, this study attempted to describe and clarify how thirty corporate leaders considered and addressed the five transformational leadership themes of vision, motivation, influence, people orientation and values. The study was further motivated by a belief that insight into the corporate leadership behavior would be useful to both current and future leaders who desire to analyze their own behavior for the benefit of their organization.

The literature on leadership identifies transformational leadership as a necessity to meeting the changing times (Burns, 1978; Bennis and Nanus, 1985; Roueche, Baker and Rose, 1989). It also implies that such focused attention is critical to the cultivation of a shared commitment to organizational purpose. Bennis and Nanus identified transformational leaders as change agents who reflect vision, demonstrate the ability to influence others, acknowledge the importance of attending to and

motivating people and who act upon the importance of modeling values conducive to excellence (Roueche, Baker and Rose, 1989).

Interest in the leadership of total quality initiatives is fairly recent, inspired largely by the successful application of Japanese management principles in business and industry. As Deal and Kennedy (1982) point out, the need for internal unity around common values and beliefs is now recognized as critical to organizational survival in times of change. The transformational aspects of leadership have also been the focus of extensive consideration (Bass, 1985a; Bennis and Nanus, 1985; Burns, 1978). Only recently, has the attention been directed at the mutual interaction with the process of cultural change and leadership.

In the past decade, Edgar H. Schein has emerged as one of the foremost authorities on the dynamics of the interrelationship of leadership and organizational culture. His research into the ways in which effective leaders create, manage, and transform organizational culture has inspired numerous studies. Roueche, Baker and Rose (1989) argued that leaders must be able to "translate vision into understanding for followers" (1989, p,9) as a first step toward empowerment. Clearly, the ultimate challenge resides with the CEO who is charged with clarifying new goals and embedding within followers a shared commitment to common values.

In preparation for the study, it was determined that an evaluation of the leadership attributes of thirty CEOs would be conducted using a nomination process. The process was begun by requesting community

college presidents, who had been identified as exceptional (Russell, 1991), to identify exemplary CEOs residing in their communities. With the identification of the corporate CEO sample, MLQs were sent to the CEO who had previously agreed to participate in the study. From the data collected on the MLQ, similarities in leadership attributes between CEOs and community college presidents were identified. With the seemingly different natures of the community college and business organizations it was important to this study to demonstrate the transformational leadership behavior of each group. Using the argument that leaders must be able to "translate vision into understanding for followers, as a first step toward empowerment" (Roueche, Baker and Rose, 1989, p. 9), the ultimate challenge was focused upon the CEO and the leadership teams of the corporate organization. The study was based upon, the transformational leadership themes as it is the leader who is charged with clarifying new goals and embedding within followers, a shared commitment to common values.

This study focused on the similarities between the transformational leadership behavior of the corporate CEO and the community college president. In addition, the study investigated the use of total quality initiatives to determine if there were predictable attributes which could be generalized throughout the population. As a result, the study was guided by the following research questions.

1. What do the CEOs perceive as their leadership attributes?

2. What does the CEO's leadership team perceive as the CEO's leadership attributes?
3. What similarities exist between CEOs and community college presidents?
4. What relationships can be found between leadership attributes and the success of a change strategy?

The CEO's in this study were reported as: (1) demonstrating an understanding of the needs of the organization, (2) exhibiting leadership attributes reflecting the theme of transformational leadership and (3) articulating these themes as the essence of effective leadership. Burns identified CEOs who lack a forward-looking perspective as spending most of their time reacting to challenges by managing and administering. As a transformational characteristic, reacting to challenges rather than serving as a catalyst for action was not reported in this study. Rather, it was reported that the function of leadership is to anticipate the future and to determine how to lead the organization toward a "shared vision".

The framework of this investigation was founded in the research of Roueche, Baker and Rose (1989), who explored transformational leadership attributes with "blue chip" community college presidents. The Roueche, Baker and Rose research developed five themes of leadership behavior. The themes evolved from the literature on transformational leadership and through interviews with community college presidents (Zalesnick, 1977; Burns, 1978; Bass, 1985; Bennis, 1985; and Tichy, 1986).

In this study, similarities were researched between the leadership attributes of community college presidents (Russell, 1991), and American corporate CEO's. While this study was founded on the researched leadership themes by Roueche, Baker, Rose (1989), it was based upon a later study which validated the 1989 data (Russell, 1991). Replicating the previous study (Russell, 1991), the intent of this study was to advance knowledge about the attributes of corporate executive leadership, as defined by the theoretical framework of perceived transformational leadership attributes. This was accomplished by examining the complex phenomenon of transformational leadership, focusing specifically upon the influencing process as practiced by both "blue chip" community college presidents and America's CEOs.

Summary of the Study

This study gathered information from 108 individuals representing 40 corporate businesses throughout the United States. The participants responded to research questions which are important to the future leadership of corporate America. The data were collected through the MLQ research instrument which gained information in two areas: (1) the transformational leadership behavior of the CEO and (2) the corporate involvement in a "total quality" initiative.

The Multifactor Leadership Questionnaire (MLQ), originally developed by Roueche, Baker and Rose (1989) revised by Baker in 1991 and validated by Russell in 1991, gathered information on leadership behavior in five categories: 1). Intuitive Orientation, 2) Influence

Orientation, 3) People Orientation, 4) Motivational Orientation, and 5) Values Orientation.

The CEOs completed the MLQ with their perception of their transformational leadership abilities. The leadership teams also completed the survey reporting perceptions of the CEO's transformational leadership attributes. These data were the source of the information which was analyzed statistically for the effects of the themes on the corporate environment. The second portion of the survey collected demographic data that were presented to establish a clear picture of the survey population. The third part of the survey gathered data on the policy and implementation of a "total quality" initiative in the workplace. Unstructured responses were gathered with open-ended questions to allow the subjects to give their own response in whatever form chosen.

The information collected in the third part of the survey, combined with the information collected in the previous parts of the survey, provided enough data to answer the research questions.

Research Methodology

The testing of the four research questions suggested various types of statistical reviews to gain clear insight into the relevant issues being probed by this study. The data from the surveys were analyzed, using the SPSS/PC+ and Psys-Stat (1988). Descriptive statistics were used since they are clear and straightforward, and often provide the clearest most concise interpretation of data.

The results of the statistical analyses on the various groups of data were presented in Chapter Four. The main purpose of statistical analysis was to determine if the similarities found were the result of true similarities or artifacts of random data.

Summary of the Findings

This study supports the literature indicating that values, trust, and appropriate decision models are necessary requirements for organizational excellence (Bennis and Nanus, 1985). The results from this study suggest leadership as playing an essential role in organizing synergism among the employees. Through enabling maximum organizational benefit from the diverse skills employees bring to the workplace, the exceptional CEO in this study understood the significance of transformational leadership and placed an importance upon the shared understanding of the organizational vision.

