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Pepperdine University  
Graduate School of Education and Psychology

A QUANTITATIVE DESCRIPTIVE STUDY OF THE SELF-PERCEPTION OF  
SOUTHERN OREGON ENTREPRENEURIAL LEADERS

A dissertation submitted in partial satisfaction  
of the requirements for the degree of  
Doctor of Education in Organizational Leadership

by

Rebecca Williams

August, 2020

Latrissa Neiworth, Ed.D. – Dissertation Chairperson

This dissertation, written by

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under the guidance of a Faculty Committee and approved by its members; has been submitted to and accepted by the Graduate Faculty in partial fulfillment of the requirements of the degree of

DOCTOR OF EDUCATION

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## DEDICATION

This dissertation is dedicated to all those who are striving to be better, within themselves, for themselves, more authentic, deeply connected, and are proactively leading their lives with purpose. To my sons, Itzhak Eli Benton-Williams, and Zachary Hirsch Benton-Williams, who were great men of conscious intent and lead their purpose-driven lives - with all their talents and gifts they bring to bear in this world.

## ACKNOWLEDGMENTS

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I want to take a moment to thank Dr. Jack McManus, who encouraged me to apply to the GSEP Organizational Leadership doctoral program in January 2006. Our connection began in my Educational Policy course, and he recruited me from the School of Public Policy program at the Malibu campus. I told Jack that if he got me into this, he was getting me out as well, but life has a way of swirling many-layered experiences and stories. Jack, I miss you dearly, your jokes, your laughter, your way of always seeing challenges and solutions clearly, and telling it like it is. Jack, your mentorship and friendship have been the most profound of my personal and professional life. Thank you for contacting me and letting me know the end was near, and you would not make it to my final defense or graduation. Even though a piece of me did not want to believe it, you were sure the end was near after you many years battle with cancer. I will miss your participation and energy at my May 2020 graduation ceremony. I strive to be a mentor to my students, as you did for me and so many others. Rest in Peace, dear one.

## VITA

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Strategy and Action Planning	Communications
Key Performance Indicators	Consensus Building
Continuous Quality Improvement	Diversity/Cross Cultural
Process Improvement	Conflict Management
MBTI Tool - ENTJ	Negotiation
Strengths Finder Tool	Appreciative Inquiry
Kolbe Tool - 5654	Servant Leadership
Firo-B Tool	Volunteer Management
360-degree Tool	Force Field Analysis/SWOT
DISC Tool	Time Management
Teamwork	Corporate Social Responsibility
Management/Leadership	Ladder of Inference

### Presentations and Papers

November 2018, Research Proposal Defense, Title: Perceived Entrepreneur Leadership Styles in Southern Oregon, presented at Pepperdine University West Los Angeles Campus

April 2006, Trade Adjustment Assistance Program Paper and Presentation, presented at Pepperdine University Malibu Campus

## Committees

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Governor's Food Drive Committee	November 2019- current
InventOR Faculty Advisor	September 2019-current
INL Faculty Advisory Committee	May 2019 to current
Student Mentoring Training	August 2019- Current
Chair, University Assessment Committee	Sept 2018 – current
Professional Learning Community, Life of Purpose	Fall 2019
School of Business Assessment Committee	September 2018 – current
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Mission Statement Committee	September 2018 to current
Professional Learning Community, Employment Trends	Fall 2017- Spring 2018

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<i>HR and Operations Manager, Jefferson Health Information Exchange</i>	Feb 2015 - Feb 2016
<i>International Operations Director, Kabbalah Centre</i>	Aug 2010 - May 2011
<i>Quality Improvement Advisor, Los Angeles Universal Preschool</i>	Nov 2006 - May 2010
<i>Fellow, Hope Street Group</i>	Sept 2005 -July 2007
<i>Department Administration Manager, University of Alaska Anchorage</i>	Dec 1999 - Jan 2003
<i>Office and Case Manager, Law Offices of Herbert Pearce &amp; Maurice Ellis</i>	Jun 1998 -Nov 99
<i>Case Manager, Demco Law Firm</i>	Aug 1997 -May 998
<i>Office Manager, Leutwyler, Brion and Associates</i>	Feb 1995 -Jul 1997
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## ABSTRACT

The study helped to identify what are the leadership styles of adult entrepreneurs, and what if any factors contribute to an entrepreneurs' leadership style. The study focused on entrepreneurial leaders, over the age of 18, who own and started their own business. These entrepreneurs are a member of one of the following Southern Oregon-based business networking groups: Southern Oregon Regional Economic Development, Inc. (SOREDI), and the Small Business Development Center (SBDC) of Southern Oregon. The study explored the self-perceived leadership styles of entrepreneurs in Southern Oregon through a quantitative descriptive survey method that utilized a 45-question, Likert scale from the Mind Garden, Inc., Multifactor Leadership Questionnaire survey and a 27-question researcher-developed demographic survey. The study was assessed by descriptive statistics. The results from several different analysis provided the following phenomena about the Southern Oregon participants' entrepreneurial leadership styles as a group of 25 entrepreneurs: a) fell within the normal expected ranges for their transformational leadership characteristics of Builds Trust (IIA), Acts with Integrity (IIB), Encourages others (IM), Encourages Innovative Thinking (IS), and Coaches and Develops People (IC), including the entrepreneur respondents, ranked above the mean for Transformational benchmarks plus in a *p*-test comparison to the MLQ norm, ranked higher than the MLQ Handbook normative group b) fell within the normal expected ranges for their transactional leadership characteristics of Rewards Achievement (CR), and Monitors Deviations and Mistakes (MBEA), fell within the normal expected ranges for their Passive-Avoidant Behaviors leadership traits of Fights Fires (MBEP) and Avoids Involvement (LF). However, the 25 entrepreneurs' self-perception of the outcomes of their leadership fall below the standard expected benchmark ranges for Generates Extra Effort (EE), Is Productive (EFF), and Generates Satisfaction (SAT) in their organizations,

of which these factors are primarily utilized with the 360-degree rater form. The entrepreneur respondent pool resulted in a significant difference between the MLQ self-rater.



## Chapter 1. Introduction

“An entrepreneur tends to bite off a little more than he can chew, hoping he’ll quickly learn how to chew it.”

–Ash, Entrepreneurship

### Introduction

The following Chapter 1 provides a background to the Self-Perception of the Leadership Styles of Southern Oregon Entrepreneurs. Chapter one includes a sample story about leadership in an entrepreneurial venture that inspired a basis for the research proposal, the problem identification, the purpose statement of the research, outlines the four primary research questions, the definition of terms, the study’s significance, limitations and delimitations, and provides the conceptual framework of the research proposal.

### Background

A business owner, Tom Michaels, shared his experience with the audience on developing his business idea by working day and night for 3 years in his startup and early product development stages of the company. Tom’s big business idea came when he was snowboarding, and while up on the mountain when he had the single criticism, “Why are stickers flat?” Having been an avid skier and snowboarder all his life, he understands that snow athletes spend all their time decorating their board/skis and only themselves, can see their identity or personality on the board. Moreover, he conveyed his thought, “even I cannot see them unless I am on my skis or board.” At that moment, he had the idea to start a 3-D personal brand identity company that became well known in the action sports and competition world (Michaels, Personal Communication, October 11, 2010).

After 3 years into the business, he said what I learned most was failing at what I was trying to develop. Tom mentioned he could not afford to keep losing money, but the market was not yet ready for his idea. What Tom found in the job market after this entrepreneurial adventure, is he was more valuable as an executive and leader to other companies because he had learned what it meant to develop products, take risks, fail, and lead internal and external teams. Tom admitted afterward; he was “utterly motivated to never feel the emotion of failure - ever again” (Michaels, Personal Communication, October 11, 2010).

As it turns out, Tom Michael’s struggles in developing a company were not so different from most entrepreneurs and business owners. The everyday challenges of fine-tuning and aligning a companies’ operations, managing teams, systems, and processes were relevant to Mr. Michael’s startup in leading his business. In Tom’s case, the challenges in the company included leading vendor relationships, manufacturing, distribution channels, and logistics chains, all of which contributed to the most significant underlying issues of finding an essential market for sales. Tom’s time was so consumed with operations and the startup phase of getting to market that there was no time to focus on his or the teams’ leadership abilities.

Often, individuals starting a business do not have any business knowledge or expertise, let alone business ownership or management experience. Startup Brothers states, in the United States, 530,000 new businesses are started every month, and of new companies, 51.9% of their sample were the first in their family to start a business. Most entrepreneurs start a business after 10 or more years or after the disenchantment of working for someone else (Mitchell, 2013).

The daily business and personal challenges are a struggle every day to make the business idea(s) and model work. “Bloomberg reports that 8 of 10 entrepreneurs who start businesses fail within the first 18 months” (Wagner, 2013). An entrepreneurs’ day is consumed with these

operational decisions, and how they spend their time may not yield high returns for the business. Local and regional business advising and coaching groups supported by the U.S. Small Business Administration, SCORE (formerly known as Service Corps of Retired Executives) and the Small Business Development Centers (SBDC), reports that 25-35% of the business owner's time is eaten away by human resources tasks (Pollack, 2014). The business owner is surrounded every day from each angle, by running the business operations, leading, and managing the team, accounting, and finances, and building and collecting sales. The daily demands of time and the day to day workload of getting business completed all contribute to why entrepreneurs are distracted away from systematically building and leading their organization.

The entrepreneur provides a unified vision of what the business does with clear priorities, assigned responsibilities, and the team holds each other accountable for the smooth running of the company, and the results produced therein (Finkel, 2013). Entrepreneurs are often acting on the need for innovation and the opportunity to fulfill a need business in society. The business owner conceives an idea for a business, develops a plan and strategy, spends countless hours building the business and networking, doing all the sales activities of the company, making all the decisions, holding all the power, and executing the strategic plan (Finkel & Hoffman, 2014). Business leaders and owners work to solve their company challenges by consulting business books, the internet, small business development centers, or within their tight-knit group of colleagues and employees if they have any. With all this work to be done and if the odds of success are stacked against entrepreneurs, how can they make sure to stay ahead of the curve and successfully lead a sustainable business in this competitive business world?

## **Problem Identification**

“Contrary to the opinion of many people, leaders are not born. Leaders are made, and they are made by effort and hard work.”

—Lombardi, Management Effectiveness

Many of the leadership studies have been conducted on executives of larger or more corporate style organizations. When seeking information about entrepreneurs and their leadership styles, there was not a lot of information other than specific dissertation studies or research studies to a subgroup within a community. One of the crucial pieces of a successful business is how the entrepreneur leads their team with knowledge and information to implement their ideas.

During the search for data on leadership styles and entrepreneurs or how entrepreneurs develop their leadership skills, it became quickly apparent that the research connecting those two ideas was lacking, and this research needed to start from the very beginning. The study collected data on entrepreneurs and ascertaining their leadership styles. Researchers have not asked how entrepreneurs work on their professional and personal development in a way that builds their leadership skills and traits, or if entrepreneurs develop their leadership skills through hard work and effort as Vince Lombardi suggests. If entrepreneurs think the way, young managers do, as Kotter promotes in his 1988 article, that leaders are born and therefore will not work or strive to develop their leadership skills over time, and are not seeing the benefit of the work for their potential. Perhaps the different ways entrepreneurs learn leadership skills is to access people from within their network, family, mentors, or friends for advice for development? Or do budding entrepreneurs watch other entrepreneurs implement their businesses? Maybe entrepreneurs obtain the necessary information from reading books? Maybe entrepreneurs attend

conferences to gain this information? Or do entrepreneurs seek out executive coaching or network groups? Or maybe entrepreneurs are born leaders as attributed to and described by the new leadership Traits Theory (Northouse, 2019)? These questions would be perfect to ask if the existing leadership studies were available to understand their styles. However, we must begin with the first step of understanding the entrepreneurs' style of leadership before we can dig deeper into questions about what kinds of leadership development the entrepreneurs have received.

Upon reading the existing entrepreneurial leadership literature, it was very disenchanting to learn that little research has been completed on entrepreneurial leadership styles. Most of the entrepreneurial research covers the range of demographic characteristics of who builds a business, what industries are they in, how successful are the businesses they start, and how long the companies last. The existing literature and research do not include information about entrepreneur leadership styles. This study took the beginning steps to understand the self-perceptions of Southern Oregon entrepreneur's leadership styles. The research set the framework later further investigation about self-perception versus employee perceptions of their leadership styles and even more in-depth studies about how their leadership skills were developed.

### **Purpose Statement**

The current literature for entrepreneurs primarily focuses on strategy, operations, innovation, and business growth models. After 20 years of working with many entrepreneurs, this research study was developed to understand what kind of leadership styles or traits the entrepreneurs in Southern Oregon possess. After searching the existing literature (in 2019), there is little research about entrepreneurial leadership. Most research on entrepreneurs is about their behaviors and influencing group performance (Renko, Brännback, Carsrud, Kiviluoto, &

Ketonen, 2012; Renko, Tarabishy, Carsrud, & Brännback, 2015), strategic management, and operational opportunity (Ireland, Hitt, & Sirmon, 2003; Renko et al., 2012) and innovation (Crumpton, 2012; SBDC, 2018).

The researcher's background has been 20 years in management consulting, organizational effectiveness, and executive coaching realm. Many small business executive consultants find that working with entrepreneurs and solopreneurs are consumed with getting their businesses functioning and operating at a financial level that can support themselves and their employees (Maui Mastermind, Systems and Strategy Training Manual, 2016). The time and energy spent on the following initial research was to help study and identify what are the leadership styles of adult entrepreneurs in Southern Oregon, and what if any factors contribute to an entrepreneurs' leadership style? The study focused on entrepreneurial leaders, over the age of 18, who own or have started their own business and are a member of one of following Southern Oregon based business networking groups: Southern Oregon Regional Economic Development, Inc. (SOREDI) and the Small Business Development Center (SBDC) of Southern Oregon.

SOREDI is the local, regional economic development corporation that was founded in 1987 to support three objectives in the Southern Oregon region of Jackson and Josephine counties (SOREDI, 2019). The three goals are to advance the long-term prosperity, launch businesses, and help organizations relocate traded sector businesses to the region. They operate on federal funding and annual membership fees, and other various state and philanthropic grants for their operating budget. The primary companies in the area, approximately 400 businesses, are members of this organization. The SBDC provides one on one business coaching to entrepreneurs to support the effective startup of local companies in the Southern Oregon region (SBDC, 2019).

The participants were notified of the research design, understand the confidentiality and informed consent process, be ensured the research project complies with all Institutional Review Board (IRB) standards, policies, and regulations concerning human subject protection. The researcher communicated to the participants about their rights as human subjects is an entirely voluntary research study: that there is no incentive for participation, and no harm to the participant occurred if they chose not to participate; plus be provided with an opt-out form.

A quantitative descriptive survey method utilized research questions on the Likert scale from the Mind Garden LLC, Multifactor Leadership Questionnaire (MLQ) survey. The MLQ assessment was utilized to evaluate measurable differences in the Southern Oregon entrepreneur pool, using numbers in a systematic way to uncover the relationships between data variables and test a variable to confirm or refute a control or phenomena (Creswell, 2003, p. 108; Kaplan, 2004). Through this quantitative descriptive research utilizing the MLQ, the information resulting from the research exposed readers to a cross-section of entrepreneurs in different business industries in Oregon.

This study could help the business community identify best practices among business leadership styles and potential opportunities to share successful leadership best practices amongst entrepreneurs. The results of the study could have the potential to help the SOREDI and SBDC serve their current and future clientele on how best to lead their businesses through the highs, lows, and challenging times of their business flow. Finally, this research design has the potential to be used in the future as a basis to prepare a more extensive study of entrepreneurial leadership styles.

## Research Questions

The research questions addressed entrepreneurial leadership styles and what if any influences affected the business owners' entrepreneurship style. The answers could help to understand how the leaders' demographic factors contributed to leading their organization. During this study, leadership style was defined as the "manner and approach of providing direction, implementing plans, ...and motivating people through a pattern of explicit and implicit actions performed by their leader" (Newstrom & Davis, 1993). The evaluation of the entrepreneurs' leadership styles in the study were limited to those being measured by the MLQ. Those leadership styles include the transformational, transactional, and passive-avoidant leadership styles, which are defined in detail in the Definition of Terms section.

The primary research questions were:

1. What are the MLQ leadership styles of the participating entrepreneurs?
2. Does gender affect leadership styles?
3. Does age affect the leadership style?
4. Does the length of time of being in business affect the leadership style?

## Definition of Terms

The following section's purpose is to provide critical definitions to help frame the content of the study and include standard terms utilized by the MLQ and leadership literature.

*Attributes* refer to nominal or categorical data that can be counted. In this study, the differing factors entrepreneurs' demographics, characteristics, or skills are considered traits (Cooper & Schindler, 2003).

*Entrepreneur* is a business owner "who organizes, manages, and assumes the risks of the business or enterprise" (Merriam-Webster, 2016). During this study, an entrepreneur was defined



as any individual over the age of 18 and who has started and continues to run a business in Southern Oregon. These entrepreneurs will be sought through one of the earlier established business networking groups, SOREDI and SBDC in Southern Oregon.

*Leadership Style* “[the] manner and approach of providing direction, implementing plans, ...and motivating people through a pattern of explicit and implicit actions performed by their leader” (Newstrom & Davis, 1993).

*Passive/Avoidant Leadership Style* is a factor measured by the MLQ and is often noted as a negative leadership style approach. The Passive Avoidant leadership style is denoted by a consistent, systematic behavior that aligns with one or both Passive Avoidant styles.

1. The first style is *Management by Exception, Passive (MBEP)* consists of a manager/supervisor waiting too long to act, and only interferes when problems arise, and avoids making any improvements or changes to the business systems, processes, or controls.
2. The other Passive/Avoidant style is termed *Laissez-Faire (LF)*. A Passive Avoidant style describes a manager/supervisor that does not initiate involvement when crisis arises, are absent when needed, and defers or delays making decisions (Bass & Avolio, 2005).

*Transactional Leadership* is a leadership style measured by the MLQ. According to the MLQ assessment, “[t]he transactional leader utilizes methods by which employees are rewarded for good effort, performance, and action; the management team only gets involved when employees are off-track” (Bass, 1985a). Transactional leaders fall into two different categories.

1. The first category being the *Contingent Reward (CR)* style, requires production and effort for the follower to receive an individual positive reinforcement or a reward for their actions.
2. The other leadership style is the *Management by Exception-Active (MBEA)*, which is most closely recognized by the term “micromanager” who is consistently waiting for the employee to follow the policies and procedures and looks to write them up immediately for the failed behavior (Bass & Avolio, 2005, p. 22).

*Transformational Leadership* is another style measured by the MLQ assessment.

According to the MLQ, Transformational leaders are those “...who raise the level of awareness to achieve valued outcomes and give employees strategies for achieving goals, encourage their associates to empower themselves and develop their areas of interest to increase achievement, autonomy, and affiliation within and outside the organization” (Bass, 1985a, 1985b, p. 26).

Transformational Leadership is measured by five leadership influences and behaviors: a) idealized influence behavior (IIB), b) idealized influence attributes (IIA), c) inspirational motivation (IM), d) intellectual stimulation (IS), and e) individualized consideration (IC).

1. The Idealized Influence factor of characteristics (IIA) and behaviors (IIB) means, “[t]hese leaders are admired, respected, and trusted” (Bass, 1985a). These IIA and IIB aspects are like that of the servant leader who puts the needs of their team members above their own.
2. The Inspirational Motivation (IM) factor is described by a way in which the leader motivates their followers’ work through a sense of team spirit and optimism, often encouraging the followers to assist in envisioning the future and their place in the company.

3. The Intellectual Stimulation (IS) factor behavior is described by the ability to innovate or create solutions, reframe problems, and develop a new way to respond where new ideas are encouraged in the organization.
4. The last element of the Bass' and Avolio's (1994) transformational leader is labeled the Individual Consideration (IC), where the leader coaches and mentors the follower to develop their strengths and achieve their goals, dreams, and personal growth abilities within the organization.

### **Significance of the Study**

The importance of this research study was to understand entrepreneurial leadership styles amongst participating entrepreneurs and to understand if any characteristics selected show any significance. This quantitative study was designed to potentially isolate demographic attributes that contribute to entrepreneurial leadership styles in Southern Oregon. The information garnered from this study was designed to help inform future research and educate business advisors on how to help support entrepreneurs, and to contribute to the entrepreneurial leadership literature and data that are continually evolving through time.

One potential use of the information could be for U.S. regional economic development centers, SCORE, and Small Business Development Centers' business coaches. Score business coaches make professional development suggestions about leadership styles and improvement to entrepreneurs to impact success in the organization they coach. The SBDC coaches do very well at providing operational advice to entrepreneurs. However, the leadership development aspect is one missing link in a holistic view of developing a business. Depending on the outcomes of the data in this study, the coaching advice could differ based on the industry or gender associated with the participating entrepreneurs.

## **Assumptions**

The individual entrepreneurs that were approached were involved in two entrepreneurship networking groups, Southern Oregon Regional Economic Development, Inc. (SOREDI), and the Small Business Development Center (SBDC) of Southern Oregon. To increase the response rate, given the entrepreneur responded to the survey for a self-perception of their leadership. It was determined that a 360-degree assessment where three to five other raters rating the leader may not be possible due to the size of the organization. Because of the amount of time, it would take to nudge three to five others to respond to the survey. This added length of time could decrease the completion rate to receive a completed set of data for each leader. To increase the odds of the survey completion rate, to have complete data on each entrepreneur for both the demographics and leadership surveys, it was ideal to approach each network to obtain a varied sample of men and women and a diverse cross-section of industries from the area. Also, the project budget allowed for up to 100 entrepreneurs to respond and submit the MLQ leadership assessment.

Because the business owners are a remarkably busy group of individuals, it was challenging overall to get individuals to respond the surveys, answer in a prompt time, or complete the surveys. Any partial response data would make it near impossible to assess or summarize the data in any meaningful way; thus, incomplete data was removed from the final overall assessments.

## **Limitations and Assumptions of the Study**

Various possible conditions contributed to the limitations of the study that were out of the author' s/researcher's control:

- The participation rate of entrepreneurs.

- The ability to get a useful sample size of participants
- The entrepreneur's limited time schedules to respond to the survey.
- The participation drop-out rate could be due to several factors, including participants' concern about sharing business metrics, personal or proprietary, and other sensitive business and personal information.
- There was no financial incentive offered for entrepreneurs to participate in the study other than the knowledge of knowing their more or less than style of leadership.
- The MLQ self-rater form is biased without a minimum of three raters to balance the leader's self-perception of their abilities, characteristics, and attributes.
- The amount of time for the research needs to be completed by 2020 based on doctoral thesis time and policy constraints set by the Graduate School of Education and Psychology at Pepperdine University.
- The funding was limited to one hundred (100) participant entrepreneurs.
- Those participants who selected to participate may not be a representative sample of the desired business/entrepreneur population demographic makeup of interest.
- Although a second reviewer and data analyst double-checked the data, there were threats to the study's internal or external validity.
- There could be violations of the assumptions of parametric analysis created by a small sample size (e.g., a variation to the normality of distribution or homogeneity of variance).
- The absence of reliability and validity data for some demographic survey measures.
- The reliability of self-report data for the MLQ Leadership assessment

- There were limits on the number of entrepreneur's self-reported data variables of demographics (e.g., education, age, prior experience, prior training, or personal development) balanced against the amount of time a leader would share to answer the questions in each survey.
- There may be better predictors of correlation between successful entrepreneurs other than demographics or the leadership styles assessed in the MLQ.
- The researcher assumed that the entrepreneurs participating in the study answered the questions. (rather than another individual answering on the entrepreneurs' behalf)
- The researcher assumed that the participants are truthful in their answers.
- The participants answering the questions were volunteers and, thus, the response rate was limited to those who self-selected to participate and finish the collection tools willingly.
- It assumed the participants perceived and understood all the questions in the same manner and had the same definitions of the meaning of all the questions.
- The research questions asked can be answered by the demographics and MLQ tools used in the assessment.

### **Delimitations of Study**

Some factors can restrict the questions I can answer or the inferences the research can draw upon in the findings.

- The study's limitations of time and funding meant only including entrepreneurs for now.
- The study does not include all local executives or c-suite leaders in the regional area.
- Given the self-perception rating by the entrepreneur of the MLQ survey, the validity of the study is low.

- The initial contact of entrepreneurs was to those who own their business or have started their own business and participate in one of the following networking groups SOREDI and SBDC. Other business networking groups were approached but did not allow the study to be announced or shared with their networks.
- The study did not include entrepreneurs who participated in multi-level marketing businesses, of whom many are entrepreneurs and contractors.
- The study did not include entrepreneurs under the age of 18.
- The study did not include businesses based outside the Southern Oregon region in the United States.

### **Conceptual Foundations**

This study used theoretical foundations of entrepreneurship and leadership styles, focused primarily on transactional, transformational, and passive/avoidant leadership styles as its primary foundation found in the Multifactor Leadership Questionnaire (MLQ). The selection of tools utilized to measure leadership styles in entrepreneurs for this research was of importance to have a relevant and valid study. The MLQ has the closest linkages, associations, and correlation founded in the Big 5 Personality, Cognitive and Personality Traits, and the Meyers-Briggs Traits theories (Bass & Avolio, 2004). The cross-section of literature and business theory included in the review offer varied explanations for the possible differing experiences of the business owners who participated and answer the study.