Overall, it can be said that corporate American CEO's share moderately similar demographic and leadership attributes with "blue chip" community college presidents. The CEOs were perceived in this study as functioning effectively, but the perception of how the leader was incorporating the five themes found in the study was not a strongly correlated finding. Fiedler's (1967) Contingency Model states that group effectiveness is a joint function of the leader's style and the situation's favorableness. That is, group performance is contingent upon the leader's motivations and upon the leader's control and influence in the situation. The leadership team's perception of the CEO's control and

influence is an example of this theory. The idea that the existence of a leader implies the existence of followers was founded in the literature (Fiedler, 1968).. From Fiedler, the research suggested the interaction between the leader and the follower is more important than the sum of the two individual parts. This concept suggests the important synergistic effect transformational leadership should have on the leadership team and the added effect of the followers on the leader.

Absolute definitions of leadership vary across the literature. Roueche, Baker and Rose (1989) found in their research of community colleges a definition of leadership, specifically related to the community college setting. "Leadership is the ability to influence, shape, and embed values, attitudes, beliefs, and behaviors consistent with increased commitment to the unique mission of the community college" (Roueche, Baker and Rose 1989). This definition is also consistent with Burns' theory of "transformational leadership," which "occurs when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality" (1978, p. 20).

Bennis and Nanus (1985) determined four themes common to transformational leaders. First, these leaders have a vision of what the organization can become, and they are able to show followers ways to share and support the vision. Followers, then, are recognized for their value in the organization. Second, these leaders are able to articulate their ideas and thus convey meaning that others can share. Third,

transformational leaders trust their followers, who in turn are willing to take responsibility for and ownership of the vision. Finally, these leaders know themselves well and have a high self-regard; they are themselves self-actualized. They are able to convey to followers this sense of self-confidence and ability to make a difference.

The corporate American businesses surveyed demonstrated the transformational leadership attributes of those found in the Bennis and Nanus research. More importantly, the five themes from the previous research (Roueche, Baker, Rose, 1989; Russell, 1991) were substantiated. The responses to the MLQ demonstrated that a foundation for the concept of transformational leadership was in place, but the distinctions between these themes varied within the population.

The following research questions will serve as a guide to summarizing the findings of this study:

Research Question One: What do the CEOs perceive as their leadership attributes?

The CEOs in this study consistently rated themselves high 3.93 or above on a Likert scale with a high of 5.0 in each of the transformational theme areas. The thirty presidents in this study created and managed the culture of their institutions by consciously striving to strike a balance between the demands of their external environment and their internal constituents. They recognized the need to develop a shared belief system that considered the nature of people, the demands of the work to

be done, and the importance of creating common meaning for organizational members. Furthermore, the CEOs mentioned that their leadership required constant attention to detail as they teach others what they consider to be important. Finally, they brought together structures, strategies, and the systems to heighten their values for mutually interactive leadership and follower ship. Schein (1985a) would say the CEOs in this study are holistic, innovative, and encouraged a shared "web" of leadership throughout the organization.

Schein (1985a) contended that leaders form and transform their organization by consciously attending to, systematically dealing with, and attempting to control behavior. Through their actions, leaders teach others about what they consider to be important. They reveal their fundamental values, beliefs, and assumptions by spending time on matters they consider significant, consistently addressing certain issues, and responding to key organizational issues.

The CEOs in this study demonstrated that they invest a considerable amount of time and energy in three significant types of leadership activities: creating a supportive, positive environment appropriate to the organization's effectiveness; developing an institutional vision that attends to the problems of external adaptation and internal integration; and the identification of problems as opportunities, attending to diversity, understanding the significance of demographics, and embedding a value for community responsibility throughout the corporation. Schein (1985a) suggests that leaders convey their

assumptions, beliefs and values about what is important for their organization by attending to and attempting to control certain elements within it.

Research Question Two: What does the CEO's leadership team perceive as the CEO's leadership attributes?

The second research question dealt with the issue of leader and follower behavior. Fiedler, (1967) conjectured that followers are influenced by the leadership behaviors of their leaders. His definition of leadership suggested that "leadership is the ability to influence or motivate an individual or group of individuals to work willingly toward a given goal or objective under a specific set of circumstances." (p 17). It was the premise of this research question that followers demonstrate a positive statistical relationship supporting the perceived leadership attributes of their leader. The analysis of the data revealed there are significantly different relationships between the leader's behavior and the perception of the leadership behavior by the leadership team. In fact, a major finding of this study emphasized the fact that the leadership team's perceptions of the transformational leadership attributes of their CEO to be stronger than the self-perceived attributes of the CEO. The one area of difference concerned the "values" attribute. The CEO's related a stronger values scoring than the leadership team's perception of the CEO's self-perceived ethics. The strength of the followers scores may be a realistic view of CEO behavior.

Modeling behavior by the leader is responsible for many of the actions of the leadership team. Clearly, the perception of the leadership teams was that their CEO does not always practice "value-laden" behavior. This study supported a conclusion that there is not a similarity between the self-perception of the leader and the perception of the leader by the followers. The results of this study reflected the work of Roueche, Baker, Rose (1989), who describe the importance of modeling behavior. "Fundamental to all CEO's is the importance of modeling behavior associated with a value system based upon integrity, trust, and respect." They continue by saying, "the purpose of modeling values is to make that behavior throughout the organization more reliable and trustworthy." Strong ethical commitments by the CEO increases the capacity to be trusted by the leadership team. The significant difference described in the current study of CEOs does not support the Roueche, Baker, Rose (1989) research of community college presidents as it relates to the values behavior expected of exemplary leadership. Clearly, the CEOs of corporate America do not share the same perception of their followers about their transformational leadership attribute related to values.

Research Question Three: What similarities exist between CEOs and community college presidents?

The third research question explored the similarities between community college presidents and corporate CEO's. As might be

expected, similarities were found between the two groups, although some interesting variances were determined. First, the CEO population is one hundred percent (100%) male, over eighty-nine percent (89%) Caucasian and predominately between the ages of forty and fifty nine. Approximately one half of the CEO's surveyed in this study indicated their highest academic degree awarded as a bachelor. Approximately twenty-five percent (25%) identified an association with their current business between ten and fourteen years, while approximately seventy-five percent (75%) have been in their current position between 0-9 years. The implication is that America's CEO's are Caucasian males between the ages of 40 and 59 who have been in their current business on an average of 12 years, and in their current position no more than 9 years. This would suggest a transient workforce at the CEO level of American business.

After careful examination of the data, it was determined that corporate American CEOs and community college presidents are not similar in their overall transformational leadership attributes in the two thematic areas of people orientation and value. The strength of the t-tests (significant at .05) provided the ability to identify motivation and values as two themes where the CEOs and community college presidents were not similar as defined with the Multifactor Leadership Questionnaire (MLQ). Overall, the intercorrelation score by Cronbach Coefficient Alpha for the CEO and the community college president showed no significance at the .05 level in the areas of intuition and

people orientation. The themes of influence, motivation and values had reliable internal consistency which suggested that the two groups correlated similarly in the areas of influence, motivation and values.

The transformational policy and implementation issues associated with a total quality initiative as they relate to the five transformational leadership themes showed no correlation. There appeared to be no relationship whatsoever between the themes and the reported data of the CEOs responses to the two areas. Similarly, the percent of agreement between the total quality categories of policy and implementation as related to the five MLQ themes showed no similarities. This data suggested that the CEOs and leadership teams did not support agreement on the transformational policy and the implementation of leadership strategies of the organization. Also noted, that the leadership team did not view the total quality involvement with the strength reported by the CEOs.

Research Question Four: What relationships can be found between leadership attributes and the success of a change strategy?

Quality, innovation, service, and competitive performance are significantly enhanced when the workplace is redesigned and employees are allowed to be involved with daily operations. Also, employee involvement leads to improved trust between the leader and the follower, better organizational procedures and processes, improved decision making, and less resistance from the followers

to the introduction of new technology (Lawler, 1989). In the 1980s, America was not noted for high-quality products. It became evident that the consumers' perception of the quality of the company's products or services had a direct relationship to the company's performance. Not only was the quality of American products and services below standard in the 1980s, the reputation of American businesses for customer service was not much better. Customer complaints doubled between 1980 and 1990 (Boyett and Conn, 1991). American business leaders had to strategically think about the impact of customer satisfaction upon their businesses as companies began to note the value of good service as directly relating to the profitability of the corporation. By the end of the 1980s most American businesses began to take steps to fix quality, service and innovation problems. Business as usual was beginning to be viewed as totally unacceptable in large corporations across the nation. Organizational changes were viewed as fundamental and pervasive. It was determined by many in leadership roles associated with American corporations that a new sense of collaboration and teamwork would be instituted with the intent of developing a workforce that cared more, knew more and could do more. Transformational changes are required for American business and industry to survive. Successful corporations require flexibility, responsiveness, a strong customer orientation, the ability to explore and claim niche markets, a vastly

shorter development to production life cycle, and built in quality. These requirements are not likely to go away soon. The tenants of this thought process are the foundation of a corporate total quality initiative.

The research conducted regarding total quality policy and implementation strategies acknowledged by the CEOs who participated in this study showed minimal involvement in a corporate commitment to such an endeavor. The data would suggest that there continues to be much discussion around the topic of quality issues in corporate America. With this randomly selected sample, there is no relationship with the transformational leadership themes found in the literature and supported by research as important components to organizational change and the transformational components of a total quality initiative.

Conceptually, provocative questions begin to emerge with these data. Questions such as, is quality objective or subjective, relative or absolute? Is it socially determined? Is it divided into narrow and meaningful categories which is indistinguishable to the broader interests of quality initiatives. Such questioning suggest that many corporate American CEOs are ill-informed about the true perception of quality and may lack the precise vocabulary needed to implement a policy or procedure.

Implications of the Findings

One of the unexpected benefits of this study was the further development of the Multifactor Leadership Questionnaire (MLQ) developed by Baker, Roueche, and Rose (1989) and revised by Russell (1991). This instrument, used in this study to gather information about the CEO's leadership behaviors, was revised by the researcher and approved by the principal developer. The revision was compared statistically to the original research, and it was found that the revision was statistically validating. By comparing the correlation of the three studies, it was found that the current study has re-established the original correlation, which allowed each of the sub-themes to remain independent of each other. Had the correlation increased, the sub-themes would be measuring the same things, and direct correlation with the other research and parameters would be difficult to ascertain.

An important part of this study was the finding that leadership behavior of corporate American CEOs and community college presidents are statistically similar. The idea that leadership behavior affects the follower is not new (Fielder, 1967; House & Mitchell, 1971). The results of this study confirm these theories and encourage leaders to demonstrate effective and positive leadership. The knowledge gained from this study has relevant implications for the identification, selection and training of future leaders in America.

American productivity is dependent upon the successful development of our human capital. A world-class workforce than can

support private sector employment needs while enhancing economic development and mitigating socioeconomic problems has increasingly become the responsibility of the corporate sector. In addition to the leadership roles of CEOs the transformation and change of the organization is crucial to the empowerment and development of a leadership team. From a cultural perspective, leadership of human beings is exercised when persons with specific motives and purposes mobilize others so as to arouse, engage, and satisfy their motives. This activity is undertaken in order to realize goals mutually held by both leaders and follower (Burns, 1978). Burns argued that the leader-follower relationship is the interaction of individuals within the same culture who function with common purposes and goals in mind, but operate with varying degrees of motivation and power potential. Leaders must recognize, accept, and comprehend how to lead followers and how to follow leaders, and be able to function both from above and from below. In the environment of our changing world with its "webbed" systems, lateral and boundary-crossing leadership skills are essential. Those who can exercise transformational leadership from wherever they happen to be in the organization are priceless (Gardner, 1987). The transformational leader understands the relationship between leadership and follower ship. From this perceptual foundation, the leader recognizes the intrinsic motivational reward the follower receives from "doing it myself" and encourages followers to "run the show" whenever possible (Hollander, 1987). The need for leadership is increasing as

challenges and changes in our changing world evolve. Burns (1978) posits that leadership is transformational and is the "glue" which allows for the import of new ideas into an organization, and for those new ideas to be integrated into the structure. Waterman (1987) also indicated that organizational culture can be enhanced if structural attributes and values are in synchronization. The organizational structure sets the parameters for an organization, but what takes place within those boundaries is an expression of the values of the organization.

Margaret Wheatley observed in Leadership and the New Science, that we are presently engaged in "nothing less than the search for new sources of order in our world." As the new century approaches, organizations of every variety are being challenged to reconfigure in ways that will make them better able to take advantage of innovative technologies and more responsive to a vastly expanded market-while in the process, becoming more satisfactory place for people to work. No longer are hierarchical models of organizational structure appropriate for innovation and technology in corporate America around the globe. More descriptive is a flattened structure with inter-relating parts.