The researcher approached Mind Garden, Inc., to understand the nature of their process, costs, how to obtain the right to use their survey, and assessed the ease of use for collection and utilizing an external demographics survey. Mind Garden, Inc., suggested the researched open a new account, review their free sample reports and questions to ascertain which tool was right for

the kind of research in mind for this project. After this initial vetting process, the Multifactor Leadership Questionnaire Manual and Sample was purchased at the cost of fifty dollars (\$50.00).

The researcher reviewed the MLQ questionnaire, sample surveys, validity, and reliability, the Mind Garden, Inc., data capturing system, and discussed the detailed 23 question demographics questionnaire with Mind Garden, Inc. Once it was decided that the demographics questionnaire was too expensive to code into the Mind Garden, Inc., Transform website accessible data collection system, then the researcher selected SOU's Qualtrics data collection tool to input the demographics questionnaire and utilized the Mind Garden, Inc., Transform data collection tool for the MLQ survey.

It could be easy to make the study about the demographic attributes of the Southern Oregon entrepreneurs, which there have been studies in the past about this topic at the national level. The definition of entrepreneurship and entrepreneurs is subject to constant change due to continual research on the entrepreneurial experience, including how their attributes and characteristics may change and evolve. With so much information about businesses, there is little information known about the entrepreneurs' leadership styles, and why this research study explored the combination of entrepreneurs and their leadership styles.

Daniel Goleman (2007) believed leaders need many styles to be active and adapt to any business climate to make a business successful. The Multifactor Leadership Questionnaire will provide information to the entrepreneurs about their style of leadership on two different spectrums to ascertain their effectiveness and activity levels within the business. Without further data and information from this study about the entrepreneurs' leadership style, it is difficult for the average entrepreneur to understand how to use their leadership style to their advantage. In further stages of this project, after the self-perception segment of the data collection, Mind



Garden, Inc., offers a chance for entrepreneurs to purchase their full 360-degree report (at the cost of \$100 per individual). The MLQ report provides useful feedback on how to improve their leadership style, how to be a more effective leader, and other helpful information to be utilized by executive and business coaches to help the entrepreneur to enhance their skills to support their business(es) and team(s).

### **Summary**

Chapter one included the inspiring story to this research about the struggles entrepreneurs face in their day to day business that impacts leadership styles, information about the availability and lack of availability of data about entrepreneurs, provided initial details on leadership, the Multifactor Leadership Questionnaire survey tool, defined terms useful to this research, identified the problem statement included the research purpose statement, outlined the four primary research questions, the predominant definition of terms relevant to the MLQ self-assessment, described the significance of the study, defined the limitations and delimitations of the study, and provided the conceptual framework of the research proposal.

## Chapter 2. Literature Review

### Introduction to Leadership Theory

This section intends to provide an examination of the supporting foundational leadership literature for understanding how entrepreneurs could be assessed as differing styles of leadership. The literature and theory review the Personality Traits (Big Five) Theory, Situational Leadership, Entrepreneurial Leadership, Transformational and Transactional Leadership (the basis for the MLQ assessment being utilized in this research), Servant Leadership, and Alternative Styles of Leadership theories.

In addition, the leadership theories reviewed, this section explicitly explores the leadership areas in entrepreneurship, entrepreneurial learning, ethics and morals, innovation, emotional intelligence, gender, cultural foundations, includes supporting data about entrepreneurs, the economic impact of entrepreneurs, and defines an entrepreneur. The cultural foundations were included due to the possible need if entrepreneurs are from different cultural backgrounds that it would be helpful to understand the foundational literature to support any leadership style differences that may attribute to their cultural experience (s).

The study of entrepreneurial leadership styles is in the early stages, and the information is evolving with every survey. It was essential to include the entrepreneurial learning aspect even though it is a developing field, as it focuses on adult learning, learning groups, personal development, the improvement lens, transformational learning, and the emotional intelligence of entrepreneurs. Lastly, in this chapter is the Multifactor Leadership Questionnaire literature to forward and support the Research Methodology chapter.

**Personality traits / big five theory.** The MLQ Manual and Northouse’s Leadership Theory book refers to the correlation of transformational leadership with the Big 5 Personality theory as foundational literature that supports the rating of the five personality indicators that can be predictors of who will be a transformative leader (Bass & Avolio, 2004, p. 86). Due to the connection of the MLQ to the Personality Traits Leadership theory, and its early iterations stemming from 1904, this theory was the beginning point of the literature review for this research.

The earliest psychological study of leaders has coined the Personality Traits Theory Model, conducted by Lewis M. Terman in 1904. “The study focused on the personality traits & qualities of individual leaders. Today, the Personality Traits model describes how leaders effectively utilize their inherent natural talents and abilities” (Judge, Bono, Ilies, & Gerhardt, 2002, p. 765). “Traits are considered to be patterns of individual attributes, such as skills, values, needs, and behaviors, which are relatively stable in the sense that they tend to repeat over time” (Strange, 2004, p. 431). “The most common characteristics associated with the Personality Traits Theory Model are intelligence, self-confidence, determination, integrity, and sociability.” (Northouse, 2007, p. 19) These traits tend to set a leader apart from their colleagues. “Additional abilities include educational levels, physical health, social standing and upbringing, communication capacity, cognitive stealth, masculinity, decision-making aptitude, and emotional intelligence” (Northouse, 2007, p. 19).

The Personality Traits Theory Model has been examined many times since its inception. Over the years, many researchers have differing attempts to define leadership and label its attributes. Personality Traits Theory model has developed over time and has been renamed the “Big Five Theory” (Judge et al., 2002) In this theory, a leader’s personality can be found on a scale of specific traits. The opposite end of the range is the traits opposite characteristic:

“...extraversion (introversion), agreeableness (antagonistic), conscientiousness (un/reliability and dis/organization), emotional stability (self-confidence/insecurity, calm/nervous, and level of anxiety), and openness (comfort with new and creative endeavors)” (Robbins & Robbins, 2005, p. 35-36). Over time, it has been proven that these attributes are connected to the natural abilities of the leader (Judge et al., 2002).

**Situational theory model.** The Situational Theory Model originated in the 1960s and explores how leaders manage their organizational environment through two types of behavior, either tasks or relationships. Gumpert and Hambleton (1979) uncovered the idea that managers who employ task behaviors tend to list out and demand requirements of goals and each of their accomplishments. Gumpert and Hambleton explain the relational manager engages his/her team by developing a relationship that encourages team success. The manager supports his/her team by listening to their needs for resources. A leader’s ability to utilize different styles allows the flexibility to adapt to changing situations within an organization. As the employees mature and develop, the skills of the employees increase and enable the leader to engage the team through a higher task style rather than a relationship style due to the fact the relational groundwork has already been laid (Hersey & Blanchard, 1974). This subsequent result of this team is it is an effective, efficient, and healthy operational, working machine.

At some point, when the Situational Theory Leadership model no longer utilizes the relationships, and the team members lose connection to one another. As the team members desire to have that connection within a team, members may leave for other divisions or organizations. The situational method allows the leader to do more with the team’s abilities (Graeff, 1983). Often the leader is given all the credit for the practical work.

**Transformational leadership theory model.** Bernard M. Bass (1985a; 1985b) developed the ideas of “transformational and transactional leadership from Burns’ (1979) book, *Leadership*” (Spinelli, 2004). Bass’ (1985a) “model of the charismatic leader explores the ability of a leader to be aware of their team’s needs. Leaders work in the team to challenge and motivate the employees to strive for the good of the organization” (p. 21). The main attributes of a transformational leader are: “...emotions, values, ethics, standards, long-term goal [setting], [being able to assess] followers’ motives, satisfying their [follower’s] needs, and treating them like human beings” (Northouse, 2007, p. 175).

The most critical attribute of the transformational leader is the ability to inspire and develop your followers to behave morally and ethically and, in the organization’s best interest, always. This is defined as the Idealized Influence Attribute (IIA) and Idealized Influence Behavior (IIB). The Transformational Leader is consistently inquiring and checking in with the employees’ emotional capacity and strives to meet the employees’ needs (Bass, 1985a, p. 21-22). Bass summarizes the model: “[t]ransformational leaders inspire, energize, and intellectually stimulate their employees” (Bass, 1985a, p. 19). The strength of the leader’s involvement provides structure to the team. Bass’ (1998) outlines a leaders’ role, the leader acts as an example of model behavior for how a leader treats their employees. Bass (1998) further defines “...the personal nature of the transformational leader as having characteristics or attributes such as displaying a conviction, demonstrating commitment, and having a value structure and strong personal ethics” (p. 133)

According to Northouse (2007) and Bass and Avolio (1985), “transformational leadership can be broken down into four factors: charisma (IIA+IIB), inspirational motivation (IM), intellectual stimulation (IS), and individualized consideration (IC)” (p. 181) Leaders have a

specific vision and have high ethical standards, find their team members emulating the leader's behavior (Bass & Avolio, 2005).

In a similar explanation of connecting charisma, as explained by Northouse (2005) and Bass and Avolio (1990), Mannarelli (2006) further explains that “[c]harismatic leaders have strong convictions, high self-confidence, and a deep desire to influence others” (p. 46-47) The motivation of a team occurs when a leader develops the team through inspiration and strong communication skills to impart a shared vision. “What is necessary for leaders, whether regarded as charismatic or transformational, is that they have a compelling vision and that they find a way to communicate it” (Mannarelli, 2006, p 47). Transformational leaders develop their team by coaching or mentoring them to reach their full potential, both personally and professionally.

In the practical business world, Watson (1983) defines the seven keys to management and leadership as the seven S’s - *strategy*, *systems*, and *structure* of an organization being the hard management. Then the four soft leadership skills of having a *style* of communication and cultural orientation, the *staff* performance and production through organizing and developing their talents effectively, the *skills* of a company being a unique competence and attributes, and *shared* goals and values that the company and its team believe in and stand. These foundations are the basics of Transformational Leadership as it is defined by Bass (1985a; 1985b) and Bass and Avolio (1990). Marmol and Murray (1995) support the same ideas that high performing companies all share six defining characteristics of their management team. The six factors are the company: being driven by leaders toward extraordinary aspirations, pursue a distinctive strategy, have an intense performance environment, share simple structures and processes and remove additional layers of complexity and barriers for their teams, their team members have an unparalleled skill, and their companies are driven by people, for people, with people and their functions in mind.

**Transactional leadership theory model.** Bass (1985a) sums up the Transactional Theory Model by the definition of give or get. In Bass (1985a) Transactional Theory Model, a leader utilizes methods whereby they reward employees "...for good effort, performance, and action, the management team only gets involved when employees are off-track" (p. 22). Bass (1985a) explains that transactional managers are not involved the daily work and would look like a range of behaviors between a micromanager to being completely absent from the workload entirely. "Micromanaging a team can lead the team members to not caring about the work environment" (Bass, 1985a, p. 23). Hood (2003) states, "...that transactional leadership is based on legitimate power or authority within the organization" (p. 264). Legitimate power is the use of power through a position of power and authority over others such as a supervisor, manager, junior executive, VP, or C-suite executive (Griffin, Phillips, & Gully, 2017).

**Passive-Avoidant leadership style.** During Bass' and Avolio's (1990) research, they uncovered two other leadership themes based on other more negative attribute factors, which was later term the Passive-Avoidant Leadership Style. On the spectrum from Transformational Leadership through the midline to Transactional Leadership is the opposite side of the spectrum is Passive Avoidant Behavior Leadership style. The Passive-Avoidant Leadership style is made up of two different behavior sets; the first is Laissez-Faire (LF), and the second is Management by Exception, Passive (MBEP). The first description of the two Passive-Avoidant styles is the Laissez-Faire style leadership is best described as an absence of leadership. This kind of leader would not have a vision for the company or any of its divisions, does not have or set the goals, and would not expect transactions of reward for behavior between leadership and employee production. The Laissez-faire leader would leave decisions and operational control up to their team to drive company results. The Laissez-Faire leader abdicates their responsibility to other team

members, delays decisions even on important or urgent matters, gives little to no feedback to their employees, and makes little effort to help their team meet or satisfy their needs with necessary resources (Northouse, 2005; Bass & Avolio, 1990).

The other passive-avoidant style, Management by Exception, Passive (MBEP) is described similarly as someone who does not respond to situations promptly, avoids setting standards, not having clear communication or expectations from their team members. Besides, they also are more active in their forms of corrective behavior after the act provides the employee with deficit based negative feedback and negative reinforcement; only acting and sometimes overreacting to a given situation to take corrective measures (Northouse, 2005). A leader with the MBEP style acts like a manager criticizing and providing negative feedback to achieve team goals, only after something needs their attention. This leader often ascribes to the American colloquialism that “if it ain’t broke, don’t fix it” and systematic, process or human problems must become chronic before acting (Bass & Avolio, 2005).

In Appendix A, Summary of the Basic MLQ Leadership Styles and the Components helps to outline the three leadership styles and which of the nine factors/characteristics fall into each leadership style for the development of that survey design. Appendix A also includes a detailed description of the factors/characteristics of the corresponding style for a detailed meaning of the component listed in Bass and Avolio’s MLQ Handbook.

**Bass’ method impacts non-profit and small business leadership.** The Wallis and Dollery (2005) article on alternative leadership styles of policy leadership suggests, “how private organizations, non-profits, entrepreneurs, and civic leaders should act to compensate for shortcomings in local administration” (p. 291-292). Wallis and Dollery utilize Bass’ (1985a) transactional and transformational methods. For non-profit leaders to be successful, they need to



use more “democratic,” “participative” and “relations-centered” (transformational) behaviors over “authoritative,” “dominating” and “task-oriented” (transactional) methods (Wallis & Dollery, 2005, p. 292). The focus of the Wallis and Dollery (2005) article is on the implementation and change of government planning, where the government is not in crisis, but are making small incremental positive changes with strong leadership-- short of dictatorial, and inflexibility which is a “disappointment; the balancing of which can often confuse the policy process” (p. 298).

The suggested process seems to take a business strategy approach to an outcome-based model in which deciding on an outcome allows the strategy to be developed to meet and accomplish the goals and needs to achieve the desired result. The strategy relied on collaborating leaders to follow or ascribe to the vision of the main policy leader, have the leadership skills to represent, track, and develop the strategy, and meet the outcomes-based approach, and rely heavily on two-way communication that clarifies actions and is deficient of judgment and assumption between the main policy leader and the collaborating groups.

**Servant leadership model.** Stephen R. Covey (2017) believes, organizations are created and are designed to serve human need(s), and therefore, the connection between organizations is to serve humans, their development, and mentor our colleagues. The servant leadership model is attributed to Greenleaf (1977). “A servant leader serves their subordinates by making them his/her priority and enabling the followers to achieve high standards and greatness” (Wilson, 1998, para 16-17). The servant leadership approach takes into consideration the broader community, the work environment, and the outcomes of success for the employees. In 1995, Spears characterized the servant leader by ten traits: “...listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to the growth of people, and building a community” (Wilson, 1998, para 20).

Dennis and Bocarnea (2005) journal article build on the servant leadership theory by Patterson (2003). Dennis and Bocarnea (2005) explains that “this study aims to present an instrument to measure the constructs of this working theory” (p. 600) Dennis and Bocarnea (2005) study then utilize Patterson’s (2003) definition of servant leaders as a standard premise for the study.

Servant leaders are those who serve with a focus on the followers, whereby the followers are the primary concern, and the organizational concerns are peripheral. The servant-leader constructs are virtues, which are defined as the good moral quality in a person, or the general quality of goodness or moral excellence (p. 601).

Dennis and Bocarnea (2005) lists the elements of Patterson’s attributes of servant leadership as “The servant-leader leads and serves with love, acts with humility, is altruistic, is visionary for the followers, is trusting, is serving, and empowers followers.” Dennis and Bocarnea (2005) central research premise utilized Patterson’s theory and measures “the effectiveness of a servant leader” (p. 602).

### **Ethics and Morals in Leadership**

Trevino, Hartman, and Brown's (2000) work relies on the ethical manager’s reliance upon two foundations of the leadership style that is perceived as “...both a moral person and a moral manager” (p. 28). It is insufficient to omit either characteristic; both must be present. The intentional displays of a leaders’ values must be an essential thread of the organization in everyday operations. A moral person must demonstrate their “substance,” represent and engage in “ethical principles” while being “objective and fair” to the group to create “trustworthiness”

amongst the most substantial following of supporters (Trevino, Hartman, & Brown, 2000, p. 130-132).

The moral manager seeks a level of high accomplishments and instills ethics into the business environment to demonstrate the organization endorses the ethical values. It offers the additional advantage of the organization creating the external expectation and perception of being an ethical organization (Trevino et al., 2000, p. 133-143). “The executive as a moral person is characterized regarding individual traits such as honesty and integrity. As a moral manager, the CEO in the situation is thought of as the Chief *Ethics* Officer of the organization, creating a strong ethical message that gets employees’ attention and influences their thoughts and behaviors” (Trevino et al., 2000, p. 128).

### **Results of Entrepreneurial Leadership**

“Entrepreneurial leadership (EL) is a specific leadership style, defined as “influencing and directing the performance of group members towards the achievement of those organizational goals that involve recognizing and exploiting entrepreneurial opportunities” (Renko et al., 2012; Renko et al., 2015, p. 54). The study concluded that entrepreneurial leadership is based on the ability to encourage people in their environment to achieve goals, recognize business opportunities, and risk-taking or taking advantage of activities. Renko et al., (2012) explains that entrepreneurial leadership and entrepreneurial opportunities should result in innovative performance in companies. Renko et al. (2015) found that. “...entrepreneurial leadership and entrepreneurial opportunities are positively correlate[d]” (p. 60).

Renko et al. (2015) second research article builds on his initial study and explains that organizations realize the importance of entrepreneurial behaviors. The authors believe that entrepreneur “behaviors foster innovation and adaptation to changing environments” (Renko et

al, 2015, p. 54). Renko et al. (2015) additionally explained, “That entrepreneurial leadership style can be present in an organization of any size, type, or age” (p. 54). Renko et al. (2015) went on to indicate that “[i]nfluencing and directing the performance of group members toward the achievement of organizational goals that involve recognizing and exploiting entrepreneurial opportunities” (p. 54). Renko et al. (2015) continues to explain that entrepreneurial leadership is vital to understanding how actions, traits, personalities, and more play into individuals taking part in the entrepreneurial process. “Although recent research has explored entrepreneurial leadership style, progress has been hindered by the lack of conceptual development and adequate tools to measure leaders’ entrepreneurial characteristics and behaviors” (p. 54). Renko et al. (2015) later developed a tool called ENTRELEAD that is used to guide “those small business managers who wonder what they should do to promote entrepreneurship” (p.56). The outcome of the ENTRELEAD study found that “Entrepreneurial leadership is not specific to any one type of organization, industry, or culture.” But instead, the research study lists entrepreneurial leadership is positively correlated with “leadership style and [the] opportunity-focused outcomes” (Renko et al., 2015, p. 57).

### **Innovation and Entrepreneurship**

Crumpton’s (2012) research study “aims to discuss the importance of innovation and entrepreneurship in today’s economic environment and why such activities should be a part of leadership” (p. 98). Crumpton argues that innovation does work in an economic environment if it has the correct culture surrounding it. Crumpton (2012) also states that it is necessary for companies to collaborate “with the broader community” because it is essential to society worldwide (p. 98). The article stipulates that innovation is the result of the collaboration between companies and individuals. Crumpton (2012) defines innovation to create a standard definition

for his study: “Innovation is defined as creating better or more effective or more efficient processes and services or generating the ideas or culture that will breed this creativity. Creativity is coupled with the willingness to implement changes to existing methods or techniques in order to gain the benefits of greater efficiency” (p. 98).

Crumpton’s (2012) article additionally explains why entrepreneurs need resources to carry out innovation.

Innovation takes leaders who are willing to invest in an open and creative culture that fosters new ideas and break standard or conventional thinking in carrying out professional responsibilities. Moreover, these leaders have to incorporate innovation strategies into the strategic planning process to make innovation real and sustainable (Crumpton, 2012, p. 100).

While innovation and entrepreneurship are inextricably related, Crumpton argues that if there are no resources such as investment in ideas, processes, etc., that neither can exist. Crumpton (2012) promotes the idea that everyone should encourage new strategies and visions to “celebrate innovation, creativity, and entrepreneurship” (p. 101).

Ireland, Hitt, and Sirmon’s (2003) study’s purpose was to argue how strategic entrepreneurship is used by firms to create wealth. Indeed, the study demonstrates that “entrepreneurship and strategic management disciplines are inseparable” (p. 964). Also, Ireland et al.’s (2003) research explains that “opportunity recognition is at the heart of entrepreneurship” (p. 965). Ireland et al. (2003) study explain that entrepreneurs combine seizing opportunities with a firm’s abilities to create sustainable wealth and advantages in business. Ireland et al. break down the components of the mindset of an entrepreneur, including recognizing entrepreneurial activities, entrepreneurial alertness, real options logic, and entrepreneurial framework. The

article also considers the relationship between entrepreneurial culture and entrepreneurial leadership. While the study does contrast the two constructs, the researchers also found that firms create value based on their entrepreneurs and strategic entrepreneurship, including innovation.

Aside from the above articles, Barsh (2008) posits from a conversation with Gary Hamel and Lowell Bryan, that the “traditional management models do not enable businesses to adequately respond to today’s competitive forces” and environment (p. 29). New organizations and cultures demand collaboration and partnership to grow successfully, and the old paradigm of organizational structures prevents future growth and cross-purposes (Lowell & Claudia, 2007), innovation and creativity, or the company will become exposed and fail, be merged or acquired, or fall into being restructured.

### **Entrepreneurship Data**

Sir Richard Branson, CEO of Virgin Group (2020) states about owning and business and being an entrepreneur, “To me, business isn’t about wearing suits or pleasing stockholders. It’s about being true to yourself, your ideas, and focusing on the essentials.” (Virgin.com Website). The following data was collected in a 2004 study on Entrepreneurship in the U.S., published in 2005. It is believed that entrepreneurs are few and far between. So, what is an entrepreneur? An entrepreneur is anyone who works for her/himself who has an extremely high aptitude for adaptability and change and whose business ideas tend to lend themselves toward innovation (Taylor, 2005).

Since 1983, the rate of self-employed has gone down from 14.2% to 11.5% in 2005. It is estimated to have dropped to 11.1% by 2010, and 11.3% of households in the U.S. have a business. What does a typical startup look like, you ask? Business owners comprise 13% of the non-agricultural labor force, and approximately 13% of the population between 18 and 74 were

in the process of starting a business (Wright, 2014). Why isn't the number of entrepreneurs growing since 2010? The market is too unstable and no guarantee of success.

How does the U.S. compare internationally as compared to other Organization for Economic Cooperation and Development (OECD) nations? The U.S. is 23<sup>rd</sup> in the self-employment rate behind, Turkey (30%), Mexico, Korea, Portugal, Italy, Poland, New Zealand, Spain, Ireland, Iceland, Belgium, Australia, Finland, U.K., Netherlands, Japan, Austria, Germany, Sweden, Canada, France, Denmark, then the U.S., with Norway and Luxembourg tied for 25<sup>th</sup>. Moreover, when compared to new and young businesses started across the globe as a percentage of the population, the U.S. is 25<sup>th</sup> behind a surprising list of nations (Wright, 2014).

Who becomes an entrepreneur? This person changes jobs often, has been laid off and is most likely unemployed, made little money in the previous position, and was a drug dealer in their youth, had varied experiences from different fields or industries. This person is trying to make a living, not build a high growth company. The successful candidate, also, has a college or professional degree has managed people before in a business setting.

Most of these businesses are started by one person, have low overhead, are in a home, and sell a popular product or service. Only one third (33%) of all businesses that are initiated are fully established after 7 years. These businesses are always in the start-up phase with immature processes and systems. Also, these businesses rarely include venture capital (Wright, 2014).

So how do these businesses approach financing? The most common source of startup income is the person's savings then utilize bank loans. Wealthy people are no more likely to start a business. When they do, they typically begin accounting firms, law firms, and medical practices. They have informal investors, such as friends, former colleagues, and family members that are the primary source of financial backing or startup funds.

Is there an average performance level of business? If the company does not perform well, most companies are gone within 5 years or dwindle to almost nothing. The firm earns less money than what a person would have typically made by working for someone else and even included worse benefits. The results of the company are a more variable income and less economic viability and mobility. The business owner usually works an increase in hours to get the business running smoothly in the initial phases.

What characteristics make an entrepreneur successful? Many articles align with the thought that it depends on the industry, market, and strategy. The most successful entrepreneurs know nothing about running a business. However, they come up with innovative ideas for operations, processes, systems, or structures the services or products delivered. The entrepreneurs have the grit to take risks and stick with their business through stressful periods or challenges. Also, their endurance is due to their emotional, personal, and financial investment in making it work. Many entrepreneurs do not have a high educational degree of attainment in the area they are doing their business. And research shows that many entrepreneurs have parallel sources of income to support the startup phase of the company or utilize their savings and retirement to finance the start of business (SBDC Medford Oregon, personal needs some rewrite, communication, September 22, 2018).