In architectural terms, the most obvious design is that of the web. The web builds from the center out, and the building is a never-ending process. The architect of the web works as the spider does, by ceaselessly spinning new tendrils of connections, while also continually strengthening those that already exist. The spider's tools are not force, not the ability to issue commands, but rather providing access and

engaging in the constant change of the environment. Such an architect recognizes that the periphery and the center are interdependent, parts of a fabric, no seam of which can be disassociated without tearing the whole. Balance and harmony are essential if the periphery is to hold; if the center is strong, the edges will quickly fray. Thus the new organization is designed like a webbed structure, and the leader must manifest strength by yielding, and securing the leadership position by continually augmenting the influence of others.

The web is particularly suited as an architecture for our era because its very design mirrors the structure of our primary technology, the integrated network. The hierarchy reflected the technology of the Industrial Age, which began with the steam engine and continued through the development of the mainframe computer. Stanley Davis an economist, pointed out that the electronic information systems "provide a formal method of overcoming the limitations of chain-of-command by creating channels that permit the various parts of the organization to communicate directly. Transferring information into a computer makes anyone in the organization who has access to that system an expert." Today's information technology destroys an organization's long-held notions of who has sufficient information to make important decisions, and who does not. It takes away the distinctions between heads and hands, between those who think and those who do, and makes it impossible for us not to notice, as Henry Mintzberg has observed, that

"people at the so-called bottom in organizations have heads too, in fact often very good ones" (Mintzberg, 1978).

Organizational structures have evolved to be roughly oval in shape, with the leader at the central point. The structures are held together through an integrated and connected relationship focus. The structure can be flexible and respond to the changing dynamics of the organization depending upon the situation. The structure might appear different on different days, as people at various points assume new responsibilities, which in turn encourage the circle to take new shapes. The hierarchical structure of the Industrial Age flattens with the specific task assignments of people within the organization. This rounded and flattened structure sets in motion a force that gives the structure as a whole a coherence greater than the sum of its parts. The emphasis in a structure as described becoming organic and changing with the needs of the organization. This model is organic and configures differently for different organizations so it can reflect the strengths and talents of people at every level. Because it is defined as much by its process, by how it works, as by the patterns it suggests, the rounded organization may be best understood as a guiding set of principles, values and attitudes. It permits the organization to shift and adapt to changing circumstances, while remaining flexible at the parameters and constantly pulling people into the decision-making process. Henry Mintzberg proposed that we do away entirely with rigid organizational charts based upon what positions

people hold, and instead draw maps that depict how work in an organization actually gets done.

The dynamically changing circular structure can be defined as an organizational process, a method, a way of thinking about tasks and accomplishing them in time. Open lines of communication encourage understanding, trust, and respect. Each are based on fluid and technology-driven relationships which serve as a vehicle for constant reorganization. No organization can hope to be both flexible and specialized unless its structure is able to evolve. The flattened organizational model includes measures for connection and communication. The structure of the organic organization thus makes it easier for organizations to practice what is referred to as the Japanese style of management. The Japanese call this practice *kaizen*, the process of making continual improvements; at the same time, enabling the organization to constantly redefine the nature of the business. The organic structuring of organizations emphasize process as well as structure, by establishing new ways of approaching problems, thinking, connecting people, giving them information and motivating them. The organic structure helps to transform the organization as long as the leaders feel comfortable learning from and trusting the subordinates. Subordinates in an organic structure often possess vital knowledge beyond the scope of their superiors. This implicit role reversal further prepares the organization when confronted by crisis to abandon its hierarchical configuration for that of an organic model.

The organic structure of organizations offers a way for American, with our respect for individual freedoms, to integrate the group-oriented approach to doing business. Capitalism is evolving, like any living system. It needs to find ways of rejuvenating itself to get past inefficiencies that have become apparent.

Eastern spirit seeks to live in harmony with the principles of life as expressed in the timeless precepts of the Tao. Those principles demand that we keep organizations open and flowing. In the Tao, this is called "knowing the collective origin". Western technology has come to reflect the principles of life rather than reinforcing the image of the world as predictable. The confluence between East and West is something that promises to alter the way CEOs view possibilities for competition in the global marketplace.

One of the unexpected benefits of this study was the further exploration of the philosophical foundations of organizational structure. The organizations of today must reflect the changing technologies of our global economy. No longer is the industrial model of hierarchy an effective approach to organizational structure. A structure which allows the followers to become leaders and the leaders followers reflects a structure which supports the Information Age. Certainly, transformational leadership is critical to the future of the economic fate of our nation. So too, is the organizational structure which allows leaders to transform and change the process and procedures of the corporation.

An important part of this study was the finding that leadership behavior is not associated with the transformational qualities found in the implementation of total quality policy or procedures. The idea that leadership behavior affects the follower is not new (Fielder, 1967; House & Mitchell, 1971). It can not be ignored that the importance of transformational leaders to demonstrate effective and positive leadership in a changing environment is critical to success.

This study also found that the demographic profile of corporate American CEOs are less diverse than the community college "Blue Chip" president's population. As corporations turn the corner into the next millennium, leaders should be aware of the major contributions diverse populations will provide to the organic structure of the organization. CEOs must be prepared not only to respond to the internal demands of the corporations, but also able to communicate and understand the divergent external environments. To do so will assure competitive advantage.

Recommendations for Further Research

This study represents one of the few research endeavors in the field of leadership between the corporate sector and the leadership of the community colleges of this nation. Because of this fact, there are many issues which should be addressed but which had to be disregarded in this study and left for further research.

Leadership is continually changing with the corporate climate of the organization. Further study should determine in what ways

leadership affects the corporation's ability to function. The literature reports most corporations as having begun to use a total quality initiative and to employ personnel who are skilled with the newest aspect of the total quality process. The introduction of a quality initiative requires an upgrading of skills, philosophical changes, and changes in the organization procedures of the corporation. To what extent corporations are willing to continue with these continuous changes is important to determine. Does the degree of change reach a point at which the corporation is unwilling to continue pursuing leaders who support innovation and state-of-the-art technologies?

Future studies should include an investigation of the knowledge level of leaders as related to the implementation of a total quality policy and initiative. A study which views corporations with a wider sampling would provide more information concerning the ability of the leader to determine which aspects of the quality process would best match the needs of the organization.

Part of the question of effectiveness may involve a study of the use of technical and support staff to accomplish important tasks. The research of Mintzberg (1973) on organizational structures showed that the professional bureaucracy is a more appropriate diagram of organizational structure than is the hierarchical organization. He also found that this structure is more flexible as a mechanism to support the information technology age and the rapidly changing society in which we live. A future study determining if indeed the professional bureaucracy

supports the most effective structure of transformational leadership in corporate America would be of great benefit.

Leadership in corporate America is a critical issue for future study. Not only is it important to measure a larger population, but also the random sample representing a population consisting of 100% males did not provide a statistically accurate representation of corporate America. The leadership process in the workplace is neither simple nor well-understood. We know that effective leadership is necessary for effective organizations, but absolute definitions of leadership vary across the literature. Tannenbaum and Schmidt (1973) devised a continuum of leadership styles, ranging from leader-centered to follower-centered, observing that a leader often varies a leadership style to accommodate different situations and personalities. Hersey and Blanchard (1984) developed a tri-dimensional theory based on consideration of others, initiating structure, and effectiveness, thus, initiating for the idea of "transformational leadership." Burns (1978) laid the foundation for the concept of transformational leaders, who can create a vision for change, communicate it to others, and then help accomplish that vision through their own commitment to it. Research in the corporate sector using the "transformational leader" model would shine a light on potential problems and provide guidance for future leaders.

The volatile nature of corporate America emphasizes the need to engage in further research. In fact, research done today may soon be irrelevant or need to be replicated as new issues are factored into the

research hypotheses. Research on issues of leadership in the corporation will always have a purpose and be valuable for CEO's and students of leadership theory.

Summary

While the body of knowledge describing the impact of leadership on an organization remains limited, a correlation between strong vision-based leadership, strengthened communication and empowering followers to make a difference, is central to leadership research. Future advances in the application of leadership will occur only with further understanding of the current thinking about transformational leadership. This study has added to the body of knowledge in this field, verified some expectations about corporate leadership, and suggested several areas for future research.

APPENDIX A
Participation Packet for CEOs



COLLEGE OF EDUCATION
THE UNIVERSITY OF TEXAS AT AUSTIN

Community College Leadership Program • SZB 348 • Austin, Texas 78712-1293 • (512) 471-7545 • FAX (512) 471-9426

January 15, 1993

FIELD(1) FIELD(2) FIELD(3) FIELD(4)
FIELD(5)

Dear FIELD(1) FIELD(3):

You recently participated in a study on transformational leadership conducted by George Baker and Barry Russell at the University of Texas. We are requesting your assistance as we continue our research of the topic.

Business and educational partnerships between community colleges and local businesses are developing rapidly. We are interested in studying the leadership attributes of those business leaders in your community with whom you work and believe to be exemplary. Please nominate three local business leaders who are Chief Executive Officers, and with whom you are currently involved through educational partnerships, or with whom you share responsibilities on a state or local task force or board.

Your nominees will be requested to complete the "Multifactor Leadership Questionnaire" (revised, 1993), and answer ten demographic questions.

Please complete the enclosed return reply post card and return it by February 1, 1993. Should you prefer not to participate in this study, please check the box on the post card and return it to us.

Should you have further questions or ideas concerning our research of this topic, please feel free to call us at (512) 471-7545. We look forward to hearing from you. Thank you for your assistance.

Sincerely,

Dr. Donald T. Rippey
W.K. Kellogg Regents Professor
Community College Leadership Program

Georgia E. Lappas
Research Analyst

enclosure

Yes, I will participate in this study. The following nominees are local business leaders who I believe will participate in this study.

No, I choose not to participate at this time.

PLEASE TYPE OR PRINT CLEARLY.

Nominee #1	Nominee #2	Nominee #3
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Signature _____

APPENDIX B

CEO Cover Letter



COLLEGE OF EDUCATION
THE UNIVERSITY OF TEXAS AT AUSTIN

Community College Leadership Program • SZB 348 • Austin, Texas 78712-1293 • (512) 471-7545 • FAX (512) 471-9426

February 8, 1993

FIELD(1) FIELD(2) FIELD(3)
FIELD(4)

Dear FIELD(1) FIELD(3):

Your name was recently submitted by FIELD(6), as a local business leader with exceptional leadership abilities. You were also identified as a person who might be willing to participate in a leadership study of America's business leaders.

The leadership challenges of the 90s are complicated more and more by shifting demographics, dynamic budget situations, and calls for increased accountability. In response to these challenges and the expanding mission of the CEO, chief executives and their teams must influence the behavior of others. The relationship between the CEO's leadership behavior and the company's use of quality management practices is the subject of a national study currently undertaken by the Community College Leadership Program at the University of Texas at Austin.

Your assistance is needed in helping us identify the leadership and quality management initiatives that influence effective decision making at your place of business. As part of this national study, your involvement will provide an important look into the leadership environment of business in the United States.

To facilitate your involvement in this project, we have enclosed a response card to be completed and returned to us by February 22, 1993. The card will serve two purposes. It will (1) acknowledge your participation in the study, and (2) identify a contact person (preferably your secretary or administrative assistant) who will be responsible for returning the survey forms upon completion by you and three members of your immediate team. This probably would require ten minutes of time to answer the questions by those three people who report directly to you.

On February 23, 1993, survey packets will be distributed to all businesses that have responded. All survey forms will be mailed to the contact person who will distribute the survey forms, collect them, and return them to the University of Texas at Austin. We have designed the questionnaire so that your hectic schedule will not be too inconvenienced.

FIELD(1) FIELD(2) FIELD(3)

Page 2

All information will be compiled statistically, and no specific reference to any business or individual will be included in the study. We are interested in the composite information and not the individual results.

We look forward to your response and encourage your participation in this project. If you have any questions, please do not hesitate to call.

Sincerely,

Dr. Donald Rippey
W.K. Kellogg Regents Professor
Community College Leadership Program

Georgia Lappas
Research Assistant

enclosure

APPENDIX C

The CEO's Survey Packet



COLLEGE OF EDUCATION
THE UNIVERSITY OF TEXAS AT AUSTIN

Community College Leadership Program • SZB 348 • Austin, Texas 78712-1293 • (512) 471-7545 • FAX (512) 471-9426

February 23, 1993

FIELD(1) FIELD(2) FIELD(3)
FIELD(4)

Dear FIELD(1) FIELD(3):

Thank you for your willingness to participate in our study of your perceptions of leadership behavior and the use of quality improvement initiatives at your place of business. We are very pleased with the significant response rate from CEO's across the country. This is evidence of the high interest and strong desire to understand how leadership and total quality management are used in decision making. We hope the survey will provide some insights into this topic.

The Chief Executive Officer survey is divided into three sections. The first section requests your perceptions of your leadership behavior and the second section lists general demographic information. The third section asks specific questions about the quality initiatives of your company. The questionnaire is concise to avoid interfering with hectic schedules and to encourage your willingness to participate. Your response to the questions will required approximately ten minutes of your time to complete.