### **Aspects that Impact Entrepreneurship**

**Gender and race.** Statistics show most entrepreneurs are men. Why don't women start more companies? Mostly lack a desire for autonomy. Women are more team-oriented. In the past, statistics show that women have less appetite for financial gains as the motivation behind success for a fulfilling life, and they want flexible schedules to accommodate other work-life balance needs, including time for having a family (Wright, 2014).



Why is the African-American entrepreneur so rare? Thirteen-point one percent (13.1%) of white men are self-employed, and 7.4% white women, as compared to 5.1% of black men and 2.7% of black women. The reason for the lack of women entrepreneurs is a shortage of capital to support the startup phase of the business. However, all companies, no matter the demographics of their entrepreneur, cite the same reason for underperformance being the reason for undercapitalization and difficulties in receiving financing (Wright, 2014).

Research suggests that female entrepreneurs have increased in the ratio over the last 100 years. The Bureau of Labor Statistics cites the number of women-owned businesses or self-employed has risen over time. In 1975, 25% of companies were owned by women, and now 15 years later, the percentage of independent business owners who are women had risen to 33% in 1990 (Devine, 1994). According to the American Express Statistics for Women Business Owners Report from 2017 found in NAWBO (2017), 14 years later, 50% of privately held businesses were owned by women. The 2017 National Association of Women Business Owners website statistics indicated that of the US, 39% of all companies are privately held, and 51% of them are women-owned (NAWBO, 2017).

Popescu's 2012 article, explained that entrepreneurial gender differences do exist and should be heeded. Popescu (2012) states in their presentation of their study that "most of the factors that influence entrepreneurship in general, also influence female entrepreneurship." Popescu (2012) used the research study to find entrepreneurial differences in women belonging to different age groups. In the survey, Popescu (2012) concludes that women have evolved, and there is now a significant difference between females young and old. In sum, this study finds that female entrepreneurs change with age and evolve into different levels of entrepreneurial abilities

and qualities. Renko, Brannback, Carsrud, Kiviluoto, and Ketonen (2012) research study found that leadership is necessary for organizations to experience success.

McKinsey and Company's *2016 Women in the Workplace* organizational research study review found that women in corporate America "remain underrepresented at every level in the corporate pipeline" (p. 1). The research study on female entrepreneurs and businesswomen found that females of different skin colors were even less represented in corporate America. The study concluded with this call to action.

Even though more than 70% of companies say they are committed to diversity, less than a third of their workers see senior leaders held accountable for improving gender outcomes. Companies faced with these challenges, it is time to rewrite our gender playbooks (McKinsey & Co., 2016, p. 1).

The purpose of this report was to draw attention to the plight of female entrepreneurs and women of color in corporate America.

**Women and leadership theory model.** This growing body of literature examines whether women lead differently than their male counterparts and, therefore, are creating a new specialty in gender comparison in leadership styles. The field is divisive between authors arguing there are gender differences, and those who say there are no gender differences. Scholars that argue against, primarily fall into the area of personal leadership. Regardless of gender, the commonality we all share is this idea of humanism, and the availability of the kinds of options for responses and how a leader deals with conflicts, issues, challenges, and so forth, are also limited. Many articles focus on equality as the sheer numbers of women and men in leadership positions are imbalanced (Harrison, Leitch, & McAdam, 2018). However, a more substantial body of knowledge examines

the psychology and capacity of how women differ, which can bring positive changes to organizations.

Eagly and Johnson's (1990) study suggested that women leaders create and engage their subordinates in a more participative and democratic manner. Feminist theories accentuate the role of women in "supportive and cooperative relationships rather than relationships based on domination, power as energy to get things" (p. 236). Due to the capacity of women, as a whole, have a more perceptive and empathetic gender, women might have the advantage to more quickly assess and understand a given situation and then be able to approach the issue and act differently than their male counterparts.

### **Organizational Cultural Theory Models**

**Hofstede.** Geert Hofstede is considered an industry leader and an expert in organizational culture. Hofstede's (1993) assessments and analysis are crucial to a cross-cultural study, with core implications for diverse assessment teams and cultural analysis in general. Hofstede studied organizational culture within a given nationality or regional base in his original research, primarily in the Nordic countries of the Netherlands and Denmark. Hofstede's studies are relevant, not exclusive to understanding only the older, established, cultures in northern Europe as opposed to the burgeoning identities of North America. Hofstede's growing body of work contributes to understanding national cultures in general, as his work across numerous countries helps to create an understanding of cross-cultural organizational assessments. Much of Hofstede's work describes how groups work together and integrate personal individuality within the defined group's identity of a broader corporate culture. The impact of Hofstede's work could help this study in understanding any cultural norms that may lend itself to different leadership styles.

Other important sub-factors for an individual in a workplace include the personal need for achievement; the desire for a supportive environment; the levels of machismo; the American term, workaholicism, is projected by individuals within the environment; alienation of others within the workplace; the propensity for authoritarianism by leaders; professionalism; distance from the management; trust in colleagues; orderliness of the business processes; hostility within subunits; and the integration or working in teams (Hofstede, 1993). These traits could describe an entrepreneur, having a high aptitude for achievement, needing power distance from an authority, and workaholic nature. Hofstede (1993) points out that any individual differences found in the study are not merely a reaction to the organization's environment, but also correlate to Hogan and Hogan (1992) "Big Five" personality differences on the scales of "E: extraversion vs. introversion; A: agreeable vs. ill-tempered; C: conscientiousness vs. undependability; N: neuroticism vs. emotional stability, O: openness to experience vs. rigidity" (p. 500). The key to understanding entrepreneurial leadership styles investigates a connection between the Hofstede or Hogan measures to understand if there is any alignment in perceptions of how a group works together in an entrepreneurial-based organization.

From this early work, Hofstede developed a "work-value model" that defines perceptions of the employees separate from the viewpoint of managers and executives. Hofstede theorizes the four work-value model factors to consider in an assessment are "power distance, uncertainty avoidance, individualism, and masculinity" (Spony, 2003, p. 659). Hofstede's cultural analysis comprises what business academics call a bottom-up approach, which is an examination of the employees, individuals, and subunits within the organization and assessing the company based on elements that make up the system.

**Corporate culture.** Other cultural theorists have brought significant dimensions to the study and analysis of a culture in organizational behavior. Denison (1984) founded one accepted definition: corporate culture is the “set of values, beliefs, and behavior[al] patterns that form the core identity of an organization” and purports, “a ‘strong’ culture that encourages the participation and involvement of an organization’s members appear to be one of its most important assets” (p. 5). Denison (1984) offers differing techniques for analyzing culture, suggesting that corporate culture needs to be *sensed* rather than measured (p. 6). Denison (1984) relies on his “survey index” technique, which measures individual perceptions of the characteristics within the company such as communication, decision-making, operations, work climate, process design and function, leadership, and the financial status of an organization, all to gain a holistic picture of company’s performance, success, and efficacy (Denison, 1984, p. 6-8).

The benefit of Denison’s (1984) method is it offers the ability to compare and contrast organizational performance across industries, making this methodology useful for global economic fields. Denison’s (1984) contribution evaluates the organization’s systems and how those systems are affected by the company’s leadership and their decision making that changes the direction of a company’s success or failure within a given market (p. 9-11). This kind of research is vital to understanding how entrepreneurs develop their organizational culture in their business. A future research study could include how an entrepreneur’s leadership style affects their decision making, performance, efficacy, and success

**Culture and conflict.** Analysts must encourage an understanding of the current market, and design tasks are fitting to both the organization’s culture and the general culture of the business. It is also necessary for analysts and leaders to have a clear conception of religion as a multidimensional and multifaceted force. While designing tasks for an organizational cultural

assessment, it is crucial to avoid conflict by remembering that concepts such as division of labor and rewards and incentives are always deployed with the consensus of all employees. Also, organizational change and the ability to cope with change are not to be seen necessarily as harmful; in many scenarios, acquired coping skills in change, technology, and knowledge become part of the organization's culture despite resistance from specific subgroups. According to Schein (2004),

If there is a conflict between subgroups that form subcultures, such conflict can undermine the group's performance. However, if the environmental context is changing, such conflict can also be a potential source of adaptation and new learning (p. 108).

Those performing assessments must recognize and respect employee's feelings about territory, property, turf, and status.

**Culture and power.** The onus is on leaders to take actions positively influencing cultural factors in their organizations. Robbins and Robbins (2005) points this out by stating, "management has the opportunity to create a culture that facilitates the achievement of the organization's goals" (p. 246). Schein (2004), Harrison and Stokes (1992), and Alvesson (2002) emphasize the importance of the role of organizational leaders in terms of championing issues of cultural factors. Leaders do this by identifying problems within the organization, stating a purpose that enabled a cultural assessment to be made to find lasting solutions to the problem(s) and cultural factors (p. 372). This way, the issues can be understood, manipulated, and overcome to achieve the desired goals of an organization, there must be a clear purpose, which emanates from an organization experiencing a crisis. As Robbins (2005) stated, one of "the favorable conditions that increase the probability that cultural change can be successfully implemented is the existence of a dramatic crisis" (p. 246).

Because of their power and status, *leaders* set the tone of affairs that have cultural implications for their organizations. Schein (2004) makes a point that executives set the climate of meetings, which is one of the most important aspects to consider regarding cultural innovations (p. 372). Schein (2004) cites an example from his extensive work at Ciba Geigy, stating that the Swiss organization's skillful use of groups trickled down from the attitude and experience of the top management's views on teams. He further explained that the cultural strengths of an organization -- influenced by leadership -- could be used to redefine its formal procedures to deal with business problems, especially since it is the leader's responsibility to implement new policies derived from assessments. "When senior managers acquire insights into ways in which their culture both constrain and help them, major assumptions can be reassessed and either abandoned or reaffirmed for desired changes to be achieved" (Schein, 2004, p. 388).

Narrating his experience with Ciba Geigy, Schein (2004) referred to senior managers as parent figures, which made it difficult for leaders to demand "their" families "get their acts together" or face the consequences. On the other hand, the subordinates pointed accusing fingers at each other -- like siblings do -- so no progress was made. Schein noticed leaders encouraged a culture that allowed low amounts of lateral communication, so everyone was only concerned about his or her place in the organization, instead, of taking a corporate view. As a result, different departments knew what their situations were. Still, they seemed not to realize the effect such division had on the organization, regarding dropping profit levels.

In Senge's *The Fifth Discipline* (1994), he described and defined systems thinking as a discipline for seeing wholes. The antidote to this sense of helplessness...as we enter the "age of interdependence" (p. 69). could have aided in seeking and bringing about a solution to the problem, as leaders present the organization as one, the family as a whole owned and has to

confront and handle issues as a total unit, recognizing “everyone is in this together” (Schein, 2004, p. 377). What we can deduct from Senge (1994) is the absolute necessity of a company’s leadership standing united, and fully supporting the mission, values, and culture through actions, vision, and words. Schein perfectly describes an entrepreneur being uniquely connected to the organization, united by the mission, vision, and values of the organization they are creating.

**Group culture and learning.** The need for a positive, calming environment echoes the position of some educational theorists on low-stress learning situations. Research shows people learn in a comfortable climate devoid of excess stress. Indeed, groups selected for interviews can benefit from openness facilitated by a relaxed, purposeful environment. It is the leader’s responsibility to emphasize the reasons and rationale behind the group meeting. Explaining the purpose of the assessment at the beginning of the process, makes for more open discussion, setting the stage for the introduction of the “outsider” – the consultant or analyst. In the fourth step, the researcher is presented as an integral person to aid the organization in deconstructing their culture. Such decoding is essential for problem-solving in discovering cultural habits helping or hindering the organization in problem-solving (Schein, 2004, p. 342).

Group culture best embraces outsiders and change when acting by the above steps, followed by a brief discussion on culture itself. According to Schein (2004) at this point, the facilitator/analyst/consultant should demonstrate the different levels of cultural analysis (p. 342), along with a discussion on the relevance of shared assumptions (both unconscious and conscious), artifacts, championed beliefs, and values which uncover the root-problem of the organization (p. 25-33).

The group needs to be able to appreciate the manifestations of culture in their organization to be able to discuss culture meaningfully. This clarification was beneficial



regarding identifying those salient assumptions that result in the way members of the group behave. Schein (2004) affirms this point in the following: “culture manifests itself at the level of artifacts and espoused values but that the goal of this type of assessment is to try to decipher the shared tacit assumptions that lie at a lower level” (p. 342).

Organizations need to be prepared for any possibility, from altering their product and service to the possibility of a merger, expanding, or contracting growth, or completely closing business. Every company needs to anticipate the future, and be prepared with a “Plan B,” realizing “*when*” identifies future occurrences—both positive and negative-- not “*if*.” This preparation enables Argyris’ (2004) notion of double-loop learning in organizations and decreases transition periods that drive down efficiency and effectiveness (p. 1).

Part of developing an influential high-performing culture is creating an environment where individuals feel enabled and empowered to give their best while learning and evolving to their full potential. Also, employees in high-performing organizational cultures need to feel free to offer feedback, while managers can balance the support or challenge given feedback.

### **Entrepreneurial Learning Aspects**

**Adult learning.** The adult learning style is best described as learning by doing. Kinesthetic learning through the act of trying the workflow out individually rather than through listening or watching. Training programs often have adult students bring real-world examples to training so that they can apply new learning to their lives and real work examples that are in their lives. Through this style, when adults use the knowledge, they then see the reason the learning and application tools are relevant to their lives and useful in taking forward by adding the new skill to their toolbox. The connected life experience stimulates the motivation to learn, such as the

opportunity for a promotion or upskilling to a new position. The best adaption of utilizing a teachable moment will motivate the learner, too (Zemke & Zemke, 1995).

Rogers' (1969) study illustrated that when adults control the “nature, timing, and direction of the learning process,” the self-directed thirst for the information and passion for learning transmutes into experiential learning. When individuals approach the learning process with a specified goal, they take a more powerful role in their educational process by applying topics to their personal and professional life. Leslie Watkins (1993) coined in the term “lifelong learner”, and this can be utilized more poignantly with adult learners as learning is not specified to just one point in their youth, but for the length of the trajectory of their career and “life.”

Warren Bennis (2003) supports this style of learning through his concept of innovative learning. The success of innovative education is through “Anticipation: being active and imaginative rather than passive and habitual, learning by listening to others and participation: shaping the events, rather than being shaped by them” (p. 68-69). This way, the learner can contribute to the vision and direction of their learning. “Developing as a human being means being integrated from the inside out...When we have a true leadership voice...and we feel vital” (Leider, 2004, p. 36). The nature of entrepreneurs is to act on this integration of oneself to connect the passion of their business and stake out on their own. They then develop new and innovative products, and a person taking control of their learning is an aspect of personal development that allows one to explore their fulfillment and shape their life path and calling.

**Organizational learning.** Argyris' (2002) research study was about how organizations learn. In this study, Argyris (2002) defined organizational learning as “a process of detecting and correcting an error” (p. 5). From this definition, Argyris (2002) goes on to explain the concept of double-loop learning in organizations. Double-loop learning processes can reverse insufficient

knowledge in organizations. Argyris (2002) conveys that in double-loop education, the emphasis is given, the meaning of assumptions, norms, and objectives are all open and transparent items to discuss. In sum, Argyris (2002) argues that double-loop learning works because crises are the result of open confrontation, and that creates change and effects in learning in organizations.

Argyris' (2004) research study explains that professionals currently in leadership positions often have the qualities of being committed, high-powered, and well-educated. Also, Argyris (2004) argues that learning is problem-solving combined with inward reflection, identification of one's contributions that impact organizational issues, followed by morphing their behaviors to better the company. Double-loop learning occurs when learning causes change, such as when failure is used as a tool to find success. Argyris (2004) additionally states that when leaders have the right attitude, they are also more open to learning. The premise of Argyris' (2004) study is that professionals actively avoid learning because they like to be successful and, therefore, do not experience failure, which causes learning and change. The reasoning is a necessary skill and must be used to avoid acting defensively.

In Gabriel's (2004) study, he discusses Lock (2002) as proposing the "four cornerstones for the development and maintenance of learning communities: communication, collaboration, interaction, and participation" (p. 54). In the study, Gabriel (2004) found that all learning at work was "predicated on consistent and frequent communication" (p. 56). Robey, Khoo, and Powers (2000) suggest, face-to-face communication may be an essential ingredient in constructing interactive, effective, and more productive virtual teams (p. 54).

After reviewing the methods of the study, Gabriel (2004) found that it was essential to have a "Constructivist approach to learning...which required them to communicate appropriately, work collaboratively, interact effectively, and frequently participate in their

learning environment” (p. 70). At the end of the study, the researcher emphasized the importance of participation and communication to learn. However, the author also noted that self-efficacy is also an essential aspect of learning.

**Communication strategies in entrepreneurial learning.** Gabriel’s (2004) research explains the subject area of communication strategies as essential to learning. The article outlines the different kinds of strategies that enable business growth through collaboration, interaction, and continued participation of “students’ perception of self-efficacy and their emerging commitment to a constructivist approach to learning” (Gabriel, 2004, p. 72). The importance of the inclusion of this study in the literature review is this concept of transitioning learning environment avenues receive education and training; this study looked explicitly at online learning communities. The entrepreneurs in this study may be more apt or have already utilized online learning communities to advance their leadership skills.

**Transformational leadership and adult learning.** Renko et al. (2015) study addresses a second major theme: entrepreneurial leadership and transformational leadership style share some attributes. More specifically, intellectual stimulation. Renko et al. (2015) defines mental stimulation as a quality that “challenges followers to reexamine some of their assumptions about their work and rethink how it can be performed.” The study also lists innovative entrepreneurial behaviors as an attribute shared by the two leadership styles: “Bold, innovative entrepreneurial behaviors are increasingly recognized as those that can revitalize organizations and provide a competitive advantage in dynamic markets” (Renko et al., 2015, p. 56). Renko concludes that entrepreneurs that practice and set an example of entrepreneurial behaviors that engage others to end up causing people that surround them to replicate entrepreneurial actions that will eventually challenge societal norms (Renko et al., 2015). Renko et al. (2015) describes the exchange in the

best way: “The entrepreneurial leader’s passion, creativity, and vision motivate others to experiment and learn for themselves” (p. 54).

Katz’s (1955) work laid the foundation for classification of the Skills Model of leadership “into three basic personal skills: technical, human, and conceptual” (p. 33). The groundbreaking U.S. Army Leadership skills study by Mumford, Zaccaro, and Harding (2000), at the U.S. Department of Defense defined “specific leadership capabilities can be developed over time through education and experience.” Mumford, et al. (2000) Skills Model studies which individual characteristics impact “general cognitive ability, crystallized cognitive ability, motivation, and personality” (p. 155). The theme of leadership outcomes included practical problem-solving and performance. The necessary “competencies for high-performance include problem-solving, social judgment skills, and knowledge” (Northouse, 2010, p. 43-44).

**Emotional intelligence and leadership.** Leadership theories cannot compose the only aspects of what makes a leader. In the 1990s, Daniel Goleman (1995) defined a new characteristic called emotional intelligence. Later, Mayer, Caruso, and Salovey (2000) define emotional intelligence as “[t]he ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion, and regulate emotion in the self and others” (p. 396). The foundation of emotional intelligence is in the building of formal and informal relationships.

Emotional Intelligence measures four defined parts. There are two main dynamics of emotional intelligence measures a). How one is feeling and b) how others are feeling and is generally called “Identifying Emotions.” The second area is termed “Facilitating Thought,” which is the ability to generate emotion along with reasoning. The third factor is “Understanding Emotions,” which is defined as how one assesses complex emotions and transitions from one

stage of emotions into another. The fourth dynamic is “How to Manage Emotions” by regulating emotions in oneself and others (Ciarrochi, Forgas, & Mayer, 2001, p. 33-34).

Goleman (1995) further defined the four areas of emotional intelligence (EI). The four areas of emotional intelligence are self-awareness, self-regulation, recognizing the emotions of others, and regulating others’ emotions through relationships. The first EI component, “self-recognition, is comprised of emotional self-awareness, accurate self-assessment, and having self-confidence. The second definition of self-regulation includes six attributes: a). Emotional self-control, b). Trustworthiness, c). Conscientiousness, d). Adaptability, e). Achievement/Drive, and f). Initiative. The third is recognizing emotions in others, which includes three characteristics: empathy, service-oriented, and organizational awareness. The fourth is regulation of others through building relationships with others, including influencing them, communication, conflict management, catalyzing change, having visionary leadership, building bonds, teamwork, and collaboration” (list of terms taken from Ciarrochi et al., 2001, p. 28).

Goleman (2007) discusses how those relationships are exhibited in six leadership styles in the article *Leadership that Gets Results*. The Coercive method works best in turnaround situations or crucial changes that lead to crisis. This negative style of leadership “demands immediate compliance” (p. 77) and requires responsive, exact, action to carry out the needs of the situation. The Authoritative style is useful when “mobilizing people toward a vision” (p. 80) during change situations. The Affiliative style strength is building relationships, communication, and motivating teams. The Democratic style can build consensus within groups and strengthens relationships in collaboration, builds buy-in and input from employees to create leadership. The Pacesetter method requires a high ability to achieve and produce results by setting high standards. This style tends to ignore the individual needs of a team and is, therefore, seen as a

negative style. The final method is coaching, which works toward developing the individuals in their organization and most closely resembles servant leadership. How emotional intelligence exhibits in each leader depends on their self-awareness and ability to build relationships with employees, colleagues, and individuals (Goleman, 2000, p. 78-90).

**Emotional intelligence in entrepreneurs.** Druskat and Wolff (2015) research study explains that “individual emotional intelligence...is... critical to group effectiveness.” The study’s premise describes teams that work together to build emotional intelligence can cause boosts in overall performance in businesses. The Model of Team Effectiveness in Druskat and Wolff (2015) study is based on the premise that group emotional intelligence leads to trust, identity, and efficacy, which leads to participation, cooperation, and collaboration, and results in better decisions, more creative solutions, and higher productivity. Druskat and Wolff (2015) ends his research paper with a stark warning for all entrepreneurs: “A team can have everything going for it – the brightest and most qualified people, access to resources, and a clear mission – but still fail because it lacks group emotional intelligence” (p. 1).

Fakhreldin’s (2017) study “investigates the effect of emotional intelligence of entrepreneurs on new venture creation.” The authors found that there was a positive correlation between emotional intelligence and new venture creation. The study used the constructs of interpersonal skills, internal motivation, and self-awareness, which are used to “support the creation of new ventures” (p. 99). The study used demographics such as age and gender, along with the two categories of necessity-driven entrepreneurship or opportunity-driven entrepreneurship. The study found that emotional intelligence and new venture creation are complementary constructs, whereas gender did not affect the investigation.

## Practices that Promote Innovation

Steinhoff's (2015) research study examines if there is a natural-born leadership versus developing leaders through learning. The study further explains that, "Personal desire and cognitive ability also have a role in the determination of whether someone has the aptitude to lead" (p. 19). Steinhoff's (2015) first theory, "Natural Initiative Theory states it is the prime duty of good managerial leadership to provide the conditions that release people's full and enthusiastic initiative and creativeness in their work" (p. 19). Steinhoff's (2015) study states that ...there are several foundational skillsets one needs under the subjects of expansion of self-awareness, the building of rapport, and clarification of expectations. These types of born leader attributes could potentially link to traits and leadership styles of entrepreneurs and would be further areas of research in the future (p. 19-20).

In all, there are 35 listed skills of a "born leader." Some of these 35 traits can be like those found and measured by the MLQ. Some of the highlights of these traits that mirror the MLQ would be, a) listens, b) flexible, c) focusing on learning, d) seeks feedback, e) establish common ground, f) be accessible and approachable, g) understand others, h) having i) integrity, j) developing trust, k) establishing mutually agreed upon expectations, l) clear communication about organizational expectations, m) clarify action results, and n) optimism (p. 19-28).

Steinhoff's (2015) Leadership Direction Skills should be used to "map the territory to identify the need to lead, chart a course of leadership action; and, develop others as leaders" (p. 19). In this section, the researcher found that leadership skills can be learned when a person is determined to lead and plots a course to obtain the position; he/she wants. Steinhoff (2015) describes the skills can be utilized to "[b]uild the base to gain commitment; influence others to follow willingly; create a motivating environment" (p. 20). While Steinhoff (2015) also



addresses natural-born leader skills, which are defined as “foundational skills, leadership direction skills, leadership influence skills” he argues that these fundamental natural skills might create the environment for individuals to lead (p. 19).

### **Entrepreneurs: The Passion Factor**

The Stenholm and Renko (2013) study addressed the emotional aspects of entrepreneurship. Specifically, the author states, “[p]assion can be an important driver of entrepreneurial behaviors” (p. 6) The study concluded that “The results suggest that entrepreneurial passion enhances the chances of survival” (p. 6). While the study is interesting, it is a conclusion that has been featured in many other research studies, and one of the most-watched TedTalk speeches and books by Simon Sinek on *Start with the Why?* Passion was a better indicator of success and connection to your purpose than any externally driven financial indicators, or goals could create. “The key takeaway from Stenholm’s study is that passionate entrepreneurs who channel their positive energy towards new combinations of existing resources improve the likelihood of their ventures’ survival” (Stenholm & Renko, 2013, p. 6). The individual connection to passion and purpose and the sheer will to seek an initiative out to drive the business to a prosperous state shows the endurance and commitment of entrepreneurs.