All responses will be treated confidentially. Results in summary form will be provided to you upon completion of the project. When you have completed all three sections of the survey, please place it back in the envelope, seal the envelope, and return it to FIELD(5) no later than Friday, March 12, 1993.

Thank you again for your participation in this project. If you have any questions, please do not hesitate to call. We look forward to your early and complete set of responses.

Sincerely,

Donald T. Rippey
W.K. Kellogg Regents Professor

Georgia Lappas
Research Associate

enclosures

Leadership Profile

A National Survey

Conducted by

The University of Texas at Austin

March 1993

Chief Executive Officer Form

© College Planning Systems 1991. This instrument was revised from an original instrument developed by Baker, Roueche, and Rose (1989). This instrument may not be reproduced or used without permission. Acknowledgment: Georgia Laddas (1993).

PLEASE READ BEFORE BEGINNING SURVEY

Thank you for your contribution to this very special project. It should take approximately 10 minutes. Your responses to each item are essential to forming accurate conclusions about leadership and Total Quality Management in your place of business.

The purpose of this study is to obtain a valid picture of current leadership behaviors of business leaders across the nation. Your company has been selected for study, and your participation is important to the success of the project.

When you have completed the survey, please return it in the attached postage-paid envelope. All responses will be kept confidential. An identification number for coding and follow-up is indicated at the top of this page. Your responses are anonymous, and individual responses will not be recorded.

Directions: Throughout the survey, you will be asked to circle the number of the response which most closely describes your leadership behavior. Please complete all of the items in this survey.

	Never	Seldom	Sometimes	Often	Always
Example. I employ my expectation of future events in order to motivate others.	1	2	3	4	5

MULTIFACTOR LEADERSHIP QUESTIONNAIRE (MQLQ)*

Please rate yourself on the leadership dimensions listed in the survey. Check the response that best represents your perception or belief.

	Never	Seldom	Sometimes	Often	Always
1. I apply consistent ethical standards of professional behavior.	1	2	3	4	5
2. I inspire followers to extra effort through appropriate praise and direction.	1	2	3	4	5
3. I empower followers appropriately.	1	2	3	4	5
4. I take appropriate risks to bring about change.	1	2	3	4	5
5. I seek the opinion of followers.	1	2	3	4	5
6. I intuitively visualize a specific future for the organization.	1	2	3	4	5
7. I encourage the ethical development of followers.	1	2	3	4	5
8. I accommodate the individual needs of followers.	1	2	3	4	5
9. I am open to the influence of followers.	1	2	3	4	5
10. I enhance the development of followers.	1	2	3	4	5
11. I am seen as a leader characterized by action.	1	2	3	4	5
12. I understand the values of followers.	1	2	3	4	5
13. I influence followers through personal examples of expected behavior.	1	2	3	4	5
14. I motivate followers through clarification of my expectations.	1	2	3	4	5
15. I am committed to the success of followers.	1	2	3	4	5
16. I involve followers appropriately in decision making.	1	2	3	4	5
17. I demonstrate consistent judgment.	1	2	3	4	5
18. I value followers and consider their needs.	1	2	3	4	5
19. I am visible to those I am attempting to influence.	1	2	3	4	5
20. I am committed to innovative action in order to accomplish goals.	1	2	3	4	5
21. I seek to build openness and trust.	1	2	3	4	5

	Never	Seldom	Sometimes	Often	Always
22. I empower followers through tasking and consideration of their needs.	1	2	3	4	5
23. I expect that I will be able to shape the future as it applies to the organization.	1	2	3	4	5
24. I motivate followers to action.	1	2	3	4	5
25. I encourage team building in the organization.	1	2	3	4	5
26. I demonstrate a commitment to the ethical development of followers.	1	2	3	4	5
27. I respect individual differences among followers.	1	2	3	4	5
28. I enable followers to share in a vision of the future.	1	2	3	4	5
29. I demonstrate energy when the situation demands action.	1	2	3	4	5
30. I motivate followers to utilize their creative skills.	1	2	3	4	5
31. I reward followers appropriately.	1	2	3	4	5
32. I am able to communicate a sense of mission to others.	1	2	3	4	5
33. I build effective communication networks.	1	2	3	4	5
34. I employ humor situationally as part of my leadership style.	1	2	3	4	5

DEMOGRAPHIC INFORMATION

Please complete by checking (✓) the appropriate answer.

<p>Gender</p> <p><input type="checkbox"/> 1. Male</p> <p><input type="checkbox"/> 2. Female</p>	<p>Ethnicity</p> <p><input type="checkbox"/> 1. American Indian or Alaskan Native</p> <p><input type="checkbox"/> 2. Asian or Pacific Islander</p> <p><input type="checkbox"/> 3. African American</p> <p><input type="checkbox"/> 4. Hispanic</p> <p><input type="checkbox"/> 5. Caucasian</p>	<p>How long have you served in your current position?</p> <p><input type="checkbox"/> 1. 0-4 years</p> <p><input type="checkbox"/> 2. 5-9 years</p> <p><input type="checkbox"/> 3. 10-14 years</p> <p><input type="checkbox"/> 4. 15-19 years</p> <p><input type="checkbox"/> 5. 20 years or more</p>
<p>Age</p> <p><input type="checkbox"/> 1. 29 or less</p> <p><input type="checkbox"/> 2. 30-39</p> <p><input type="checkbox"/> 3. 40-49</p> <p><input type="checkbox"/> 4. 50-59</p> <p><input type="checkbox"/> 5. 60 or more</p>	<p>How long have you been with your current business?</p> <p><input type="checkbox"/> 1. 0-4 years</p> <p><input type="checkbox"/> 2. 5-9 years</p> <p><input type="checkbox"/> 3. 10-14 years</p> <p><input type="checkbox"/> 4. 15-19 years</p> <p><input type="checkbox"/> 5. 20 or more</p>	<p>Highest level of education</p> <p><input type="checkbox"/> 1. Doctorate degree</p> <p><input type="checkbox"/> 2. Master degree</p> <p><input type="checkbox"/> 3. Bachelor degree</p> <p><input type="checkbox"/> 4. Associate degree</p> <p><input type="checkbox"/> 5. High school diploma</p>
<p>In what year did you receive your most current degree?</p> <p>19 _____</p>		

TOTAL QUALITY MANAGEMENT

Please complete the following section based on your perceptions of the use of Total Quality Management in your immediate area or department.

1. Do you currently have a quality improvement initiative in place?

- a. Yes
 b. No

If you responded yes to question 1, please answer questions 3 through 5. If you responded no, answer questions 2 and 5 only.