### **Improving Leadership through Personal and Professional Development**

For an entrepreneur to succeed, they need to work on reinventing and developing best practices continuously. Barbuto and Burbach (2006) research study, indicated “[e]xtensive research has shown that leaders who exhibit positive leadership behaviors –such as intellectual stimulation, individualized consideration, inspirational motivation, and idealized influence – achieve greater employee performance, effort, satisfaction, and organizational effectiveness” (Lowe, Kroek, & Sivasubramaniam, 1996, p. 385).

In Barbuto and Burbach (2006) literature review, the author also quotes the authors of the MLQ assessment being utilized in this dissertation research Bass and Avolio's (1990) study: "It may be that leaders' emotional intelligence relates to their use of transformational behaviors." While initially listed as a suggestion in the survey, Barbuto and Burbach (2006) suggests that "...emotional intelligence is self-awareness, internal motivation, interpersonal skills, mood regulation, and empathetic response" (p. 51). Also, the study lists transformational leadership as having the aspects of inspirational motivation, idealized influence, intellectual stimulation, and individualized consideration. The results of the survey reported: "emotional intelligence shared positive relationships with each self-reported subscale of transformational leadership" (Barbuto & Burbach, 2006, p. 52). Therefore, it can be assumed that emotional intelligence is one of the traits of a transformational leader. The article also explains that "Leaders demonstrating more empathy also exhibited greater degrees of intellectual stimulation and individualized consideration" (Barbuto & Burbach, 2006, p. 51). Empathy, intellectual stimulation, and individualized consideration are three qualities of a great transformational leader. According to Barbuto and Burbach's (2006) study, self-regulation was also in line with effective leadership. At the end of the survey, Barbuto and Burbach (2006) concludes that "Empathic response is the most consistent antecedent of transformational leadership" (p. 56).

While other transformational studies have taken a different approach to entrepreneurship and innovation, Bahniuk and Hill (1998) study supports, "[m]entoring may be one facet of leadership advancement, but research supports the concept that through mentoring the mentee often experiences increased performance, promotion rates, increased income, greater job satisfaction and enhanced leadership ability[ies]" (p. 4). Handfield-Jones (2000) explores the professional development of over 6000 executives and indicates that "driving development will

dramatically increase the pace at which executives grow” (p. 116). The highest impact of growth can be made with special projects, and the way jobs are structured, by internal and external job training, informal coaching, and feedback, telling a person their strengths and weaknesses, and finally, through mentoring.

### **The Multifactor Leadership Questionnaire**

**Introduction.** In over 70 years of leadership studies, there have been as many different definitions of leadership from all those who have studied, researched, and defined it for their particular purposes and needs (Stodgill, 1974). It took time to sift through what kind of assessment tool would be most useful in understanding the leadership styles of entrepreneurs. After numerous hours of searching and turning up extraordinarily little research on entrepreneurial leadership styles, various executive coaches, and trusted university professors in organizational development at universities were approached for their advice on what assessments to consider for this research.

**MLQ structure and design.** The other significant assessments considered for this research project were Myers-Briggs (MBTI), DISC, 360-degree assessment, Enneagram, and Ethical Virtuosity. The Multifactor Leadership Questionnaire created by the work of Bass (1985a), Bass and Avolio (1990), and Bass and Avolio (1994) was decided upon because of its long-standing and trusted reputation in the leadership development field. The MLQ measures nine different attributes that contribute to whether someone is more or less of a Transformational, Transactional, and Passive-Avoidant leader. The first part of the survey is a self-evaluation by the leader (entrepreneur in this study), about their self-perception of their leadership behaviors. However, this portion of the study by itself is not exceptionally reliable or as valid as the multi-rater feedback form that is designed with a feedback method (Lani, 2010). The MLQ measuring more than one

style and different spectrums of leadership are useful in this qualitative study measuring entrepreneurial leadership abilities and attributes.

Many entrepreneurs cite wanting a different kind of culture, wanting it to do it their way, or wanting to innovate a product or service, and wanting to be the boss when starting their own company (Finkel, 2013). But this does not necessarily mean that an entrepreneur is a transformational leader. It is possible that if we connect the leadership style of the entrepreneur to understanding their business; we could better understand why the companies are a success or failure, or perhaps if they are a laissez-faire leader or transactional leaders we could connect their leadership style to why they may be a serial entrepreneur.

The transformational leader has “a strong set of values and ideals” (Kuhnert, 1994, p. 10). The strong set of values and ideals a transformational leader possesses can be likened to that of an entrepreneur. Some aspects of Bass’ (1985a) model for a transformational leader is someone who can have emotions, or what was coined by Daniel Goleman (1995) as emotional intelligence, has strong values and ethics, and a set of standards and goals. “Leaders who have a specific vision, and a high ethical standard that followers subscribe to and wish to emulate would be described as demonstrating charisma” (Northouse, 2007, p. 66). There seems to be some connection between a charismatic leader having strong convictions, high self-confidence, and a deep desire to influence and support other team members in their organization (Mannarelli, 2006, p. 46-47).

Bass and Avolio (2005), leadership style scale is described by five factors represented in Figure 1: Image of the Elements of Transformational Leadership. A transformational leader can develop their team members by inspiring them through an ethical and values-based direction. Bass’ (1998) study also discusses how a leader being vulnerable enough to convey their nature

and sharing their convictions, demonstrating a commitment to the organization, and a robust personal ethic all affect how the team will respond positively to improve the success of the organization.



*Figure 1.* Image of transformational leadership elements. Similar found in (Bass & Avolio, 2005)

The five factors of Transformational Leadership are the: Idealized Influence factor of attributes (IA) and behaviors (IB) means, “[t]hese leaders are admired, respected, and trusted” (Bass & Avolio, 2005, p. 103). Many of these aspects are like servant leadership, where a leader puts the needs of their team members above their own. The Inspirational Motivation (IM) factor is described by a way in which the leader motivates their followers’ work through a sense of team spirit and optimism, often encouraging the followers to assist in envisioning the future and their place in the company. The element of Intellectual Stimulation (IS) is the ability to innovate or create solutions, reframe problems, and develop a new way to respond, and new ideas are encouraged in the organization. Bass and Avolio’s (2005) finale element of transformational leadership is Individual Consideration (IC). Leaders coach and mentor their team to develop

their strengths and achieve their goals, dreams, and personal growth abilities (Bass & Avolio, 2005, p. 104).

In the Transactional Leadership Theory Model is defined by two factors, Contingent Reward (CR) and Management by Exception Active (MBEA). Bass and Avolio's (2005) research describe these as being the more middle of the road manager on the effective to ineffective spectrum. In the CR factor, the leader utilizes methods by which "...employees are rewarded for good effort, performance, and action" (Northouse, 2007, p. 185) and can be summed by the phrase "give or get" (Bass, 1985a, p. 23). The leader would provide support to others "in exchange for their effort" (Bass & Avolio, 2005, p. 104). The MBEA description is more about compliance with the set of rules and standards in the organization. The MBEA leader employs a more corrective behavior style, carefully monitoring staff who break the rules, policies, and procedures. The MBEA leader would focus on mistakes and provide negative feedback, negative reinforcement, and constant corrective criticism to achieve or meet the policies and standards (Northouse, 2007, p. 105).

The third group of descriptors for Bass' and Avolio's (2005) leadership styles is the Passive-Avoidant Behavior model is comprised of two styles. Management by Exception, Passive (MBEP) is described similarly as someone who does not respond to situations promptly, avoids setting standards, having no clear communication or expectations from their team members. This manager exhibits behavior that is more passive in style and not have a conversation with a team member about how to correct their behavior and then be overreactive later and write them up without warning (Northouse, 2007, p. 105).

The last leadership style in the MLQ is the Laissez-Faire (LF) Nonleadership style and being an absent leader. This kind of leader would not have a vision for the company or any of its

divisions, does not set goals, is absent when needed, and avoids making decisions. The LF leader would leave decisions and operational control up to their team to drive company results. “This [non]leader abdicates responsibility to staff, delays decisions, gives no feedback, and makes little effort to help followers satisfy their needs” (Bass & Avolio, 2005, p. 107). The descriptions are visualized in Figure 2: Transformational, Transactional, CR, MBEA, MBEP, and Laissez-Faire to understand all the MLQ leadership style factors on the spectrum.

The final behavioral aspect of the MLQ leadership model overlays these different styles to the success and the self-rater’s perception of their extra effort, effectiveness, and satisfaction of the employees. The elements are referred to by “get[ting] others to do more than they expected to do, a heightened desire to succeed and an increase[d] willingness to try harder” (Bass & Avolio, 2005). The Effectiveness scale is designated by if the leader is “... effective in meetings and other job-related needs represent[s] their group to higher authority, is effective in meeting organizational requirements, and leads the group effectively” (Bass & Avolio, 2005, p. 105-106).

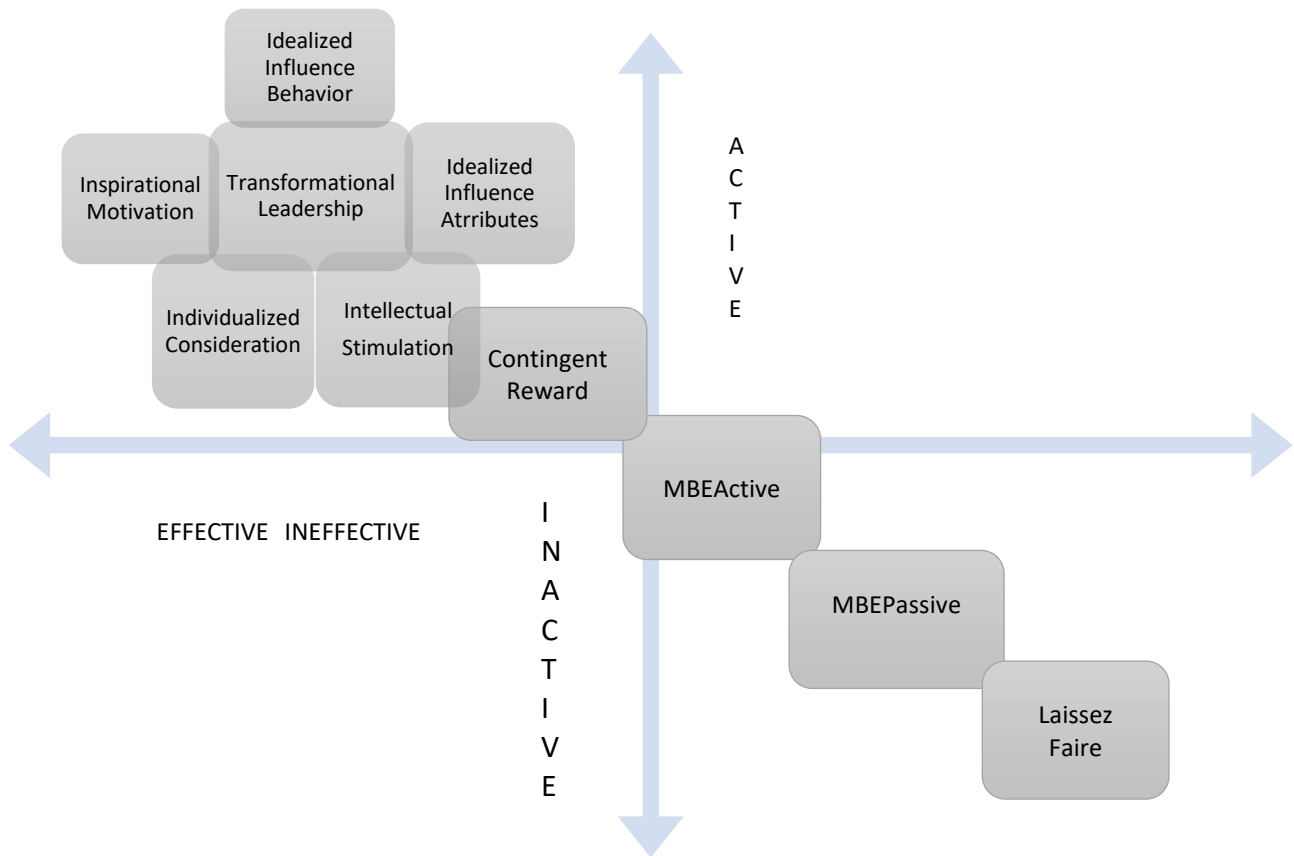


Figure 2. Transformational, transactional- CR, MBEA, MBEP, and laissez-faire leadership

### Criticisms of the Multifactor Leadership Questionnaire

In its early days, the MLQ was “...considered the best, validated measure, of transformational and transactional leadership” (Ozaralli, 2003, p. 335). The MLQ has received its fair share of criticisms over the years and, in particular, in its early stages of the survey tools’ formation, and originating results with small *N* factors created inconsistent and mixed results when being retested and added to the increasing criticism. Numerous researchers tested its structural validity and found that many of the originating elements had converging data points. Under Transformational Leadership, the then Idealized Influence (II), now described and further



differentiated as the two Idealized Attributes (IIA) and Idealized Behaviors (IIB), and the +Inspirational Motivation (IM), Intellectual Stimulation (IS), and the Individual Consideration (IC) had converging data points, indicating that the difference amongst the four factors may not be as distinct as purported (Muenjohn & Armstrong, 2008). Also, the Transactional and Passive-Avoidant Styles found converging data points in the Management by Exceptions and Laissez-Faire characteristics. As time has moved forward, the MLQ tool has increased its validity by adapting to this criticism, and further testing has demonstrated that the nine characteristics model increased its statistical significance. The self-rater form continues to bear the most criticality due to the validity of the scores are much lower than the 360-degree raters, which balance out the personal assessment of the participant leader.

In addition, more recent research (Hinkin & Schriesheim, 2008; Schriesheim, Wu & Scandura, 2009) based on the MLQ supports more in-depth research to breaking down the concepts of the MLQ by exploring more attributes that comprise the Transactional and Passive Avoidant characteristics of leaders. The Hinkin and Schriesheim (2008) article supports that the Contingent Reward behavior could also be the “higher-order” of a transformational leadership and that potential should be broken down into more detail. Those leaders who rate higher on the CR could also be supporting their employees, or generational differences could require a reward-based system for work in exchange for kudos and knowledge of a job well done with the extra attention of the leader. The Schriesheim et al. (2009) study indicates that the MLW reports are vague, and it is hard to decipher the difference between individual behavior, its meaning to the organizational group versus the MLQ norming tables. The level of detail available from the MLQ does not have enough information regarding gender and age to adequately compare

individuals who take this either individually or in their company need more information about which to provide suggestions on how a leader may develop themselves in the future.

### **Summary**

This chapter gives an overview of the nuances of literature on leadership entrepreneurship that could have an impact on the research to investigate entrepreneur leadership styles. There may be many factors that lead to the entrepreneurs' different styles and understanding of how and why they lead. It was interesting to gain an understanding of the MLQ leadership literature and adaptation of the MLQ over time to know if the entrepreneur participants' results will mirror the MLQ data and other theories outlined in Chapter 2, such as will 50% of the businesses who answer a completed survey be women-owned businesses? Will the research find a difference between how men and women lead their businesses? Will there be any cultural difference that can be identified between the MLQ survey respondents? Should the data return any useful information about entrepreneur leadership styles at all, or if not, will it give any insights to what kinds of measurements are more relevant to explore for future research to conduct? There is individual freedom in doing research that has not been done yet. Still, it leaves more questions, unknowns, and uncertainties than most researchers would be comfortable with before beginning their research.

## Chapter 3. Research Methodology and Instrumentation

“Leadership, like swimming, cannot be learned by reading about it.”

- Mintzberg, The Handbook of Leadership Theory, Research, and Managerial Applications

### Introduction

This third chapter provides an overview of the design and research methodology processes utilized to examine the relationship between factors in the MLQ survey of leadership styles of entrepreneurs in business networks. Chapter 3 is organized into the following methodological sections: (a) a review of the research problem (b) a restatement of the research questions and hypothesis, (c) a description of the research design, (d) participant selection, confidentiality and protection of human rights (e) data collection process, (f) data analysis processes, (g) validity of research design, and (h) a summary. This study attempts to identify what factors contribute to an entrepreneurs' leadership style. The study will focus on entrepreneur leaders, over the age of 18, who own their business or have started their own business, and are a member of one of the following U.S. based, business networking groups: Southern Oregon Regional Economic Development, Inc. (SOREDI), and the Small Business Development Center (SBDC) of Southern Oregon.

### Research Problem

The study of entrepreneurship was continually emerging and varied in the topics in which studies are conducted, most of which the research topics seem to be mostly about characteristics or attributes that make up what kind of person is an entrepreneur to gain a better understanding of entrepreneurs. It was only within the last 2 years that Inc. Magazine reported that the famed Myers-Briggs finally cracked the code on which of the 16 personality types best lends itself to

entrepreneurs (Brandon, 2017). Although the MBTI talks about personality, it does not always accurately describe an individual's leadership style, and for future research and analysis of the entrepreneur's MLQ analyzed aside, their MBTI rating might prove to be an exciting endeavor.

It concerned the researcher that little research had been conducted on entrepreneurial leadership styles. This lack of information led to a curiosity to better understand if the entrepreneurial leadership styles had any effect on them in business. As the research is not that far along to understand those connections, it was essential to the researcher to utilize a questionnaire in the leadership field that can connect to more than one style of leadership, be reliable, and valid over a length of time in the short 33-year spectrum of time the tool has been utilized.

### **Restatement of Research Questions**

The MLQ assesses participant leadership styles: Transformational Leadership or the Five I's (Idealized Influence Attributes (IA), Idealized Influence Behavior (IB), Intellectual Stimulation (IS), Inspirational Motivation (IM), and Individual Consideration (IC)), Transactional Leadership (Contingent Reward (CR) and Management By Exception Active (MBEA)) and Passive-Avoidant Leadership/Nonleadership (Management By Exception-Passive (MBEP) and Laissez-Faire (LF)). All these nine styles help to differentiate between two dynamics: a) the Effectiveness and b) the Extra Effort scales that define the success of the leadership style being applied to the followers.

The study seeks to understand whether a relationship exists between the successes of an entrepreneur with a style of leadership. The research questions are restated here from Chapter 1. They will address entrepreneurship and what influences may affect the business owners' entrepreneurship style to discuss how they use these factors to lead their organization. For this

study, leadership styles are further differentiated by the nine MLQ factors applied to the manner and approach of providing direction, implementing plans, and motivating people in the entrepreneur's organization. As seen by the employees, it includes the total pattern of explicit and implicit actions performed by their leader/entrepreneur (Newstrom & Davis, 1993).

The primary research questions for this entrepreneurial leadership study utilizing the MLQ were:

1. What are the MLQ leadership styles of the participating entrepreneurs?
2. Does gender affect leadership styles?
3. Does age affect the leadership style?
4. Does the length of time of being in business affect the leadership style?

### **Hypotheses Statements**

This study sought to understand whether a relationship exists between the success of an entrepreneur with their style of leadership; to discuss how they use these factors are answered in this study, the following four hypotheses statements were tested:

$H_{10}$ : There are no differences between the nine-factor scales data found in Bass and Avolio (2005) as compared to the entrepreneur participants.

$H_{1a}$ : There are significant differences between the nine-factor scales data found in Bass and Avolio (2005) as compared to the entrepreneur participants.

1. Subtest 1: Do these entrepreneurs fall more into Transformational Leadership?
2. Subtest 2: Do these entrepreneurs fall more into one of the Transactional Leadership factors?
3. Subtest 3: Do these entrepreneurs fall more into one of the Transactional Leadership factors?

*H<sub>20</sub>*: There are no differences in how gender affects the self-perceived leadership styles.

*H<sub>2a</sub>*: There are significant differences between how gender affects the self-perceived leadership styles.

*H<sub>30</sub>*: There are no differences in how age affects the self-perceived leadership styles.

*H<sub>3a</sub>*: There are significant differences between how age affects the self-perceived leadership styles.

*H<sub>40</sub>*: There are no differences in how the length of time owning a business affects the self-perceived leadership styles.

*H<sub>4a</sub>*: There are significant differences between how the length of time of owning a business affects the self-perceived leadership styles.

### **Research Design**

A quantitative descriptive survey method utilizes research questions on the Likert scale from the Multifactor Leadership Questionnaire survey. The quantitative study was designed to assess anything measurable, systematically using numbers to uncover the relationships between data variables and test a variable to confirm or dis-confirm a control or phenomena (Creswell, 2003; Kaplan, 2004). Through this quantitative descriptive research utilizing the MLQ survey, the information that results from the study may uncover a cross-section of leadership styles within differing industries. It could also help regional economic development centers and Small Business Development Centers to better serve their current and future clientele on how best to lead their business in the high and challenging times of their business flow.

This quantitative, descriptive research study utilized the Multifactor Leadership Questionnaire survey. A quantitative method uses research questions in the form of a survey to assess anything measurable, utilizing numbers in a systematic way to uncover the relationships

between data variables and test a variable to confirm or dis-confirm a control or phenomena (Creswell, 2003, p. 108; Kaplan, 2004). The quantitative approach was appropriate for the MLQ (5x-long) with the survey questionnaire components to determine if any attributes contribute to an entrepreneur's leadership style. The MLQ survey was based on a 63-item questionnaire, developed on a 5-point Likert rating scale from 0 = *Not at all*, 1 = *once in a while*, 2 = *sometimes*, 3 = *fairly often*, 4 = *frequently, if not always*. The Likert rating scale developed for the questions allows for an easy measurable assessment that can be statistically validated on the leader questionnaire form. See Appendix B MLQ Sample Permission Letter and Appendix C Sample MLQ (5x-Short) Questionnaire.

### **Participant Selection**

The study focused on entrepreneur leaders who own their business or have started their own business, are a member of one of the Southern Oregon based business networking groups: Southern Oregon Regional Economic Development, Inc. (SOREDI), and the Small Business Development Center (SBDC) of Southern Oregon. Of the business networking groups, there are approximately 400 business members. However, many SOREDI members may be C-suite business executives, rather than entrepreneurs who own and run their own business. These corporate-led businesses were not the focus of the research; however, the SOREDI network of individuals may know other entrepreneurs in the Southern Oregon region and forwarded the research opportunity via email. Many of the potential participants were known to the researcher from these business networking meetings. They have previously been aware of their contact information, such as their email, to be able to contact the entrepreneur and send a letter of introduction to the study. See Appendix I: Informed Consent and Letter of Introduction.

To identify participants for this sample, the researcher inquired with business leaders in the Southern Oregon region about the following:

1. The researcher utilized her colleague network in Southern Oregon to support respondents answering the MLQ and demographics surveys and support the entrepreneurs to individually identify other entrepreneurs in Southern Oregon to send the introductory letter, informed consent, and MLQ and demographics survey link.
2. They evaluated the need and interest in the local Southern Oregon region, by requesting the input of business leaders and executives in the area if they knew their leadership style according to the MLQ (transformational, transactional or passive-avoidant) and if they would be interested in finding out their leadership style by participating in the survey.
3. Sought the input of executive coaches, professional colleagues, social organizations, Southern Oregon University faculty if they thought this study would be a reasonable design and if local entrepreneurs would respond; then solicited their help in identifying business networks, executives, leaders and thought leaders in the Southern Oregon regional area that could potentially respond to the MLQ survey.
4. The contact with these individuals for their advice was sought out in person at networking and leadership meetings in the region.
5. This study focused on the approximate 150 entrepreneurs owned businesses in the Southern Oregon region.

### **Sampling**

The participant sample was chosen by a snowball and convenience sample through announcements at the above networking meetings and utilize personal relationships to recruit entrepreneurs to participate in the study. The only criteria that the entrepreneurs be over the age



of 18 own their own business and join in the above-noted business networks. (Cooper & Schindler, 2003). The entrepreneurs can also recommend other entrepreneurs to participate if the entrepreneurs are over the age of 18, and their businesses are in the Southern Oregon region.

The following process was used to contact potential participants:

- Initial contact was made by email announced to a list of 150 business owners and regional leaders who were potential participants. Then a follow-up email was sent to those who responded to share with other entrepreneurs they know in the region. In the final push, during the last week of data collection, SOREDI agreed to announce on their Facebook page, and the SBDC sent an email to their entrepreneur owned businesses announcing the closing of the leadership assessment opportunity and learn their leadership style.
- Participants were also reached out to a SOREDI, SBDC, Southern Oregon University School of Business networking events, to attract participants. The researcher provided a bit.ly link to participants in person so they could access the survey right away.
- The researcher sent emails with the link to participate, which included:
  1. A cover letter with the informed consent to the prospective participants, including a description of the risk involved in the study, the requirements of the Institutional Review Board (IRB) process and its obligation to protect human subjects in research; and the opt-out process
  2. The participant understood the partnership with the vendor for the leadership assessment Mind Garden, Inc., Transform company who administers the MLQ the stages of the responding to the survey and its analysis, the anonymity of data, and how to obtain a copy of their

leadership report (for a \$100 fee) from the Mind Garden, Inc., Transform software if they so choose.

3. Once the participant read, agreed, and signed the informed consent, and completed the demographics survey, the researcher received a notification that a participant completed the initial demographics survey. Then the researcher sent the participant the link to the MLQ survey.
4. All participant's demographics and MLQ survey responses were held in the strictest of confidence, with no names or affiliations that were discussed or released without prior written notice.
5. The participant understood that they might be contacted to participate in further research phases (MLQ 360-degree) in the future.
6. The participants understood that if any research information is to be published, the participants would be notified, and all data was anonymized and aggregated, without indicators to a specific participant.

### **Survey Costs**

This research was a sampling of entrepreneurs led businesses. The MLQ survey does have costs and fees associated with the survey collection process. The costs are as follows:

- 1). The MLQ Manual cost \$50.00 to review the survey design, validity, sample questions, and scoring.
- 2). Utilizing this as a student/doctoral researcher costs a \$200.00 Licensing Fee.
- 3). One entrepreneur was considered one respondent and will cost \$8.00 per entrepreneur (\$8.00 x 100 entrepreneurs = \$800.00).
- 4). Mind Garden, Inc., offers a Group Report feature that was budgeted for the process.

The cost of the research has been generously supported by a Titley Grant sponsored by Southern Oregon University School of Business. Table 1 Description of Costs and Fees of the Mind Garden MLQ Survey are outlined below.

Table 1

*Description of Cost and Fees of the Mind Garden, Inc., MLQ Survey*

<b>Survey Costs Description</b>	<b>Cost</b>
MLQ Manual	\$50.00
Mind Garden, Inc., Administration Licensing Fee for Electronic use of survey	\$200.00
Per person fee \$8.00 per respondent (multiplied by 200, intention to use 100 for phase 1 of research)	\$1600.00
Group Report	\$200.00
<b>TOTAL</b>	<b>\$2,050.00</b>

### **Confidentiality and Human Rights Protection**

Before the research protocol could be approved with Pepperdine University, the researcher had to take the online CITI Human Subject Research and Protections Training. See Appendix E CITI Certificate and IRB Human Protections Training. After the protocol was approved, the researcher confirmed to all the participants that every stage has complied with all IRB standards, policies, and regulations concerning human subject protection were met. The researcher made available and provide a copy of the IRB application and approval letter to all participants, notifying them of their rights that their participation was purely voluntary, that there was no incentive for participation, and no harm came to them if they choose not to participate. Once the sample has selected the confidentiality, and informed consent process were as follows:

- The researcher provided a cover letter to the prospective participants, including a description of the risk involved in the study and outlined the study's scope, including the techniques and sample question, including an option to opt-out from the process.

- The potential participants understood the ethical requirement of the Institutional Review Board (IRB) process and obligation to protect human subjects in research; including the research processes for this survey, the partnership with Qualtrics and Southern Oregon University to collect the demographics data and Mind Garden Transform the company who administers the MLQ online rater surveys, their design software, the stages of the survey to analysis, the anonymity of data, and how to obtain a copy of their leadership report from the Mind Garden software if they so choose.
- Mind Garden Transform provided a copy of the group report for the 25 respondents at the close of the data collection period January 16, 2020.

The following were additional protections put in place to protect the confidentiality of participants.

- The only connecting piece of information between the demographics survey and Mind Garden's MLQ was their email. The emails are being removed; however, for data analysis, the data were anonymized. The email was only used to connect demographics data collected in Qualtrics to the MLQ Mind Garden transform databases. The researcher had full control of that information.
- MLQ Mind Garden keeps its information confidential and has not had any data breaches in the history of their company.
- Each participant created their username and password to answer the MLQ.
- Each participant only learns their style of leadership, and all other MLQ data or the connected demographics were aggregated into a group report.
- For verification of data and purposes, the validity, only the anonymized data were reviewed by a second reviewer. The Qualtrics demographics data was uploaded into an

excel sheet document and combined with the Mind Garden Transform data without any personal indicators and was protected by a username and password.

- The original merged data were in a password protected Excel document. The researcher only saw the MLQ database, and the reviewer only saw the Excel data file for the data analysis process without any personal indicators. The analysis software system used was also protected by a username and password.
- The desktop computers accessed to obtain this information was and continues to be username and password protected and locked behind a door.
- The personal laptop was and continues to be username and password protected.
- The Qualtrics and Mind Garden database usernames and the passwords and were not saved in the researcher's browser history.
- The laptop and desktop are locked in the researcher's office behind a deadbolt lock.
- The laptop was additionally locked inside a file cabinet inside a locked office.

### **Risk to Participants**

There are no significant foreseeable risks associated with the research. The potential psychological risks could affect the entrepreneur's self-esteem by learning their leadership style and expectations of one style over another. The goal was not to impact their self-esteem but offer them opportunities for improvement to their leadership style leanings. The potential economic risks could affect the entrepreneur due to the approximate 30 minutes of downtime, taking away their energies and focus from their business to complete the survey. However, the benefit of learning their style and ways to improve their leadership style could also improve their work culture, teams, and benefit their overall business.

## **Participant Options for Selecting to Opt-Out of Research**

The respondents have numerous options to opt-out of the data collection process.

- The participant may opt-out from the beginning by not answering the demographics survey.
- The participant has the option to opt-out from the survey as per the informed consent form and contacting the researcher.
- The participants have the option not fully to answer the demographics survey or not fully answer the MLQ leadership survey, which would render the results not usable for the study.
- The participant has the option to contact the researcher and ask for their data to be removed at any time after completing the demographics or MLQ surveys by contacting the researcher.

## **Data Collection Process**

The researcher used her network to access the different leaders of business networks to obtain a preliminary agreement to make this opportunity available to their members. To begin the recruitment of participants, the researcher made a general announcement at a SOREDI and SBDC leadership teams and followed up with an email. The participants were provided with an electronic consent agreement at the beginning of the relationship that allows the participants to opt-out. Once the participant agrees to the research process and terms (most noticeably signing the IRB informed consent document), then the survey commenced with the demographics survey and continued onto the 45-question MLQ survey.

The informed consent included a description of the study, explain the process was voluntary, that there was no compensation for participation. No punishment occurred for lack of

participation. Once the demographics were collected in Qualtrics, the participant's email was inputted to the MLQ Mind Garden Transform software, which triggered an email invitation to complete the online MLQ Survey. The survey was self-administered online questionnaire to assess participants' leadership behaviors based on the nine factors.

The researcher developed a relationship with Mind Garden, established an account to prepare for the collection of data, prepaid for the quantity 100 MLQ research surveys, drafted the demographics survey with Mind Garden, paid for the demographics survey development fee, prepared a draft consent agreement, and obtained permission to utilize their electronic version of the MLQ survey tool. See Appendix B: MLQ Sample Permission Letter. Upon completion of both surveys, the respondents were sent an email with their leadership style, a thank you note, and a reminder of their informed consent. At which time the email was no longer of use in the process. Per the Risk and Confidentiality sections above, the emails were utilized to connect the two data sets to analyze the data effectively. After which the email was removed, and the data was anonymized.

The data collection period commenced once the IRB approval was received, once the data collection process has received a minimum of 25 respondents (with a stretch goal of 50 respondents), the demographics and leadership surveys were merged into an excel sheet. The data was de-identified by removing any names and emails, and then the data was uploaded into the data analytics software. This dataset was evaluated to answer the research questions. The results of the data in Qualtrics created reports and graphs for applicable demographics questions. The two data sets were merged, and two-tailed  $p$ -tests were calculated in Excel. Once the data was evaluated, this phase was complete.

## Demographics Questionnaire

The demographics questionnaire section was developed by the researcher with the suggestions of the Mind Garden staff included. In essence, an inclusive gender range, age range, past leadership titles, the industry of their business, where the entrepreneur was born, the participant's ethnicity, the participant's highest educational attainment, how many companies have the participant has owned previously, how much time the participant has spent in their business on average per week, the participant's professional development training they have attended, the geographic location in which state/country they obtained their different levels of education (K-12, college, graduate, doctorate, or post-doctorate) if the participant was/is a veteran of the armed forces (which country and which branch), how many children the participant has/had at home while building the business, how many total companies have the participant owned and led including current and in the past, and how long the participant has been at their existing company. The survey took approximately 10-15 minutes for the entrepreneur to self-rate themselves on the MLQ survey, including answering the demographics questionnaires. See Appendix F: Supplemental Demographics Questionnaire.

This process continued with each of the member organizations and follow up reminders of the assessment period dates were made available through email and any social media and text messaging the member organization utilizes to keep in contact with their organizations. The target sampling size was 100 participants to complete the online survey and provide the first and last names, and the valid emails of three individuals who are known to them worked with them and are willing to review their leadership style. The group report was aggregated form from Mind Garden in a data file. No names or identifying information was published within this



dissertation document to protect the privacy of participants. Any published information about this participant sample was anonymized and aggregated across the sample.

### **The Multifactor Leadership Questionnaire**

The Multifactor Leadership Questionnaire (MLQ Form 5x-Short) created by the work of Bass (1985a), Bass and Avolio (1990), and Bass and Avolio (1994) during this research process, was a 45-question, Likert-scale, self-report assessment. The survey had evolved since its original development by Bass and Avolio in 1990. The researcher decided upon this survey instrument because of its long-standing and trusted reputation in the leadership development field and would be best used across different industries and the leadership titles of the respondents in this study.

The MLQ measuring more than one style and different spectrums of leadership are useful in this qualitative study measuring entrepreneurial leadership abilities and attributes. The MLQ measures three different leadership styles; transformational, Transactional, and Passive-Avoidant spectrums. The first part of the survey was a self-evaluation by the leaders (entrepreneurs in this study), about their self-perception of their leadership behaviors. However, this portion of the study by itself was not exceptionally reliable or as valid as the multi-rater feedback form that was designed with a feedback method (Lani, 2010). The MLQ Form Short 5x reliability from testing  $N = 27,285$  (number of raters in English) a range of .69 to .83 in the 2004 publishing of MLQ Manual (Bass & Avolio, 2005).

Many entrepreneurs when starting their own company, cite wanting a different kind of culture, wanting it to do it their way, and wanting to innovate a product or service, and wanting to be their boss (Finkel, 2013). Just because an entrepreneur wants to start their own company, be their boss, or have a different kind of culture, does not necessarily mean that an entrepreneur was a transformational leader. It was possible that if we connect the leadership style of the

entrepreneur to understanding their business; we could better understand why the companies are a success or failure; or perhaps if they are a laissez-faire leader or transactional leader, we could connect their leadership style to why they may be a serial entrepreneur or have a higher turnover of employees.

### **Scoring the MLQ**

The summary of the factor descriptions for transformational, transactional, and passive avoidant can be found in Appendix A Summary of the Basic MLQ Leadership Styles and the Components. As a reminder, the 45 questions MLQ (5x-short) questionnaire was utilized. The instrument has 45 questions that will entail specific questions about leadership behaviors and then require the rater to self-assess the frequency of that behavior they report. The other nine questions measure the EE, EFF, and SAT of overall leadership outcomes for the organization. See Appendix G: Outline of MLQ Question per Style/Factor.

The MLQ survey will allow the researcher to evaluate the self-rated outcomes and leadership styles. In Appendix A Summary of the Basic MLQ Leadership Styles and the Components above, the MLQ factors are outlined with their full descriptions. In the following Table 2, MLQ Factors and Subscales Scoring. MLQ Factors and Subscales Scoring describes the six elements (leadership styles) and three outcomes number of questions for each, and their respective ranges for subscale scoring in the MLQ survey. The scoring of the MLQ responses in the questionnaire are already coded as: 0 = *not at all*, 1 = *once in a while*, 2 = *sometimes*, 3 = *fairly often*, 4 = *frequently, if not always*. In the event of missing or incomplete data, the data will not be included for calculation purposes. The calculations will only include full and completed survey responses. See Appendix D: Sample Scoring of the MLQ.

Table 2

*MLQ Factors and Subscales Scoring*

Leadership Styles	Factors / Characteristics	Number of Items	Range of Subscale Scores
Transformational Leadership	Idealized Attributes (IA)	4	0-20
	Idealized Behaviors (IB)	4	0-20
	Inspirational Motivation (IM)	4	0-20
	Intellectual Stimulation (IS)	4	0-20
Transactional Leadership	Individualized Consideration (IC)	4	0-20
	Contingent Reward (CR)	4	0-20
	Management by Exception-Active (MBEA)	4	0-20
Passive-Avoidant Leadership	Management by Exception- Passive (MBEP)	4	0-20
	Laissez-Faire (LF)	4	0-20
Outcomes	Extra Effort (EE)	3	0-15
	Effectiveness (EFF)	4	0-10
	Satisfaction (SAT)	2	0-10

**MLQ Self-Rater Form Bias**

The MLQ Self-Rater form allowed the participants to share their perceptions of their leadership styles based on the 45-question MLQ form. Based on the MLQ Manual, the results of the self-perception of their leadership style can be inflated and may not be a genuine reflection of their authentic leadership style with their team members (Bass & Avolio, 2004). The best results of the MLQ assessment are from 360-degree evaluations with a minimum of three and up to five team members at differing levels in the organization. The three levels are above, lateral and below feedback measuring the leadership styles and are necessary to fully evaluate the true

leadership abilities of the leader in action and to avoid bias. For the best evaluation of the leader, the rater individuals must be professionally known to the leader in the business or organizational setting. When leaders self-select the raters, this can also skew results, and it is a best practice that the independent third party selects and coordinate the assessors for the best-unbiased results.

Based on the limited amount of time for the survey collection process, and the fact that many entrepreneurs do not have a large enough team meet the minimum of three rater threshold, and in the interest of getting baseline data to compare to a later 360-degree study with these same participants, it was decided only to do the self-rater form for this initial study. Once the participants were known, then later research could be conducted.

### **MLQ Question Item Numbers Associated with Scales and Characteristics for Scoring**

The data from the Transform database was automatically analyzed from the group report. A breakdown of what the analysis looks like for each Factor/Characteristic and what questions from the survey correspond to each factor are outlined in Appendix D: Sample Scoring per Factor/Characteristic. Each question was numbered. Each question number from the MLQ survey corresponds to a factor or characteristic. The Likert scored answer was then added together for each of the questions giving a total and then averaged for each of the nine Factor/Characteristics that pertains to the leadership style resulting in a final score for that factor. Some of the factors have two questions that relate to its final score, and other factors have up to four survey questions that add to the score.

### **Data Analysis**

The quantitative nature of the questionnaire will make it useful to utilize the statistical analysis to understand if there are any relationships between the leadership factors, outcomes against the demographics data, and, if so, any correlations between the data aspects.

The MLQ responses to the questionnaire are already coded as: 0 = *not at all*, 1 = *occasionally*, 2 = *sometimes*, 3 = *fairly often*, 4 = *frequently, if not always*. The survey results for the MLQ generally describe a leader as more transactional, more transformational, or more passive-avoidant according to the participant sampling above or below the norm, depending on the leaders' scoring in the nine elements. The leaders' score was compared to the normative tables provided by the MLQ Manual based on the sample size of  $N = 27,285$  (Bass & Avolio, 2004). The MLQ survey results never definitively state that a leader was transformational, transactional, or passive-avoidant. The demographics survey was entered into Qualtrics for the capture of data, which, in turn, produce quantitative analysis and produce graphs to support the survey results.

The study's three hypotheses were constructed and tested through a two-tailed  $p$ -test statistical method both for equal and unequal variances to ensure the reliability of the data results. The Qualtrics and Mind Garden Transform group reports enabled the researcher to evaluate the standard deviations, means, and frequency of the data based on the number of respondents. The MLQ and demographics data were imported into the Excel software for the initial analysis of the mean, standard deviation, and  $p$ -test for the participants in the sample. Then the researcher utilized Excel to make useful graphs to convey information for the final data analysis report and Chapter 4 Research Results. The data analysis process was reviewed by two reviewers, a group of senior-level undergraduate students at Southern Oregon University to verify the data was consistent, and the graduate level Statistics professor, Rene Ordonez, Ph.D., who reviewed the results based on statistical research methods.

## Research Validity

The format of this research allows for several descriptive research studies to compare one group in the data against another if the respondent pool was large enough. Although the MLQ may not have a pool of identified entrepreneurs as a control group from previous data collected by Mind Garden, LLC the external validity of the assessment tool has been proven by Bass and Avolio over 33 years of study. The assessment was valid and reliable as it has been iteratively developed and improved over time, with the testing construct, questionnaire, and the factors' definitions over time.

The original questionnaire collected information based on five factors, moved to six as an additional I was added to differentiate between attributes and behaviors. Later three outcomes of leadership behavior (not leadership styles) were further developed to include satisfaction with the leaders' performance in the organization, their Extra Effort they gave to the organization, and their effectiveness to measure success. Also, the MLQ has been utilized outside the U.S., comparing results to other nations/cultural norms, and has started to differentiate between industries. The MLQ does not proclaim to label leaders as being transformational, transactional, or passive-avoidant leadership style. The assessment helps the leader to understand that they may have attributes more aligned with the different factors over the other, so the respondent can see where they measure and fall on the overall scale in the nine factors and three behaviors. Instead, the report will indicate if a leader is "more" or "less" transformational, transactional, or passive-avoidant.

Some internal validity threats to the study are participants' self-selection considering the deadline and timeline of data collection, the participants' mortality, lack of respondent's participation, incomplete questionnaires, and a misunderstanding of definitions when answering

the questions. These threats could contribute to the data being misinterpreted by the researcher during the analysis and, thus, an aspect of the final compilation of data being inaccurate.

### **Potential for Future Research**

Any future phases of this study will fall under the IRB of Southern Oregon University after this data was collected and analyzed. The respondents have an option to participate in a 360-degree leadership evaluation offering three to five individuals from their work environment to answer the same 45 questions MLQ about the leader. At which time, a new Informed Consent was sent to the leader and their three to five reviewer respondents. The purpose of this research was to evaluate the self-perception of the leadership style and alignment of their self-perceived style to that of the three to five respondents who evaluated the leadership style of their colleagues. Once this phase was completed, data collected, the data analyzed, and validated, the data was destroyed. In the future second phase, once the information is verified from this second 360-degree MLQ phase, the data from the entire process were disposed of as follows:

- Original documents with emails about answers can be destroyed based on Federal FERPA guidelines as a best practice.
- The data files were sanitized, meaning the data were overwritten in fields that have identifying information, the data sets were removed from any computers, backups, external drives (if used) and potential cloud (if used) drives.
- Any printed materials were shredded and sent to FERPA guaranteed recycling company available to Southern Oregon University in Ashland, Oregon.

## Summary

Chapter 3 provided an overview of the research methodology described in this research study. The section described the research problem, a restatement of the research questions, hypotheses, research design, survey costs, participation selection, sampling process, confidentiality, and human rights protections, data collection process, demographics questionnaire, scoring the MLQ, data analysis, and research validity. The MLQ assessment was utilized to collect information about entrepreneurial leadership styles, behaviors, and outcomes, including their demographics, to evaluate through qualitative data analysis the differences or similarities in the participants' answers in the completed surveys.



## Chapter 4. Results

### Introduction

The following chapter summarized the data results, describe the data, outline the demographic profiles, describe the leadership data results, discuss the reliability of the data, limitations of the data, and analyze the hypothesis statements.

### Purpose Statement

The current literature for entrepreneurs primarily focuses on strategy, operations, innovation, and business growth models. After 20 years of working with many entrepreneurs, this study was developed to understand what kind of leadership styles or traits the entrepreneurs in the study possess. After searching the existing literature, there was little research about entrepreneurial leadership. Most research on entrepreneurs is about their behaviors and influencing group performance (Renko et al., 2012, 2015), strategic management, and operational opportunity (Ireland et al., 2003; Renko et al., 2012) and innovation (Crumpton, 2012; SBDC, 2018).

The time and energy spent on this research are to help study and identify what are the leadership styles of adult entrepreneurs, and what if any factors contribute to an entrepreneurs' leadership style? The study focused on entrepreneurial leaders, over the age of 18, who own or started their own business and are a member of one of following Southern Oregon based business networking groups: Southern Oregon Regional Economic Development, Inc. (SORED) or the Small Business Development Center (SBDC) of Southern Oregon.

The quantitative descriptive research utilized the MLQ, and the information resulting from the research exposed readers to a cross-section of entrepreneurs in different business

industries in Oregon. This study could help the business community identify best practices among business leadership styles and potential opportunities to share successful leadership best practices amongst entrepreneurs. It could also help regional economic development organizations and Small Business Development Centers to serve their current and future clientele on how best to lead their business in the high and challenging times of their business flow.

### **Research Questions**

The research questions addressed two areas for uncovering entrepreneurial leadership styles in Southern Oregon. The first was a 27-question demographic survey. The second area focused on entrepreneurial leadership styles. Merging the two datasets sought to explore, what if, any influences affect the business owners' entrepreneurship style. The answers could help to understand how the leaders' demographic factors contribute to leading their organization.

During this quantitative descriptive research, leadership style was defined as the manner and approach of providing direction, implementing plans, and motivating people through a pattern of explicit and implicit actions performed by their leader (Newstrom & Davis, 1993). The leadership styles were limited to those measured by the MLQ, transformational, transactional, and passive-avoidant leadership styles. The MLQ utilized research questions on the Likert scale from the 45-question survey Multifactor Leadership Questionnaire, using numbers in a systematic way to uncover the relationships between data variables to confirm or refute a phenomenon (Creswell, 2003; Kaplan, 2004). The primary research questions were:

1. What are the MLQ leadership styles of the participating entrepreneurs?
  - a) Subtest 1: Are the Southern Oregon entrepreneurs more Transformational than the MLQ Norm?

- b) Subtest 2: Are the Southern Oregon entrepreneurs more of the nine factors than the MLQ Norm?
  - c) Subtest 3: Are the Southern Oregon entrepreneurs more Transactional or Passive Avoidant than the MLQ norm?
  - d) Subtest 4: Are the Southern Oregon entrepreneurs more EE, EFF, and SAT than the MLQ norm?
2. Does gender affect leadership styles?
  3. Does age affect the leadership style?
  4. Does the length of time of being in business affect the leadership style?

### **Restatement of Hypotheses Statements**

This study sought to understand whether a relationship exists between the success of an entrepreneur with their style of leadership; to discuss how they use these factors are answered in this study, the following four hypotheses statements were tested:

$H_{10}$ : There are no differences between the nine-factor scales data found in Bass and Avolio as compared to the entrepreneur participants.

$H_{1a}$ : There are significant differences between the nine-factor scales data found in Bass and Avolio as compared to the entrepreneur participants.

$H_{20}$ : There are no differences in how gender affects the self-perceived leadership styles.

$H_{2a}$ : There are significant differences between how gender affects the self-perceived leadership styles.

$H_{30}$ : There are no differences in how age affects the self-perceived leadership styles.

$H_{3a}$ : There are significant differences between how age affects the self-perceived leadership styles.

*H<sub>40</sub>*: There are no differences in how the length of time owning a business affects the self-perceived leadership styles.

*H<sub>4a</sub>*: There are significant differences between how the length of time of owning a business affects the self-perceived leadership styles.

### **Data Collection Process**

The researcher used her network to access the different leaders of business networks to obtain a preliminary agreement to make this opportunity available to their members. Following the IRB requirements and recommendations, the research notified the potential participants of the obligations to protect the confidentiality, the opt-out process, any potential risks, and how participants can remove themselves from the research process at any time before, during, or after the study.

After the initial IRB approval was received in April 2019, the researcher finalized the preparation for data collection with Mind Garden LLC, and Southern Oregon University (SOU). In June of 2019, SOU required a partnership letter between the researcher and Pepperdine University, the Doctoral institution, allowing the research and demographics to be collected in Qualtrics, where the license was held by SOU. At this time, the IRB process began over again with an Amendment to allow for the adjustment in the data collection to be documented formally. The Provost of SOU sent a letter to the researcher to put on file with Pepperdine University's IRB in August 2019, and the process to recertify and pass IRB took until September 27, 2019.

Following the second and final IRB approval notices (See Appendix H: Pepperdine University IRB Authorization), the recruitment of participants began. The researcher made a general announcement to the leadership of SOREDI and SBDC via telephone and then followed

up with an email to SOREDI and SBDC. The initial October 2019 email included the link to the demographics survey, an opportunity to opt-out, and notified the original list of recipients the data collection was open and would be available for the term of 30-days. Upon opening the link to the survey, participants were provided an electronic informed consent agreement before beginning the demographics survey. The consent allowed the participants to select consent or do not consent to the data collection. Once the participant agreed to the research process and terms (most noticeably signing the IRB informed consent document), then the demographics survey continued with 27 questions. Once the demographics were collected in Qualtrics, an email notified the researcher that a demographics survey was completed. Then the researcher inputted the participant's email into the MLQ Mind Garden Transform software, which triggered an email invitation to the participant entrepreneur to complete the leadership survey. The online, self-administered survey assessed participants' leadership behaviors attributes.

The MLQ survey is a 45-question survey that asked the participants to assign a point value to each of the questions based on a Likert Scale. The five option Likert Scale allows the respondent to select one of the following answers: blank = *Unsure*, 0 = *Not at all*, 1 = *Once in a while*, 2 = *Sometimes*, 3 = *Fairly often*, and 4 = *Frequently, if not always*.