2. Do you plan to implement a quality improvement program within the next year?

- a. Yes
 b. No

Comments:

3. By what name do you refer to your quality initiative?

- a. Total Quality Management
 b. Continuous Quality Improvement
 c. Other _____

4. Please answer the following as they relate to your company policy concerning your quality initiative.

- a. How many employees have been educated about the basic concepts involved in your quality initiative? _____
- b. Are the teams functioning properly? _____
- c. Do you have a quality initiative in all operations? _____
- d. What are the trends? _____
- e. Where do the biggest improvement opportunities lie? _____

- f. Are you meeting your requirements? _____

5. Is there anything else you would like to tell us about the status of the quality initiative of your company?
Please use the remainder of the space below for any comments you would like to make.

Please check below if you would like a summary of this report.

Yes! Please send a summary of this report.

Please return this survey to your contact person. Thank you for your participation.



COLLEGE OF EDUCATION
THE UNIVERSITY OF TEXAS AT AUSTIN

Community College Leadership Program - SZB 348 • Austin, Texas 78712-1293 • (512) 471-7545 • FAX (512) 471-9426

September 10, 1991

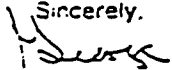
Georgia Laccas
Dean of Instruction
North Central Missouri Community College
1301 Main
Trenton, MO 64623

Dear Georgia:

Enclosed are copies of the "Leadership Profile-Self Evaluation" and the "Leadership Profile-Follower Form," which I promised that I would send you for your research. Both instruments are first drafts and will be refined as institutions pilot test them.

I hope all is well with you. Let me know if I can provide you with any other information or help you in anyway with your research.

Sincerely,


George A. Baker

Enclosures

APPENDIX D
The Administrative Team's Survey Packet



COLLEGE OF EDUCATION
THE UNIVERSITY OF TEXAS AT AUSTIN

Community College Leadership Program • SZB 348 • Austin, Texas 78712-1293 • (512) 471-7545 • FAX (512) 471-9426

data No Response Mailing List • March 10, 1993

Dear TEAM:

The leadership challenges of the 90s are complicated more and more by shifting demographics, dynamic budget challenges, and pressures from local, state, and national government for more accountability. In response to these challenges, CEOs and their teams must use leadership and quality performance initiatives. The relationship between the leadership behavior used by the CEO and the company's use of total quality management philosophy is the subject of a current national study undertaken by the Community College Leadership Program at the University of Texas at Austin.

You have been identified by your CEO as a member of the team at your place of business. As a result of this national study, your responses will assist in developing a clearer understanding of the relationships between the CEO, the team and your quality initiative. We hope that you will be willing to share your experiences by participating in a brief survey. We would appreciate your help by completing the attached survey form and returning it to CONTACT by Wednesday, March 16, 1993. CONTACT has been assigned as the contact person for your company and is responsible for the distribution and collection of all questionnaires.

The Team survey is divided into three sections. The first section seeks your perceptions of the leadership behavior of the CEO. The second section seeks general demographic information, and the third section requests your perceptions of quality performance initiatives at your place of business. It is concise to avoid interfering with hectic schedules and to encourage your willingness to participate. The questionnaire requires approximately ten minutes of your time to complete.

All responses will be treated confidentially. Results in summary form will be provided to you upon completion of the project. When you have completed all three sections of the survey, please place it back in the envelope, seal the envelope, and return it to CONTACT no later than Wednesday, March 16, 1993.

It is important that you participate in this survey. We have selected a small portion of the total business population and it is important to the success of the study that your responses be included. We know how busy your schedule is and truly appreciate your time and efforts in response to this request for assistance. Thank you for your participation in this project. If you have any questions, please do not hesitate to call. We look forward to your early and complete set of responses.

Donald T. Rippey
W. K. Keillogg Regents Professor

Georgia Lappas
Research Analyst

Leadership Profile

A National Survey

Conducted by

The University of Texas at Austin

March 1993

Team Form

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PLEASE READ BEFORE BEGINNING SURVEY

Thank you for your contribution to this very special project. It should take approximately 10 minutes. Your responses to each item are essential to forming accurate conclusions about leadership and Total Quality Management in your place of business.

The purpose of this study is to obtain a valid picture of current leadership behaviors of business leaders across the nation. Your company has been selected for study, and your participation is important to the success of the project.

When you have completed the survey, please return it in the attached postage-paid envelope. All responses will be kept confidential. An identification number for coding and follow-up is indicated at the top of this page. Your responses are anonymous, and individual responses will not be reported.

Directions: Throughout the survey, you will be asked to circle the number of the response which most closely describes your leadership behavior. Please complete all of the items in this survey.

	Never	Seldom	Sometimes	Often	Always
Example: The CEO employs his/her expectation of future events in order to motivate others.	1	2	3	4	5

MULTIFACTOR LEADERSHIP QUESTIONNAIRE (MCLQ)*

Please rate the CEO of your organization on the leadership dimension scale listed in the survey. Check the response that best represents your perception or belief.

	Never	Seldom	Sometimes	Often	Always
1. The CEO applies consistent ethical standards of professional behavior.	1	2	3	4	5
2. The CEO inspires followers to extra effort through appropriate praise and direction.	1	2	3	4	5
3. The CEO empowers followers appropriately.	1	2	3	4	5
4. The CEO takes appropriate risks to bring about change.	1	2	3	4	5
5. The CEO seeks the opinion of followers.	1	2	3	4	5
6. The CEO intuitively visualizes a specific future for the organization.	1	2	3	4	5
7. The CEO encourages the ethical development of followers.	1	2	3	4	5
8. The CEO accommodates the individual needs of followers.	1	2	3	4	5
9. The CEO is open to the influence of followers.	1	2	3	4	5
10. The CEO enhances the development of followers.	1	2	3	4	5
11. The CEO is seen as a leader characterized by action.	1	2	3	4	5
12. The CEO understands the values of followers.	1	2	3	4	5
13. The CEO influences followers through personal examples of expected conduct.	1	2	3	4	5
14. The CEO motivates followers through clarification of his/her expectations.	1	2	3	4	5
15. The CEO is committed to the success of followers.	1	2	3	4	5
16. The CEO involves followers appropriately in decision making.	1	2	3	4	5
17. The CEO demonstrates consistent judgment.	1	2	3	4	5
18. The CEO values followers and considers their needs.	1	2	3	4	5
19. The CEO is visible to those he/she is attempting to influence.	1	2	3	4	5
20. The CEO is committed to innovative action in order to accomplish goals.	1	2	3	4	5
21. The CEO seeks to build openness and trust.	1	2	3	4	5

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	Never	Seldom	Sometimes	Often	Always
22. The CEO empowers followers through tasking and consideration of their needs.	1	2	3	4	5
23. The CEO expects that he/she will be able to shape the future as it applies to the organization.	1	2	3	4	5
24. The CEO motivates followers to action.	1	2	3	4	5
25. The CEO encourages team building in the organization.	1	2	3	4	5
25. The CEO demonstrates a commitment to the ethical development of followers.	1	2	3	4	5
27. The CEO respects individual differences among followers.	1	2	3	4	5
28. The CEO enables followers to share in a vision of the future.	1	2	3	4	5
29. The CEO demonstrates energy when the situation demands action.	1	2	3	4	5
30. The CEO motivates followers to utilize their creative skills.	1	2	3	4	5
31. The CEO rewards appropriately.	1	2	3	4	5
32. The CEO is able to communicate a sense of mission to others.	1	2	3	4	5
33. The CEO builds effective communication networks.	1	2	3	4	5
34. The CEO employs humor situationally as part of his/her leadership style.	1	2	3	4	5

DEMOGRAPHIC INFORMATION

Please complete by checking (v) the appropriate answer.