The data collection period was finalized, at the point when a minimum of 25 respondents (with a stretch goal of 50 respondents) answered both surveys. The demographics and leadership survey data were each downloaded and then were merged into one excel sheet. The combined data is how the hypothesis statements were able to be evaluated (more info on evaluating hypothesis statements in detail data process, etc.). The information was de-identified by removing any names and emails, and then the data was uploaded into the data analytics software. The original demographics dataset was evaluated by reviewing the demographics report from

Qualtrics, including graphs and tables. The MLQ data was reviewed by downloading the Mind Garden Group Report which included figures, tables, standard deviations, and benchmarks for all self-raters in the U.S. The individual data had to be analyzed in an excel sheet using the percentage tables provided by Mind Garden and compared to aggregated self-rater U.S. data.

### **Preliminary Data Analysis Steps**

The original data collection period began on October 4, 2019 and was to be open for 30 days. At the close of 30 days, only six individuals had responded to the data collection with complete sets of data, answering both surveys. The researcher contacted the dissertation chair to discuss the lack of data for analysis. It was decided at that time the data collection period would stay open until December 31, 2019, in hopes that a minimum of 25 respondents participated in the survey collection time. In early January 2020, there were 17 complete sets of data responding to both surveys. In January, it was determined by the researcher and the dissertation chair that the two surveys stay open for 2 more weeks to collect the final eight sets of data. There was a big push on Facebook social media and personal requests to the researcher's network of entrepreneurs and colleagues that the data collection period was ending on January 16, 2020, giving entrepreneurs a final notification that if they wanted to participate, now was the time complete the surveys. On January 16, 2020, 25 participants had responded with complete sets of data answering the demographics and MLQ leadership surveys during the data collection period. At this time, the study had enough participants to provide a sample to the study, the researcher and dissertation chair decided it was time to close the data collection period and analyze the current data.

## Data Preparation

**Summary of participation.** The researcher began with a list of 400 emails of business leaders in the Southern Oregon region. From the list of business leaders, the list was pared down to 147 business leaders the researcher had contact with over the past 5 years and those who would be more likely to complete the survey, support the data collection, inspired by leadership development and/or would share the links to surveys with their network in the region. An email with the cover letter already provided in Appendix I: Informed Consent and Letter of Introduction was emailed out with the links to the demographics survey. Those participants that completed the demographics survey were then provided with a link to the Mind Garden Transform MLQ survey website to finish their data on the leadership.

**Response rate.** From the first round of emails, 37 emails bounced back with email accounts that have been closed, leaving 110 potential respondents. Of the respondents from the original campaign, twelve of the respondents on the original email campaign divided by the 110-total number of potential respondents who received the email equals a 10.91% response rate.

In addition to the original email campaign, a social media campaign completed from January 2<sup>nd</sup> to January 16<sup>th</sup>, on Facebook by the researcher's account, SOREDI, SBDC, and Business Oregon Facebook accounts, produced another 13 participants who were never on the original email campaign list responded to the call the action and completed the surveys. The final participation rate being 25 complete sets of responses divided by the 123-total number on the email campaign, including the 13 additional respondents equaled 20.33% response rate.

**Data cleaning.** The 27-question demographics survey collected data in Qualtrics was reviewed and found that 28 respondents had clicked the link to take the survey. Three of the respondents had declined to participate, and the survey closed. Another two respondents from the original list opted out of the demographics survey contact form in Qualtrics directly from the email solicitation. Twenty-six participants completed the demographics survey. One person completed the survey twice, and one complete set of data for this individual was eliminated so as not to have duplicate data to skew any results potentially. And one respondent completed the demographics survey but did not complete the Leadership Survey, so their data was removed from the final analysis. The researcher also confirmed that 25 complete sets of data for the same corresponding individuals in the demographics survey matched up to the same-named/mailed respondents in the Mind Garden Transform data collection system.

**Data conversion.** The researcher contacted Mind Garden Transform and requested access to the group report and be allowed to process and download the data collected between October 4, 2019, and January 16, 2020. At that time, the MLQ data was downloaded into a .csv file for the data analysis, and on February 27, 2020, the group report was downloaded from Mind Garden Transform in PDF. The demographics data collected in Qualtrics was downloaded into a PDF report of the data and a .csv file to extract the data in a PDF report. Next, the researcher combined the two datasets being sure to match up the linking email indicator into one excel file to prepare the data for testing the research and hypothesis questions. Because the two reports for the group demographics came out of Qualtrics had the data summaries for the 27 questions, and the MLQ group leadership report had the results, averages, standard deviations, and frequencies for leadership organized in the Appendix G: Outline of MLQ Question per Style/Factor. For the research question to be tested, the researcher chose to evaluate the sample tests for the research



questions and hypothesis statements in Excel. The demographics data for age, gender, length in business; and the leadership data for the nine factors had to be recoded to be able to test the research questions' data in Excel.

**Respondents' demographic characteristics.** The 27-question demographics questionnaire included personal information about respondents including gender, age, education, family design, marital status, length of time being a leader, leadership development, the industry they worked in, and financial information. The reason for collecting other demographics beyond the age, gender and number of years the entrepreneur owned their business that was tested for in the research questions and hypothesis statements; was a long-range vision to include potential data points that could be tested later on in phase two of the MLQ 360-degree leadership survey that will bring a larger pool of respondents and those potential demographics could impact the leadership style. The small number of respondents in this first phase the other demographics do not make much sense to test, but later on with a larger pool of entrepreneurs respond later in phase two, those factors may be of value to test their impact on leadership style. In addition, to pass Pepperdine University IRB for the initial phase and Southern Oregon University's IRB for the second phase, many of the diversity and inclusive demographics needed to be included per SOU's commitment to be a diverse, equitable, and inclusive campus.

The following is the summary of the data for the characteristics of the participants in the study at the time each respondent responded to the survey. Details about the respondents' characteristics can be found in Appendix J: Respondents' Results from the Demographic Survey.

1. The 25 respondents were between the age of 25-74.
2. Nine participants were female, and 16 were male.

3. Twenty-two respondents declared White as their Ethnicity, and three declared Hispanic or Latino.
4. Five respondents were U.S. Veterans. Twenty respondents were not veterans.
5. Nineteen respondents were married, or in a partnership, three respondents were divorced, and three were unmarried.
6. Twenty-three of the respondents had children; two did not have any children. Interesting to note that eight of the respondents did not have any children in the home while building their current business.
7. The respondents' education levels were noted as having all graduated from high school, and 23 respondents had some college (no degree) or higher having completed some technical degree, bachelors, masters, or doctorate.
8. Twenty-four of the respondents received their education in the USA, and one respondent received their education in Europe.
9. Fifteen of the respondents reported owning more than one business in their life; nine respondents have only one current business.
10. Nineteen respondents are not currently employed with any other business; six respondents are employed by another business while running their own business.
11. Sixteen respondents indicated they worked over 41 hours a week, and nine respondents reported working 40 or under hours a week.
12. Twenty of the businesses were in Jackson County, two were in Josephine County, and three are located online/eCommerce, traveling businesses, or virtually.
13. Ten respondents had their current business for 10 years or more, 11 respondents had their business for 3 to 9 years, and four had their business open for less than 2 years.

14. Ten respondents had no employees, eight had twenty or more employees, and seven had 1-19 employees.
15. Most employers had companies in multiple industries, and only six companies knew their NAICS code.
16. Fourteen of the 25 respondents declared they had previously been in the C-suite for past leadership titles, 15 of the 25 had been a manager or junior executive before, and 17 of the 25 were a senior executive in the past.
17. Over half of the employees had received some type of leadership training in the past.
18. The total gross profit for 24 companies in 2018 was \$81,827,038.00.
19. The total net profits in 2018 for all 25 companies ranged from -\$10,000.00 to \$3,600,000.00.

### **MLQ Group Results**

The following Group Results section and subsections are based on the MLQ Group Report (February 27, 2020) created for the Southern Oregon Entrepreneurial Leadership Campaign by the Mind Garden Transform survey system (Bass & Avolio, 2015). The 25 surveys were assessed by descriptive statistics methods. The results from several different analysis provided the following phenomena about the Southern Oregon participants' entrepreneurial leadership styles as a group.

**Transformational leadership scores.** The average score for all 25 entrepreneurs fell within the normal expected ranges for their transformational leadership characteristics of Builds Trust (IIA), Acts with Integrity (IIB), Encourages others (IM), Encourages Innovative Thinking (IS), and Coaches and Develops People (IC). When the Five I's factors were added together and

averaged for each participant, four of the participants fell below the benchmarked score of three to four, and the other 21 participant entrepreneurs fell within the benchmark.

**Transactional leadership scores.** The average score for all 25 entrepreneurs fell within the normal expected ranges for their transactional leadership characteristics of Rewards Achievement (CR), and Monitors Deviations and Mistakes (MBEA).

1. The average score for all 25 entrepreneurs fell within the normal expected ranges for their Passive-Avoidant Behaviors leadership factors of Fights Fires (MBEP) and Avoids Involvement (LF).
2. The average score for the 25 entrepreneurs' self-perception of the outcomes of their leadership fall below the normal expected benchmark ranges for Generates Extra Effort (EE), Is Productive (EFF), and Generates Satisfaction (SAT) in their organizations. These leadership behaviors are more based on the rater evaluation of the leader and are only comparable when a 360-degree report is completed for the entrepreneurs.

Statistically, 68.27% (or 17) of the 25 respondent's scores are +/- one standard deviation away from the mean score across all the nine factors. A larger standard deviation value indicates a higher variability between the respondents' scores (Lind, Marchal, & Wathen, 2012); where lower values indicate that the respondents' scores were all close to the mean in this entrepreneurial leadership study. The MLQ results for Transformational Leadership indicate that the respondents share similar high five factor Idealized scores.

**Transformational leadership results.** All 25 respondents thoroughly answered the five transformational leadership behaviors markers. The respondents scored an average of 3.3, with a standard deviation of 0.3 for the group's Transformational Leadership scores. The benchmarked

average ranking is above the 3 = “Fairly often” and a 4 = “Frequently, if not always” rating. The standard deviation is used as a confidence measure to demonstrate the statistical variance is for an individual respondent’s score to the mean score or average across all respondents (Lind et al., 2012). In Table 3, Transformational Leadership Survey Mean Scores and Standard Deviations shows the individual Idealized score and the average score for the total of the Five I’s.

Table 3

*Transformational Leadership Survey Mean Scores and Standard Deviations*

<b>Category</b>	<b>Mean</b>	<b>Standard Deviation</b>
Builds Trust (IIA)	3.2	0.5
Acts with Integrity (IIB)	3.3	0.5
Encourages Others (IM)	3.5	0.4
Encourages Innovative Thinking (IS)	3.3	0.6
Coaches and Develops People (IC)	3.5	0.4
<b>Total Average of the Five I’s of Transformational Leadership</b>	<b>3.3</b>	<b>0.3</b>

When adding all five idealized scores together in the Transformational Leadership Five I’s score (IIA, IIB, IM, IS and IC) and taking the individual scores and comparing each participant to the benchmark of 3.0 - 4.0; 21 of the respondents (84%), ranked at or above the benchmark. The four participants’ whose average scores ranked below the benchmark scored a 2.6, 2.7, 2.8, and 2.9, respectively.

The Idealized Attributes (IIA) averages the respondents' answers to survey question numbers 10, 18, 21, and 25, and the Idealized Behaviors (IB) averages the respondents' answers to survey question numbers 6, 14, 23, and 34. The 25 respondents together ranked a 3.2 in Builds Trust (IIA) above the rating of 3 or higher, with a standard deviation of .5; and ranked a 3.3 in Acts with Integrity (IIB) above the score of 3 or higher with a standard deviation of 0.5. Together their results are shown in Figure 3: Idealized Influence Results shows the 25 respondents’ factor

scores with a fixed-line showing the survey mean score of 3.2, with a standard deviation is .4 indicating a low variability amongst the respondents' scores. Most of the entrepreneurs' scores are close to the mean line, signifying the self-perception of the respondents rated their behavior for this IIA and IIB factor between the benchmarked rate of 3 meaning “fairly often” and a 4 meaning “frequently, if not always.”

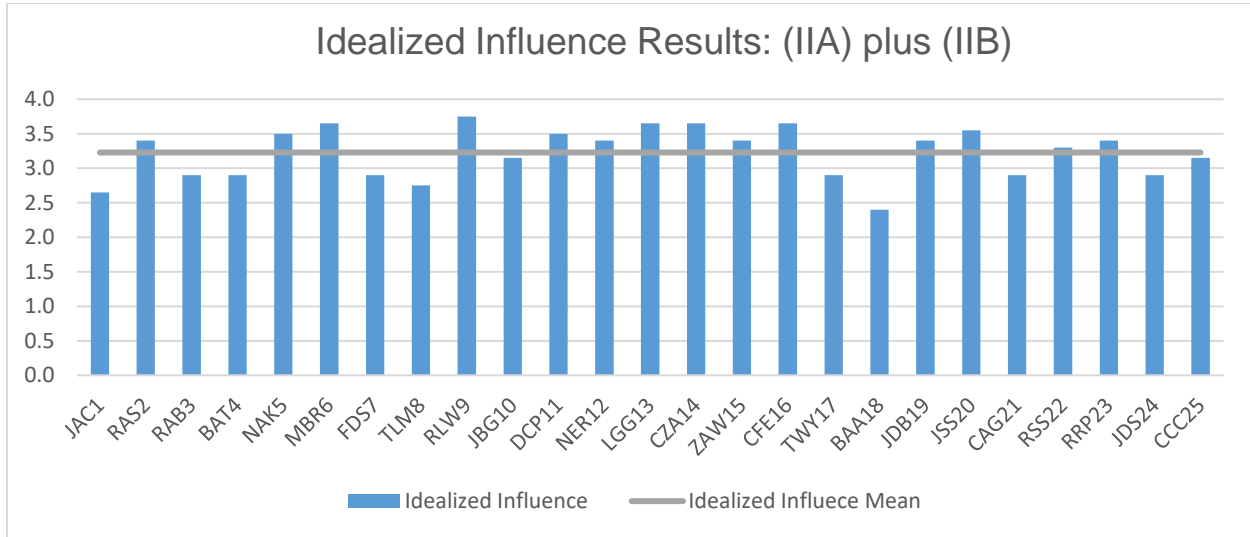


Figure 3. Idealized influence results (IIA) + (IIB)

When the group scores were analyzed for who fell into the U.S. Self-rater percentile benchmarks or outside the benchmarked scores for Builds Trust (IIA), 19 of the respondents (76%) from the group of 25, rated at or above the benchmarked percentile rank of 50 - 95; at or above a score of 3 = “fairly often” on the Likert Scale and six participants (24%) fell outside the benchmark. These 19 participant entrepreneurs have the self-perception that they are more likely to Build Trust with their followers, inspire pride by going beyond their interests, and focus on the interests of the group. They display a sense of power and confidence with their team.

When the group scores were analyzed for who fell into or outside the U.S. Self-rater percentile benchmarks for Acts with Integrity (IIB), 19 of the respondents (76%) from the group

of 25, rated at or above the benchmarked percentile rank of 40 - 95 (at or above a rate of 3 = “fairly often” on the Likert Scale) and six participants (24%) fell outside the benchmark ranking percentile. These 19 entrepreneurs have the self-perception that they are more likely to Act with Integrity (IIB) with their followers by talking about the most important values and beliefs, focusing on the vision, considering the moral and ethical consequences of their actions, and building a collective sense of mission for the group.

Inspirational Motivation (IM) averages the respondents' answers to survey question numbers 9, 13, 26, and 36. In Figure 4, the 25 respondents' scores ranked 3.5 (greater than the variability score of 3), with a standard deviation of .4. The low standard deviation indicates a low variability between the respondents' scores. The respondent's answers are close to the mean line, signifying most respondents rated their (IM) behavior in the benchmarked range between a 3 meaning “fairly often” and a 4 “frequently, if not always.”

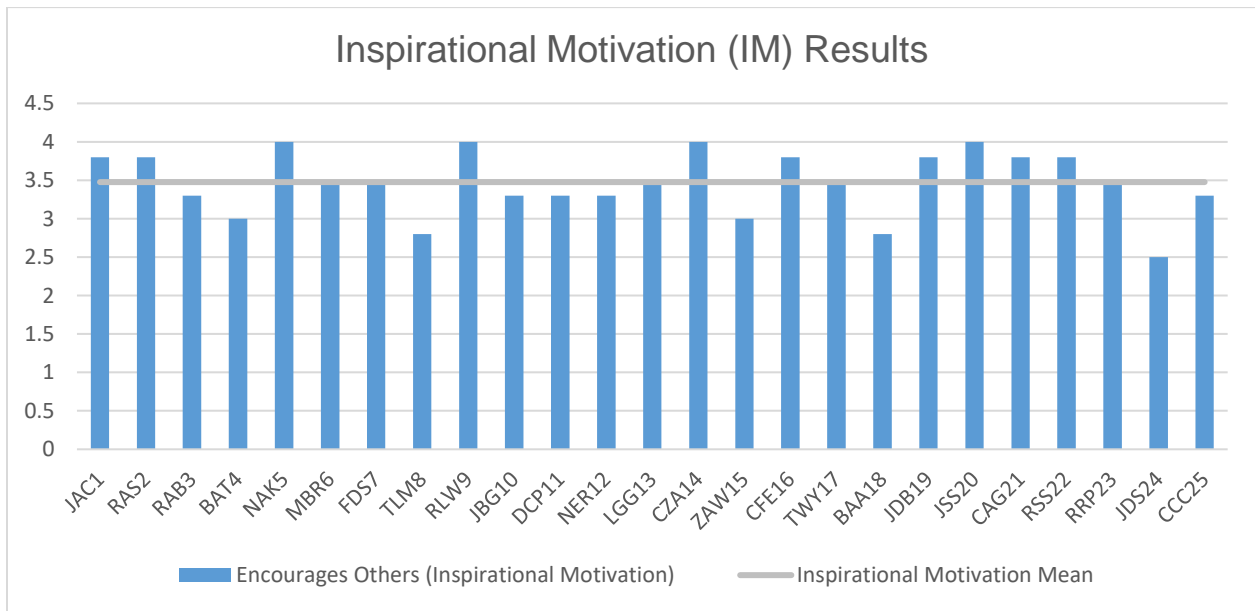


Figure 4. Inspirational motivation (IM) results

When the group scores were analyzed for who fell into the U.S. Self-rater percentile benchmarks or outside the benchmarked scores for Encourages Others/Inspirational Motivation (IM), 22 of the respondents (88%) from the total group of 25, ranked at or above the benchmarked percentile of 50-95 (at or above a ranking of 3 = “fairly often” on the Likert Scale) and three participants (12%) fell outside the benchmark. This is an indication that 22 entrepreneur respondents who ranked at or above the benchmark, have the self-perception that they are more likely to motivate those around them by providing meaning and challenge to their followers’ work, encourages the team to envision a better future for the organization, and displays enthusiasm and optimism.

Intellectual Stimulation (IS) averages the respondents' answers to survey question numbers 2, 8, 30, and 32. In Figure 5, the 25 respondents scores compared to the mean scores of 3.3 in Intellectual Stimulation (IS) above the benchmarked rating of 3, with a standard deviation of .6. The increased standard deviation of .6, confirmed visually in Figure 5 demonstrates more variability amongst the respondents’ answers, unlike the other categories.

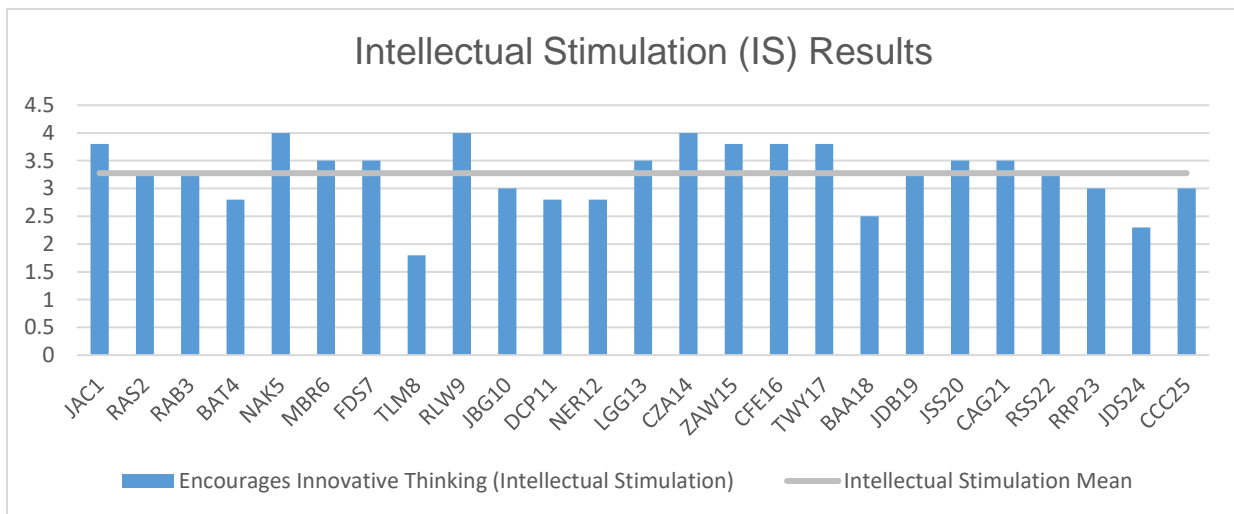


Figure 5. Intellectual stimulation (IS) results



When the group scores were analyzed for who fell into the U.S. Self-rater percentile benchmarks or outside the benchmarked scores for Encourages Innovative Thinking/Intellectual Stimulation (IS), 19 of the respondents (76%) from the total group of 25, ranked at or above the benchmarked percentile of 50 - 95 (answers at or above a ranking of 3 = “fairly often” on the Likert Scale) and six participants (24%) fell outside the benchmark. This is an indication that the 19 participant entrepreneurs who ranked at or above the benchmark, have the self-perception that they are more likely to motivate those around them by providing meaning and challenge to their followers’ work, encourages the team to envision a better future for the organization, and displays enthusiasm and optimism.

Individual Consideration (IC) averages the respondents' answers to survey question numbers 15, 19, 29, and 31. In Figure 6, the 25 respondents scores compared to the mean score of 3.5, which is above the benchmarked ranking of IC meaning 3 or above, and a standard deviation of .4, which the low standard deviations indicates a low variability between the respondents’ scores and the IC factor mean (Bass & Avolio, 2015).

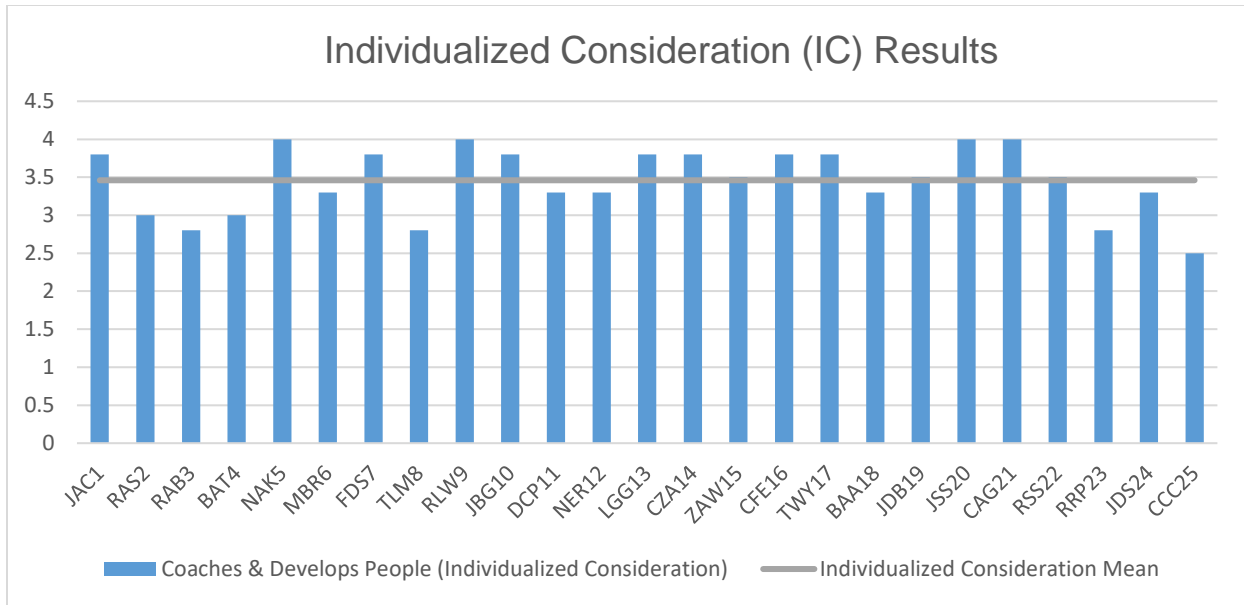


Figure 6. Individualized Consideration (IC) results

When the group scores were analyzed for who fell into the U.S. Self-rater percentile benchmarks or outside the benchmarked scores for Coaches and Develops People – Individual Consideration (IC), 24 of the respondents (96%) from the total group of 25, ranked at or above the benchmarked percentile of 30 - 95 (answers at or above a ranking of 3 = “fairly often” on the Likert Scale) and one participant (.04%) fell outside the validated benchmark. The 24 participant entrepreneurs who ranked at or above the benchmark, have the self-perception that they pay attention to and recognize each individual’s need for achievement and growth by acting as a coach or mentor and help develop their teams’ potential by creating new learning opportunities in a supportive climate.

**Transactional leadership group scores.** All 25 respondents completely answered the two transactional leadership behaviors markers. For the groups’ Transactional Leadership score of Contingent Reward (CR), averages the respondents' answers to survey question numbers 1, 11, 16, and 35. As seen in Figure 7 below, the 25 respondents scored a mean average of three rankings at

the high end of the validated benchmark between 2 = “*sometimes*” and 3 = “*fairly often*” for the Rewards Achievement (CR) behavior, with a standard deviation of .6, which indicates a higher variability between each of the respondents’ scores and the category mean (Bass & Avolio, 2015).

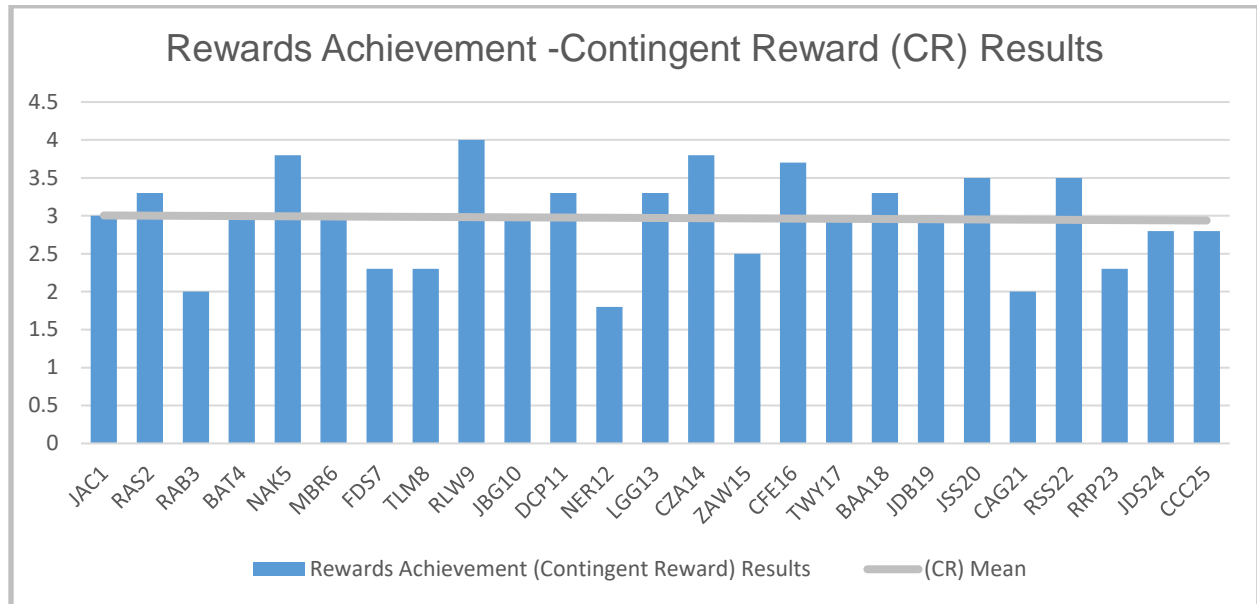


Figure 7. Rewards achievement - contingent reward (CR) results with a mean line

When the group scores were analyzed for who fell into the U.S. Self-rater percentile benchmarks or outside the benchmarked scores for Rewards Achievement- Contingent Reward (CR), 16 of the respondents (64%) from the total group of 25, ranked at or above the benchmarked percentile of 5 - 50<sup>th</sup> (answers at or above a ranking of 2 = “*sometimes*” to 3 = “*fairly often*” on the Likert Scale) and nine participants (36%) fell outside the benchmark. This is an indication that the 16 participant entrepreneurs who ranked between a two and a three, on the validated benchmark, have the self-perception that they clarify expectations, and offer recognition when goals are achieved.

For the Transactional Leadership score of Management by Exception Active (MBEA), averages the respondents' answers to survey questions numbers 4, 22, 24, and 27. In Figure 8, the

25 respondents scored a mean average of 1.7 rankings in the middle of the validated benchmark for the ideal frequency of Monitors Deviations and Mistakes (MBEA) are between a 1 = “*once in a while*” and a 2 = “*sometimes*” on the Likert Scale for the MLQ, with a standard deviation of .9, which indicates a higher variability between each of the respondents’ scores and the category mean than other category factors (Bass & Avolio, 2015).

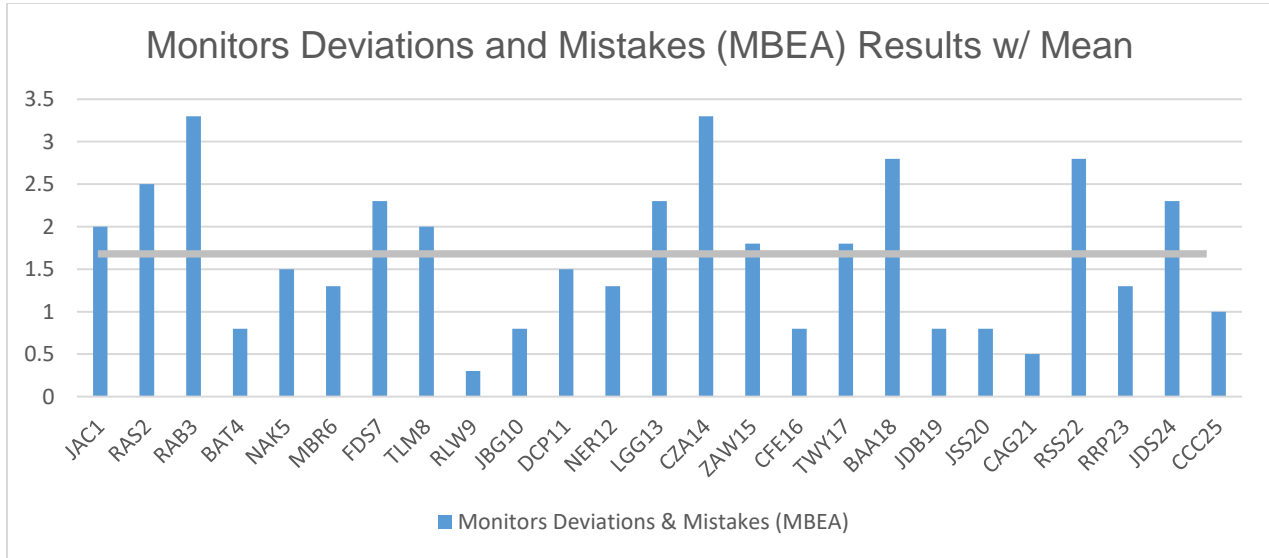


Figure 8. Monitors deviations and mistakes (MBEA) results with a mean line

When the group scores were analyzed for who fell into the U.S. Self-rater percentile benchmarks or outside the benchmarked scores for Monitors Deviations and Mistakes (MBEA), 15 of the respondents (60%) from the total group of 25, ranked at or above the benchmarked percentile of 20 - 70 (answers at or above a ranking of 1 = “*once in a while*” and a 2 = “*sometimes*” on the Likert Scale) and 10 participants (40%) fell outside the benchmark. This is an indication that the 15 participant entrepreneurs who ranked at or above the benchmark, have the self-perception that they specify standards for compliance and what ineffective performance looks like, with consequences for noncompliance to those standards. This style of leadership

implies close-monitoring for deviations, mistakes, and errors than taking immediate corrective action.

**Passive-Avoidant leadership group scores.** All 25 respondents completely answered the two passive-avoidant leadership behaviors markers. For the Passive Avoidant Leadership style score of Management by Exception Passive (MBEP), the respondents' answers to survey questions numbers 3, 12, 17, and 20 are averaged for a score. In Figure 9, the 25 respondents scored an average of .9 ranking near the high end of the validated benchmark between 0 = “not at all” and a 1 = “once in a while” for the Fights Fires (MBEP) behavior, with a standard deviation of .5 (Bass & Avolio, 2015). It is important to note that two participants left the answer blank, indicating an unknown or uncertain answer per the MLQ survey design.

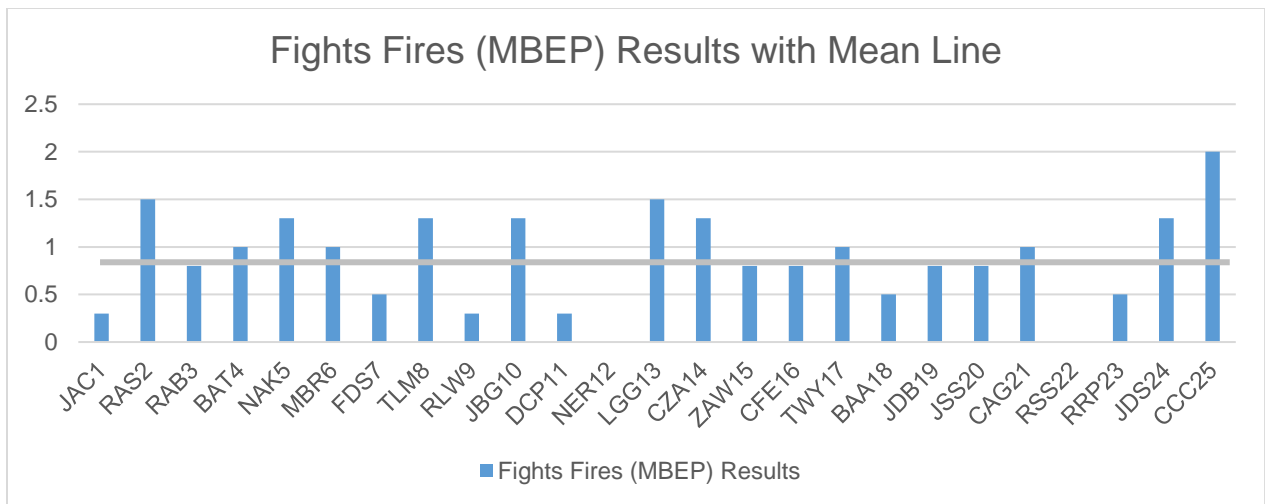


Figure 9. Fights fires management by exception passive (MBEA) results with mean line

The Passive Avoidant Leadership score of Laissez-Faire (LF) averages the respondents' answers to survey questions numbers 5, 7, 28, and 33. In Figure 10, the 25 respondents scored an average of .6 ranking in the middle of the validated benchmark for the ideal frequency of Avoids Involvement (LF) of the validated benchmark between 0 = “not at all” and a 1 = “once in a

while” on the MLQ Likert Scale, with a standard deviation of .5 (Bass & Avolio, 2015). An important note is four participants left their answer blank, indicating an unknown.

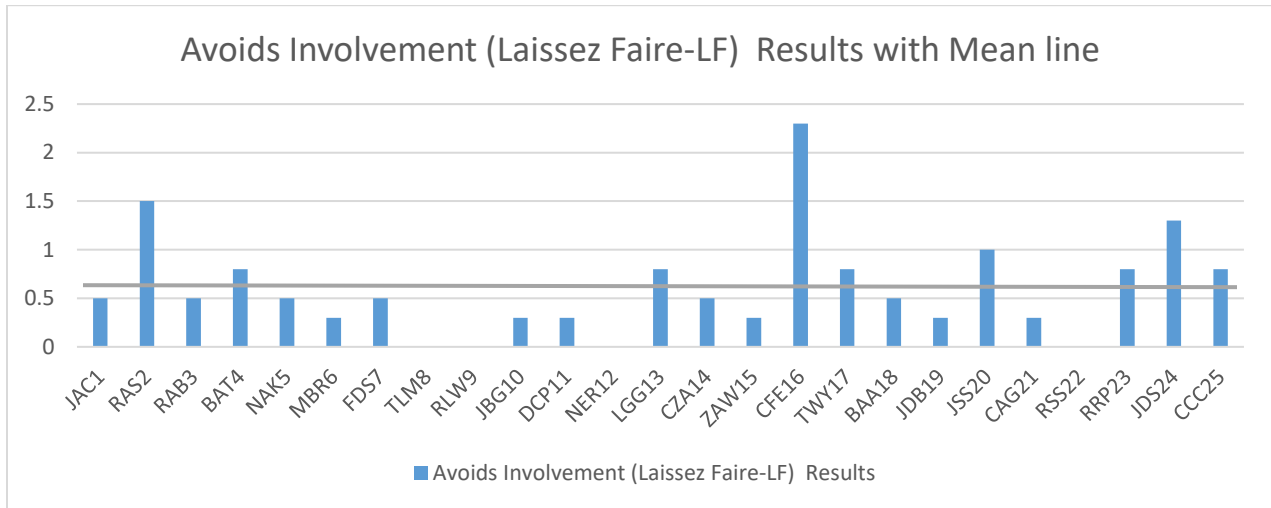


Figure 10. Avoids involvement laissez-faire (LF) results with mean line

**Outcomes of leadership group scores.** The MLQ also measures three Outcomes of Leadership, and in this case, it describes the leaders’ self-perceptions of what they provide to the organization and team through the result of their leadership behaviors. The Outcomes of Leadership measures three distinct scales (see Table1: Summary of the Basic MLQ Leadership Styles and the Components): Extra Effort (EE) which averages the respondents' answers to survey questions numbers 39, 42, and 44; Effectiveness (EFF) averages the respondents' answers to survey questions numbers 37, 40, 43, and 45; and Satisfaction (SAT) averaged the respondents' answers to survey questions numbers 38 and 41 (Bass & Avolio, 2015).

The Generates Extra Effort (EE) is defined as leaders generate EE in their followers. EE is defined as “followers striving for superior performance and acting above and beyond job expectations.” The 25 respondents scored themselves an average of 3.2 ranking which is below

the validated benchmark for frequency of Generates (EE) of greater than 3.5 “*fairly often*” on the MLQ Likert Scale, with a standard deviation of .7 (Bass & Avolio, 2015).

The Is Productive for Effectiveness (EFF) is defined as stated earlier as leaders are able to be efficient and represent the higher levels of the organization meeting objectives and create efficiency in all domains they are involved in the organization. The 25 respondents scored themselves an average of 3.4 ranking which is below the validated benchmark for frequency of Generates Extra Effort (EE) of greater than 3.5 “*fairly often*” on the MLQ Likert Scale, with a standard deviation of .5 (Bass & Avolio, 2015).

The Generates Satisfaction (SAT) is defined earlier in the Definition of Terms as these leaders are able to generate satisfaction in their followers, and the leaders are warm, nurturing, open, authentic, honest, and have good interpersonal and social skills. The 25 respondents scored themselves an average of 3.2 ranking which is below the validated benchmark for frequency of Generates Extra Effort (EE) of greater than 3.5 “*fairly often*” on the MLQ Likert Scale, with a standard deviation of .6 (Bass & Avolio, 2015).

### **Research Questions Testing Summary**

The raw data was downloaded to test the research questions. After which the data was coded in a way to test a two-tailed *p*-test of equal variance for each age, gender, and length of business. The data was sorted and processed at a .05 degree of confidence in Excel to determine if any differences occurred within the data. Because the data set was so small, only receiving 25 respondent entrepreneurs, the data had to be sorted in a way that was useful to assess differences. Based on Farrell (2016), the dissertation preparation book indicated that with small sample sizes and if you have only one person in a four to six labeled factor bracket that none of the data would be useful to evaluate. Farrell (2016) then suggested that to make the data more meaningful, it is

possible to evaluate the data by lumping the data into two distinct sets. The age variable selection options in the survey were 18 - 24, 25 - 34, 35 - 44, 45 - 54, 55 - 74, or 75+. The age selection for 18 - 24 and 75+ had zero respondents in the groups. It was decided that to create potentially meaningful data and evaluate the Age variable, the researcher divided the groups into two, 25 - 44-year-olds, resulted in 12 respondents, and the second group 45 - 74-year-olds resulted in 13 respondents. The data was more manageable with a two-tailed  $p$ -test on the compiled Five I's Transformational score, then the MBEA, MBEP, CR, and LF scores to evaluate any difference(s) for age.

The same process was completed for the factor "number of years in business." The number of years in business variable selection options in the survey were 0 - 2 years, 3 - 4 years, 5 - 9 years, and 10+ years. The dataset for how long the entrepreneur respondents' current company was in business was sorted into two groups, from 0 - 9 years and the second group, 10 or more years, which resulted in 15 respondents in the 0 - 9 years and ten respondents in the 10+ years their business has been open.

**Research question 1.** The first research question *What are the MLQ leadership styles of the participating entrepreneurs?* had the following results. Within this quantitative study, measuring only the Five I's of the Transformational Leadership characteristics for Builds Trust (IIA), Acts with Integrity (IIB), Encourages others (IM), Encourages Innovative Thinking (IS), and Coaches and Develops People (IC), 21 of the entrepreneurs fell within the normal expected, and validated average benchmark and scored a mean of 3.3 with a standard deviation of .3.

Overall, the entrepreneur group scores higher than the normal validated sample in the Bass and Avolio (1995, 2000, and 2004) U.S. self-reported data. The mean of 3.02 for the same Five I's factors and the entrepreneurs have a lower standard deviation than the MLQ Handbook



as can be seen in Table 4 MLQ Handbook Benchmarks Compared to Southern Oregon Entrepreneur Participants (See on next page).

Table 4

*MLQ Handbook Benchmarks Compared to Southern Oregon Entrepreneur Participants*

SELF-RATER FACTOR DATA	MLQ Handbook Benchmark	Southern Oregon Entrepreneur Participants' Mean ( <i>N</i> = 25)	Southern Oregon Entrepreneurs Standard Deviation	MLQ Handbook Normative Mean ( <i>N</i> = 3,375)	MLQ Handbook Standard Deviation
<b>IIA</b>	3.0-4.0	3.2	0.5	2.95	0.53
<b>IIB</b>	3.0-4.0	3.3	0.5	2.99	0.59
<b>IM</b>	3.0-4.0	3.5	0.4	3.04	0.59
<b>IS</b>	3.0-4.0	3.3	0.6	2.96	0.52
<b>IC</b>	3.0-4.0	3.5	0.4	3.16	0.52
<b>CR</b>	2.0-3.0	3.0	0.6	2.99	0.53
<b>MBEA</b>	1.0-2.0	1.7	0.9	1.58	0.79
<b>MBEP</b>	0.0-1.0	0.9	0.5	1.07	0.62
<b>LF</b>	0.0-1.0	0.6	0.5	0.61	0.52
<b>5 I's</b>	3.0-4.0	3.3	0.3	3.02	0.50

Four of the individual respondents scored below the average of the benchmark of three for Transformational Leadership. Of these four who ranked below the transformational leadership benchmark indicating they were less transformational, one participant ranked more Monitors Deviations and Mistakes (MBEA), and less on both Passive-Avoidant Scores (MBEP) and (LF). The second participant ranked below the Transformational Leadership score and benchmark of three; their scores ranked more Contingent Reward (CR) and Passive (MBEP) and less (MBEA) and (LF). The third participant ranked below the Transformational leadership score and benchmark of three; their scores ranked more Contingent Reward (CR), Monitors Deviations and Mistakes (MBEA), and more on both Passive-Avoidant Scores (MBEP) and (LF). The fourth participant who ranked below the Transformational leadership score and benchmark of

three; their score ranked more Contingent Reward (CR) and less on both the Passive-Avoidant Scores (MBEP) and (LF) scales.

The following statistical subtests for the 12 Factors of Leadership according to the MLQ according to a two-tailed  $p$ -test of equal variances, with an alpha significant testing level of .05. The significance level was selected because it was the same level the authors Bass and Avolio (2005) of the MLQ Leadership assessment used to determine if there was a significant difference between how the participants ranked and also used in this study for the significant factor between the entrepreneur pool of results as compared to the U.S. Self-Rater results from the Bass and Avolio (2005) MLQ research normative tables. See Table 5, Southern Oregon Entrepreneur Results.

Table 5

*Southern Oregon Entrepreneur Results Compared to the U.S. Self-Rater MLQ Normative Tables*

Self-rater	Entrepreneurs ( $N = 25$ )	MLQ Normative Sample ( $N = 3,375$ )
IIA	3.2	2.95
IIB	3.3	2.99
IM	3.5	3.04
IS	3.3	2.96
IC	3.5	3.16
CR	3	2.99
MBEA	1.7	1.58
MBEP	0.9	1.07
LF	0.6	0.61
EE	3.2	2.79
EFF	3.4	3.14
SAT	3.3	3.09

Subset Test 1: Is there a difference between the two pools for the Transformational Leadership (5 I's) factors? The results of the two-tailed  $p$ -test of equal variances were that there a

significant difference between the two datasets for Transformational Leadership  $p = .001$ , and the Southern Oregon Entrepreneurs' mean results were 3.36 and higher than the MLQ Normative Sample of 3.02.

Subset Test 2: Is there a difference between the two pools for the nine factors of the MLQ? The results of the two-tailed  $p$ -test of equal variances was no significant difference between the two datasets for the nine factors  $p = .72$ , the Southern Oregon Entrepreneurs' mean results was 2.56 and the MLQ Normative Sample of 2.37.

Subset Test 3: Is there a difference between the two pools for the twelve factors of the MLQ? The results of the two-tailed  $p$ -test of equal variances was no significant difference between the two datasets for the twelve factors  $p = .72$ , the Southern Oregon Entrepreneurs' mean results was 2.74 and the MLQ Normative Sample of 2.53.

Subset Test 4: Is there a difference between the two pools for the four factors related to Transactional and Passive-Avoidant styles of the MLQ? The results of the two-tailed  $p$ -test of equal variances was no significant difference between the two datasets for the four factors  $p = .99$ , the Southern Oregon Entrepreneurs' mean results was 1.55 and the MLQ Normative Sample of 1.56. See the  $p$  tables for Research Question 1 in Appendix K: P-Tables for Chapter 4 Data.

**Research question 2.** The second research question *Does gender affects leadership styles?* had the following results. Of the 25 respondents who participated in the MLQ leadership and demographics survey, there were nine women and 16 men who responded. Table 6: Summary of Factors by Gender Mean and Range as compared to the MLQ Benchmarks and the Southern Oregon Entrepreneurs' Average and Standard Deviation. The only noticeable difference was for the CR factor. The Female mean at 3.38 was higher than the MLQ Benchmark 2.0 - 3.0, the MLW Mean, of 2.99, and the Southern Oregon Entrepreneur Mean of 3.0, indicating that women are

more likely to lead by exchanging work tasks for rewards. Although the Southern Oregon Male Mean is 2.74 and within the MLQ Benchmarks of 2.0 - 3.0, it is below the Southern Oregon Entrepreneur mean of 3.0, and the MLQ mean of 2.99, indicating, Southern Oregon Males on average are less likely to lead through CR.

Table 6

*Summary of Factors by Gender Mean and SD compared to the MLQ Benchmarks and Mean, and the Southern Oregon Entrepreneurs' Mean and SD*

MLQ Factor	MLQ Bench marks	MLQ Mean	Southern Oregon Entrepreneur Mean <i>N</i> = 25	MLQ SD	Southern Oregon Entrepreneur SD <i>N</i> = 25	Southern Oregon Female Mean <i>n</i> = 9	Southern Oregon Female SD <i>N</i> = 9	Southern Oregon Male Mean <i>N</i> = 16	Southern Oregon Male SD <i>N</i> = 16
5 I's	3.0-4.0	3.02	3.3	0.55	0.3	3.47*	0.38	3.24*	0.31
CR	2.0-3.0	2.99	3	0.53	0.6	3.38*	0.47	2.74	0.53
MBEA	1.0-2.0	1.58	1.7	0.79	0.9	1.69*	1.05*	1.67*	0.71*
MBEP	0.0-1.0	1.07	0.9	0.62	0.5	0.78*	0.48*	0.93	0.49*
LF	0.0-1.0	0.61	0.6	0.52	0.5	0.69*	0.70*	0.54	0.41

*\*-rounded to the nearest 100<sup>th</sup>*

The five factors of leadership (Five I's, CR, MBEA, MBEP, and LF) were tested in a two-tailed *p*-test of equal variances, with an alpha significant testing level of .05. The significance level was selected because it was the same level the authors Bass and Avolio of the MLQ Leadership assessment used to determine if there was a significant difference between how the participants ranked and also used in this study for the significant factor for gender. Of the options on a gender-inclusive scale, the participants selected their gender identity as only being male or female. When the leadership styles were compared to gender was tested in a two-tailed *p*-test of equal variances, with an alpha significant testing level of .05. One out of the five factors

that had a significance p-tailed test rated for the Contingent Reward (CR) rated at a  $p = .01$ . The outcome of the test is that there is no difference by gender for the other factors MBEA rated a  $p = .95$ , the MBEP rated a  $p = .47$ , the LF rated a  $p = .52$ , and the 5 I's rated at a  $p = .12$ . See the p tables for Research Question 2 in Appendix K.