- Gender**
1. Male
2. Female

- Ethnicity**
1. American Indian or Alaskan Native
2. Asian or Pacific Islander
3. African American
4. Hispanic
5. Caucasian

- How long have you served in your current position?**
1. 0-4 years
2. 5-9 years
3. 10-14 years
4. 15-19 years
5. 20 years or more

- Age**
1. 29 or less
2. 30-39
3. 40-49
4. 50-59
5. 60 or more

- How long have you been with your current business?**
1. 0-4 years
2. 5-9 years
3. 10-14 years
4. 15-19 years
5. 20 or more

- Highest level of education**
1. Doctorate degree
2. Master degree
3. Bachelor degree
4. Associate degree
5. High school diploma

In what year did you receive your most current degree?

19 _____

TOTAL QUALITY MANAGEMENT

Please complete the following section based on your perceptions of the use of Total Quality Management in your immediate area or department.

1. Do you currently have a quality improvement initiative in place?

- a. Yes
 b. No

If you responded yes to question 1, please answer questions 3 through 5. If you responded no, answer questions 2 and 5 only.

2. Do you plan to implement a quality improvement program within the next year?

- a. Yes
 b. No

Comments:

3. By what name do you refer to your quality initiative?

- a. Total Quality Management
 b. Continuous Quality Improvement
 c. Other _____

4. Please answer the following as they relate to your company policy concerning your quality initiative.

- a. How many employees have been educated about the basic concepts involved in your quality initiative? _____
- b. Are the teams functioning properly? _____
- c. Do you have a quality initiative in all operations? _____
- d. What are the trends? _____
- e. Where do the biggest improvement opportunities lie? _____

- f. Are you meeting your requirements? _____

5. Is there anything else you would like to tell us about the status of the quality initiative of your company? Please use the remainder of the space below for any comments you would like to make.

Please check below if you would like a summary of this report.

- Yes! Please send a summary of this report.

Please return this survey to your contact person. Thank you for your participation.

APPENDIX E

CEOs and their businesses participating in the study

**CHIEF EXECUTIVE OFFICERS AND THEIR CORPORATIONS
PARTICIPATING IN THE STUDY**

Texas Commerce Bank	Bobby Duffey
United Penn Bank	Marino Santarelli
Burlington County Times	Stan Ellis
Southern Automotive	Tom Tyson
Latrobe Steel Company	C. Philip Weigel
Hale and Dorr	Martin S. Kaplan
Bruno's Inc.	Ronald Bruno
Hoeganaes Corporation	Herb Shaw
Hnedak Bobo Group	Gregory Hnedak
Memorial Health Alliance	Chester Kaletkowski
Kent Moore Cabinets	Kent Moore
DISK-Tec, Inc.	David A. Peterson
The Kroger Company	Richard L. Tillman
J. R. Wood, Inc.	Roger Wood
Merced Chamber of Commerce	Dorothea Moore
Hoffman Electric Systems	Steve Hoffman
Larson Foundries	Don Huizenga
TCM Manufacturing	George Windish
Smith and Nephew Richards	Jack Blair
Eagle Wings Industries	Hajime Kurozumi
Jefferson Pilot Insurance Company.	Robert Lentz
NYS Electric and Gas	David Greenfield

Gulf Power Company	Tony Mallini
Ridge Tool Company	David Farr
Packard Electric	Tom Tomko
SouthTrust Corporation.	Roy Gilbert
Helwett Packard	James Barton
D. R. Chamberlin Corporation.	David Chamberlin
Nordson Corporation	William Madar
Coopers and Lybrand	Don Doerr
Pilger Tires	Adren Pilger
Greater Columbia Chamber of Commerce	Jack Hupp
Marotta Scientific	Thomas Marotta
A. G. Edwards and Sons	David Merrill
Vitro Services	Richard Manley
HEB Food Store	Rock Ruiz
Southwestern Bell	Elvia Gonzalez
Construction, Inc.	Carl Kreig
TAM Ceramics, Inc.	Robert Rieger
Barnett Bank	Freddy Carr

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VITA

Georgia Elaine Lappas was born in Flint, Michigan on November 13, 1948 and attended Potter Elementary, Lowell Junior High and Flint Central high schools. Her post secondary education began at Flint Junior College, where she studied liberal arts before completing a Bachelor of Science degree in education at Western Michigan University, in Kalamazoo, Michigan.

Following the completion of her undergraduate degree, Georgia Lappas was employed as a junior high and elementary school teacher in Muskegon and Allegan, Michigan. After six years of teaching, Ms. Lappas attended Arizona State University in Tempe, Arizona where she received a Masters of Education in Adult and Higher Education Administration. While completing her studies, she was employed as Director of Community and Continuing Education with Western International University, and Associate Dean of Community and Continuing Education with Maricopa Community Colleges. With her entry into the Community College Leadership Program at the University of Texas at Austin she relocated to Austin, Texas. Upon the completion of her studies, internships with Maricopa Community Colleges in Phoenix, AZ and the Texas

Higher Education Coordinating Board in Austin, TX. were completed. Upon completion of her internship, she was hired as Program Director for the community college division of the Coordinating Board.

Ms. Lappas accepted a position as Corporate Director of the Center for Professional Education, with the University of Phoenix and returned to Phoenix, Arizona for three years. She relocated to Trenton, Missouri after accepting the position of Dean of Instruction at North Central Missouri College and remained for three years until she returned to Austin, Texas to complete her dissertation. While writing, Ms. Lappas returned to elementary education for one year as a fourth grade teacher with the Pflugerville Independent School District in Austin, Texas. Currently, Ms. Lappas has returned to Phoenix, Arizona where she holds the position of Superintendent of Adult Correctional Education, with the Arizona Department of Corrections.

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