**Research question 3.** The third research question *does age affect the leadership style?* had the following results. Of the twenty-five respondents who participated in the MLQ leadership and demographics survey each of the five factors of leadership were tests in a two-tailed  $p$ -test of equal variances, with an alpha significant testing level of .05. The significance level was selected because it was the same level the authors Bass and Avolio (2005) of the MLQ Leadership assessment used to determine if there was a significant difference between how the participants ranked for age. The participants selected their age based on the following selection options in the demographics survey: 18 - 24, 25 - 34, 34 - 44, 45 - 54, 55 - 74, or 75+. None of the participants selected the 18 - 24 age rank or the 75+ option. As described above in the introductory paragraph, for the Age variable, it was decided to divide the age groups into two, and the results became 25 - 44-year-olds together, resulting in 12 respondents, and the other group was the 45-74-year-olds resulting in 13 respondents. Of note in Table 7: Summary of Factors by Age Mean and SD compared the MLQ Benchmarks, Mean and SD, and the Southern Oregon Entrepreneurs' Average and SD, there are a few scores which bear being called out. The Average age of Southern Oregon Entrepreneurs between 45 - 74 mean score is 3.02\*, which is higher than MLQ Benchmark of 2.0 - 3.0, the MLQ mean of 2.99, and Southern Oregon Entrepreneur means of 3.0, indicating that in the 45 - 74 age range, Southern Oregon Entrepreneurial leaders are more likely to lead by CR attributes.

Table 7

*Summary of Factors by Age Mean and SD compared the MLQ Benchmarks, Mean and SD, and the Southern Oregon Entrepreneurs' Average and SD*

MLQ Factor	MLQ Bench marks	MLQ Self-rater Mean N = 3,375	Southern Oregon Entrepreneur Mean N = 25	MLQ Self-rater SD	Southern Oregon Entrepreneur SD N = 25	Southern Oregon Age 25-44 Mean n = 13	Southern Oregon Age 25-44 SD n = 13	Southern Oregon Age 45-74 Mean n = 12	Southern Oregon Age 45-74 SD N = 12
5 I's	3.0-4.0	3.02	3.3	0.55	0.3	3.23	0.31	3.42*	0.34
CR	2.0-3.0	2.99	3	0.53	0.6	2.93	0.60*	3.02*	0.59*
MBEA	1.0-2.0	1.58	1.7	0.79	0.9	1.83	0.84*	1.51*	0.82
MBEP	0.0-1.0	1.07	0.9	0.62	0.5	0.75	0.57*	1.01*	0.33
LF	0.0-1.0	0.61	0.6	0.52	0.5	0.48	0.37*	0.72*	0.61

\*-rounded to the nearest 100<sup>th</sup>

Based on the results of the two-tailed *p*-test of equal variances, with an alpha significant testing level of .05, were as follows. There was no statistical difference between the Southern Oregon Entrepreneurs for the age groups. The Five I's of Transformational leadership rated a *p* = .19, the Contingent Reward rated a *p* = .73, the MBEA rated a *p* = .36, and the LF rated a *p* = .28, the MBEP, which rated a *p* = .21. See the *p* tables for Research Question 3 in Appendix K.

**Research question 4.** The fourth research question *Does the length of time in the current business effect the leadership style?* had the following results. As described above in the introductory paragraph, for the length of time in the business variable, the data were divided into two groups. The first group, with 0 - 9 years resulting in fifteen respondents, and the second group is 10 or more years in business with ten respondents. Based on the two group responses, the two mean scores in Table 8: Summary of Factors by Length of Time in Business Mean and SD

compared the MLQ Benchmarks, Mean and SD, and the Southern Oregon Entrepreneurs' Average and SD.

Table 8

*Summary of Factors by Length of Time in Business Mean and SD compared the MLQ Benchmarks, Mean and SD, and the Southern Oregon Entrepreneurs' Average and SD*

MLQ Factor	MLQ Bench- marks	MLQ Self-rater Mean N = 3,375	Southern Oregon Entrepreneur Mean N = 25	MLQ Self-rater n = 3,375 SD	Southern Oregon Entrepreneur SD N = 25	Southern Oregon Length 0-9 yrs Mean n = 15	Southern Oregon Length 0-9 yrs SD n = 15	Southern Oregon Length 10+ yrs Mean n = 10	Southern Oregon Length 10+ yrs n = 10
5 I's	3.0-4.0	3.02	3.3	0.55	0.3	3.43*	0.29	3.16	0.35*
CR	2.0-3.0	2.99	3	0.53	0.6	3.05	0.65*	2.85	0.48
MBEA	1.0-2.0	1.58	1.7	0.79	0.9	1.64	0.89	1.73	0.77
MBEP	0.0-1.0	1.07	0.9	0.62	0.5	0.64	0.43*	1.23	0.34
LF	0.0-1.0	0.61	0.6	0.52	0.5	0.57	0.55	0.63	0.45*

*\*-rounded to the nearest 100<sup>th</sup>*

The Southern Oregon length in business for 0 - 9 years had a mean score of 3.05 ranking above the MLQ Benchmarks of 2.0 - 3.0, above the MLQ mean 2.99, and above the Southern, Oregon Entrepreneur mean of 3.0. This infers that leaders who had been in their current business 0 - 9 years had the self-perception they were more likely to lead with the CR attributes. The second mean of note was the Southern Oregon length in business for 10+ years rated a 1.23 mean for MBEP, which ranking above the MLQ Benchmarks of .0 - 1.0, above the MLQ mean of 1.07, and above the Southern Oregon Entrepreneur mean of .9. The results infers that the self-perception of Southern Oregon Entrepreneurs who have been in their business longer than 10 years were more likely to utilize MBEP Passive Leadership traits according to the MLQ

Handbook which resulted in answers that ranked above a 1 = *once in a while* and the upper limit of 2 = *sometimes*.

Based on this testing, the results of the two-tailed  $p$ -test of equal variances, with an alpha significant testing level of .05, were as follows. The Five I's of Transformational leadership rated a  $p = .19$ , the MBEP rated a  $p = .24$ , Contingent Reward rated a  $p = .73$ , the MBEA rated a  $p = .36$ , and the LF rated a  $p = .28$ . These results indicate the length of time in business did not affect the leadership style; it may be due to the small sample size or the way the years were dissected to make sense of the data. See the  $p$  tables for Research Question 4 in Appendix K.

### **Hypotheses Statements Results Summary**

This study sought to understand whether a relationship exists between the success of an entrepreneur with their self-perceived leadership style as compared to the norms and also within the sample for answers about if other demographic factors impact the leadership style in the following four hypothesis statements.

#### **Hypotheses statement 1: the results of southern Oregon entrepreneur MLQ styles.**

This study sought to understand whether a relationship exists between the success of an entrepreneur with their style(s) of leadership according to the MLW; in an attempt to discuss how they use these factors are answered in this study, the following four hypotheses statements were tested:

$H_{10}$ : There are no differences between the nine-factor scales data found in Bass and Avolio (2005) as compared to the entrepreneur participants.

$H_{1a}$ : There are significant differences between the nine-factor scales data found in Bass and Avolio (2005) as compared to the entrepreneur participants.



Based on the normative sample testing the MLQ Handbook for self-raters testing with a sample size of 3,375 and a comparison of the entrepreneur participant sample for this study, you can see the comparison mean and standard deviations in Table 8. The mean scores for the entrepreneurs' Five I's (IIA, IIB, IC, IM, and IS) tested in a two-tailed  $p$ -test of equal variances, with an alpha significant testing level of .05 against the MLQ Handbook comparing the two datasets which resulted in a  $p = .001$  thereby rejecting the null hypothesis that there is no significant difference between the entrepreneur mean scores, as compared to the MLQ U.S. Self-rater, and accepting the alternate hypothesis indicating that there is a significant difference in Leadership scores of Southern Oregon Entrepreneurs as compared to the MLQ Normative Sample.

The next leadership test included measuring all twelve factors (IIA, IIB, IC, IM, IS, CR, MBEA, MBEP, LF, EF, EFF, and SAT) against the MLQ Handbook comparing the two datasets of the entrepreneurs tested in a two-tailed  $p$ -test of equal variances, with an alpha significant testing level of .05. The result was that all 12 factors rated a  $p = .72$ , thereby accepting the null hypothesis that there is no significant difference between the entrepreneur mean scores as compared to the MLQ U.S. Self-rater mean scores. The scores were tested again in a two-tailed  $p$ -test of equal variances, with an alpha significant testing level of .05 for all nine factors (IIA, IIB, IC, IM, IS, CR, MBEA, MBEP, and LF) against the MLQ Handbook comparing the two datasets which resulted in a  $p = .72$  thereby accepting the null hypothesis that there is no significant difference between the entrepreneur mean scores as compared to the MLQ U.S. Self-Rater mean scores.

The scores were tested again in a two-tailed  $p$ -test of equal variances, with an alpha significant testing level of .05 for the four Transactional and Passive Avoidant factors (CR,

MBEA, MBEP, and LF) compared against the MLQ Handbook normative sample which resulted in a  $p = .99$  thereby accepting the null hypothesis that there is no significant difference between the entrepreneur mean scores, as compared to the mean scores of the MLQ Normative U.S. Self-Rater. Comparing the two datasets based on the mean and standard deviation was one of the obvious ways to assess the data because each leadership style factor has a different benchmark and cannot be compared easily across all factors as the benchmarks vary with each factor.

The participant entrepreneurs fell above the MLQ Handbook Normative Sample mean in the leadership factors for IIA, IIB, IM, IS, IC, CR, MBEA, and fell below the mean for the leadership factors MBEP and LF. In addition, the participant entrepreneurs fell within the MLQ benchmarks for all nine factors, whereas the MLQ US Self-rater Normative Sample fell within the range for only five (IM, IC, CR, MBEA, and LF) of the nine factors. When comparing the entrepreneur participants' standard deviation as compared to the MLQ Handbook normative sample for self-raters, Table 8 indicates that three of the standard deviations fell above the rate for the normative sample for the factors IS, CR, and MBEA. This is an indication that the entrepreneurs had a larger variance between their answers than in the normative sample.

The MLQ Handbook did not have the level of detail to evaluate the MLQ US self-rater normative sample as compared to the Southern Oregon entrepreneur sample for the percentages of the sample respondents who fell at or within the benchmarks for each of the nine leadership factors based on the different demographic factors. The level of detail of benchmarks by Participants for all nine leadership factors can be found in Table 9 Participant Entrepreneurs Who Fell at or Above the Benchmarked MLQ Percentile.

Table 9

## Participant Entrepreneurs Who Fell at the MLQ Benchmarked Percentile

Participant No.	MLQ FACTORS and DEFINITIONS								
	<i>Idealized Influence Attribute (IIA) and Behavior (IIB)</i> leaders admired, respected and trusted <b>IIA IIB</b>	<i>Inspirational Motivation (IM)</i> leaders motivate followers with team spirit and optimism. <b>IM</b>	<i>Intellectual Stimulation (IS)</i> leaders who innovate, create solutions reframe problems <b>IS</b>	<i>Individual Consideration (IC)</i> leader coaches / mentors followers to develop strengths and their goals <b>IC</b>	<i>Contingent Reward (CR)</i> leader requires production for individual reward <b>CR</b>	<i>Management by Exception Active (MBEA)</i> Leader micro-manages and writes up policy violations <b>MBEA</b>	<i>Management by Exception Passive (MBEP)</i> Leader waits too long to respond to problems <b>MBEP</b>	<i>Laissez-Faire (LF)</i> Leader avoids involvement defers power to others <b>LF</b>	
1	20	40	90	95	95	40	70	5	40
2	80	80	95	80	30	80	90	80	95
3	40	40	70	80	20	5	95	30	40
4	50	30	40	40	30	40	10	50	80
5	50	95	95	95	95	95	50	70	40
6	80	90	70	80	70	40	50	50	40
7	20	80	70	80	95	20	90	20	40
8	50	20	40	5	20	20	70	80	5
9	80	95	95	95	95	95	10	20	5
10	95	20	70	50	95	40	20	80	40
11	95	40	70	40	70	80	50	30	40
12	80	70	70	40	70	0	50	0	5
13	80	95	70	80	95	80	90	80	80
14	95	80	95	95	95	95	95	80	40
15	80	70	40	95	70	20	70	40	40
16	80	95	95	95	95	90	30	40	95
17	5	90	70	95	95	40	60	50	80
18	10	20	30	20	70	80	95	20	40
19	40	95	95	80	70	40	20	40	40
20	80	90	95	80	95	80	20	40	80
21	50	30	95	80	95	5	10	50	40
22	70	70	95	80	70	80	95	5	5
23	90	70	70	50	20	20	50	20	80
24	50	30	20	20	70	40	90	80	95
25	70	40	70	50	10	40	30	90	80
% IN/OUT	0.76 0.24	0.88 0.12	0.76 0.24	0.96 0.04	0.64 0.36	0.40 0.60	0.68 0.32	0.88 0.12	

The Appendix L Percentile MLQ Percentile for Individual Scores Based on Self Ratings (US) table from the MLQ Handbook meaning is as follows and refer to Appendix L, the number of respondents  $N = 3,375$  who fell in the percentile ranking of 3.0 - 4.0 for all of the Five I's factors Idealized Influence Attribute (IIA), Idealized Influence Behavior (IIB), Inspirational Motivation (IM), Intellectual Stimulation (IS) and Individualized Consideration (IC). The ranking of 50<sup>th</sup> to 95<sup>th</sup> percentile for Idealized Influence Attribute is considered within the benchmark, per the table in Appendix L. The ranking of 40<sup>th</sup> to 95<sup>th</sup> percentile for Idealized Influence Behavior is considered within the benchmark, per the table in Appendix L. The ranking of 40<sup>th</sup> to 95<sup>th</sup> percentile for Inspirational Motivation is considered within the benchmark, per the table in Appendix L. The ranking of 50<sup>th</sup> to 95<sup>th</sup> percentile for Intellectual Stimulation is considered within the benchmark, per the table in Appendix L. The ranking of 30<sup>th</sup> to 95<sup>th</sup> percentile for Individualized Consideration is within the benchmark, per the table in Appendix L. The ranking of 5<sup>th</sup> to 50<sup>th</sup> percentile for Contingent Reward is considered within the benchmark, per the table in Appendix L. The ranking of 20<sup>th</sup> to 70<sup>th</sup> percentile for Management by Exception Active (MBEA) is considered within the benchmark, per the table in Appendix L. The ranking of 5<sup>th</sup> to 80<sup>th</sup> percentile for Laissez Faire (LF) is considered within the benchmark, per the table in Appendix L. Management by Exception Active (MBEA). In Table 9 Participant Entrepreneurs Who Fell at the MLQ Benchmarked Percentile you will witness by each participant those who fell into the benchmark as highlighted by yellow and those who fell outside the benchmark as represented in white per each column of the MLQ Factor listed with definitions of the meaning of the factor. The following is a summary of the data and how many participants or percentage of participants fell within the benchmark by MLQ factor.

The Transformational Leadership Five I's factor benchmark was between a 3.0 and 4.0. Fifty percentile and above ranked within the benchmark See Appendix L: MLQ Percentile for Individual Scores Based on Self Ratings (US) table from the MLQ Handbook.

1. In Table 9, for the Transformational leadership style factor, 76% of the Southern Oregon Entrepreneurial Leader participants ranked at or above the benchmarked percentile of 3.0 - 4.0 mean score for Idealized Influence Attribute (IIA), Idealized Influence Behavior (IIB), and Intellectual Stimulation (IS). Twenty-four percent of the participants for each of those three factors fell outside the benchmark and below a 3.0 mean score.
2. In Table 9, 88% of the respondents ranked at or above the benchmarked percentile of 3.0 - 4.0 mean score for Inspirational Motivation (IM). Twelve percent of the participants fell outside the benchmark below a 3.0 mean score.
3. In Table 9, 96% of the respondents ranked at or above the benchmarked percentile of 3.0 - 4.0 mean score for Individualized Consideration (IC). Four percent of the participants fell outside the benchmark below a 3.0 mean score.
4. In Table 9, for the Transactional Leadership style factor, Contingent Reward (CR) benchmark was between a 2.0 - 3.0 mean score. Sixty-four percent of the Southern Oregon Entrepreneurial Leaders were within the benchmark. Thirty-six percent of the participants fell outside the benchmark below a 3.0 mean score.
5. In Table 9, for the Transactional Leadership style factor, MBEA benchmarked mean score was between a 1.0 - 2.0. Forty percent of the Southern Oregon Entrepreneurial Leaders were at or within the benchmark. Sixty percent of the participants fell outside the benchmark below a 1.0 or above a 2.0 mean score.

6. In Table 9, Passive-Avoidant leadership style (MBEP) benchmark mean score was .0 - 1.0. Sixty-eight percent of the Southern Oregon Entrepreneurial Leaders were at or within the benchmark 0.0 - 1.0 for MBEP. Thirty-two percent of the respondents ranked outside the benchmark.
7. In Table 9, for the Passive-Avoidant leadership style, the LF benchmarked mean score was .0 - 1.0. Eighty-eight percent of the leaders were at or within the benchmark for LF. Twelve percent fell outside the benchmark. See Table 9:  
Participant Entrepreneurs Who Fell at or Above the Benchmarked MLQ Percentile.

### **Hypotheses statement 2: the impact of gender on leadership style results**

*H<sub>20</sub>*: There are no differences in how gender affects the self-perceived leadership styles.

*H<sub>2a</sub>*: There are significant differences between how gender affects the self-perceived leadership styles.

Of the twenty-five respondents who participated in the MLQ leadership and demographics survey, each of the five factors of leadership were tested in a two-tailed *p*-test of equal variances for gender, with an alpha significant testing level of .05. The significance level was selected because it was the same level the authors Bass and Avolio (2005) of the MLQ Leadership assessment used to determine if there was a significant difference between how the participants ranked their gender as it related to each leadership factor.

Based on this testing, the results of the two-tailed *p*-test of equal variances, with an alpha significant testing level of .05, were as follows. The Contingent Reward rated a *p* = .009 indicating there was a significant difference between gender on these factors and thereby rejecting the null hypothesis statement and accepting the alternate hypothesis statement that

gender affects the self-perception of the entrepreneurs in the study leadership styles for Contingent Reward.

The results of the two-tailed  $p$ -test scores tested proved for three of the leadership styles; there was no significant difference in how gender affected the Five I's of Transformational leadership rated a  $p = .16$ , and the MBEA  $p = .95$ , MBEP  $p = .47$ , or the LF  $p = .52$ , indicating the null hypothesis was accepted for how gender affected these four leadership factors.

**Hypotheses statement 3: the impact of age on leadership style results.**

$H_{30}$ : There are no differences in how age affects the self-perceived leadership styles.

$H_{3a}$ : There are significant differences between how age affects the self-perceived leadership styles.

Of the 25 respondents who participated in the MLQ leadership and demographics survey, each of the five factors of leadership were tests in a two-tailed  $p$ -test of equal variances, with an alpha significant testing level of .05. The significance level was selected because it was the same level the authors Bass and Avolio of the MLQ Leadership assessment used, and thus the researcher also used it to determine if there was a significant difference between how the participants ranked their age as it related to each leadership factor.

Based on the results of the two-tailed  $p$ -test of equal variances, with an alpha significant testing level of .05, were as follows for testing the two age groups. The Five I's of Transformational leadership rated a  $p = .19$ , the Contingent Reward rated a  $p = .73$ , the MBEA rated a  $p = .36$ , and the LF rated a  $p = .28$ , the MBEP, which rated a  $p = .21$  indicating there was no significant difference between the two age groups on the factors and found the null hypothesis is accepted.

**Hypotheses statement 4: the impact of length of time of owning the business on leadership style results.**

$H_{40}$ : There are no differences in how the length of time owning their current business affects the self-perceived leadership styles of the entrepreneurs.

$H_{4a}$ : There are significant differences between how the length of time of owning a business affects the self-perceived leadership styles.

Of the twenty-five respondents who participated in the MLQ leadership and demographics survey, each of the five factors of leadership were tests in a two-tailed  $p$ -test of equal variances, with an alpha significant testing level of .05. The significance level was selected because it was the same level the authors Bass and Avolio of the MLQ Leadership assessment used to determine if there was a significant difference between how the participants ranked the length of time in their current business.

Based on the testing in a two-tailed  $p$ -test of equal variances, with an alpha significant testing level of .05. Only the Five I's Transformational leadership and the MBEP rated a  $p = .05$ , and a  $p = .001$ , respectively, and meant the null hypothesis is rejected, indicating the length of time for these two factors did affect the entrepreneurs self-perception of their leadership style. The length of time in business did not have a significance for the other three factors CR rated a  $p = .42$ , the MBEA rated a  $p = .80$ , and the LF rated a  $p = .79$ , thereby accepting the alternate hypothesis statement.

**Summary**

Chapter 4. Results included sections on the Purpose Statement, Restatement of Research Questions, Restatement of the Hypothesis Statements, reviewed the Data Collection Process, reviewed the Preliminary Data Analysis Steps, outlined the Summary of Participation, Response



Rate, Data Cleaning, the steps for Data Conversion, a Summary of the Respondent Demographics Characteristics, reviewed the MLQ Group Results, and testing the Research Questions and Results of the Hypothesis Statements.

## Chapter 5. Conclusions and Recommendations

### Introduction

The intent of Chapter 5 is to summarize the research for *A Quantitative Descriptive Study of the Self-Perception of Southern Oregon Entrepreneur's Leadership*. Chapter 5 covers the Introduction, Findings, Limitations, Analysis of Results, Transformational Leadership Analysis, Gender Analysis, Transactional Leadership Analysis, Passive-Avoidant Leadership Analysis, Implications, Recommendations for Future Research, Recommendations for Additional Uses for the Business Community and Entrepreneurs, Conclusion, and Summary (Creswell, 2005).

### Findings

The findings and analysis section includes an overview of Chapters 1, 2, and 3 including restating the research problem, methodology, the scope of limitations, reviews the research questions, identifies the relevant hypothesis statements, and evaluates if the four hypotheses not or alternative statements are essential to the leadership field and if they are consistent with the Bass and Avolio's MLQ Handbook findings.

Chapter 1 covered the current literature for entrepreneurs primarily focuses on strategy, operations, innovation, and business growth models. After 20 years of working with many entrepreneurs, this study was developed to understand what kind of leadership styles or traits the entrepreneurs in the study possess. After searching the existing literature, there is little research about entrepreneurial leadership. Most research on entrepreneurs is about their behaviors and influencing group performance (Renko et al., 2012, 2015), strategic management, and operational opportunity (Ireland et al., 2003; Renko et al., 2012) and innovation (Crumpton, 2012; SBDC, 2018).

The research intended to help study and identify what are the leadership styles of adult entrepreneurs in Southern Oregon, and what if any factors contribute to an entrepreneurs' leadership style? The study focused on entrepreneurial leaders, over the age of 18, who own or have started their own business. Also, the participants from the initial email were members of one of following Southern Oregon based company networking groups: Southern Oregon Regional Economic Development, Inc. (SORED, 2019), or the Small Business Development Center (SBDC) of Southern Oregon.

The participants were notified of the research design, understood the confidentiality, and informed consent process, and the researcher ensured the research project complied with all Institutional Review Board (IRB) standards, policies, and regulations concerning human subject protection. The researcher communicated to the participants about their rights as human subjects was a voluntary research study that there is no incentive for participation, and no harm came to them if they choose not to participate. Also, the potential participants were provided a do not consent opportunity during the demographics portion of the survey and an opt-out form from the initial email contact.

The quantitative descriptive study utilized research questions on the Likert scale from the Mind Garden Multifactor Leadership Questionnaire (MLQ) survey. The MLQ was used in this study to assess a measurable and systematic way to uncover the relationships between data variables and test a variable to confirm or refute any demographic traits and their bearing on leadership (Creswell, 2005; Kaplan, 2004). The participants also answered a 27 question demographics assessment to provide additional information for testing the research questions and hypothesis statements.

The purpose of this study was to help identify best practices among entrepreneurial leadership styles and potential opportunities to share successful leadership best practices amongst entrepreneurs. The research had the potential to support regional economic development organizations and Small Business Development Centers to serve their current and future clientele on how best to lead their business in the high and challenging times of their business flow. Finally, this research design can be used in the future as a basis to prepare a more extensive study of entrepreneurial leadership styles.

Chapter 2 included the relevant and foundational leadership research available covering studies by previous authors examining Leadership Theory such as: Big 5, Personality Traits, Situational, Transformational, Transactional, Passive-Avoidant, Bass and Avolio's reviews for developing the MLQ, Servant Leadership, Ethics and Morals, Innovation and Entrepreneurship, Data on Entrepreneurs, Gender and Race in Leadership, Women in Leadership, Organizational Culture, Adult Learning Theory, Organizational Learning, Communication Strategies and Leadership, Emotional Intelligence, and Leadership and Professional Development.

Chapter 3 covered the research methodology included defining variables and terms, developing a demographics assessment relevant to the entrepreneurs, participant selection, sampling method, survey costs, confidentiality, and human subject protections, IRB Certification, the risk to participants, scoring the MLQ, bias of the self-rater questionnaire, validity, constructing research questions and hypothesis statements, conducting data collection, analyzing the data from both surveys, merging the survey answers to test data relevant to the hypothesis statements, calculating two-tailed  $p$ -test with a significant factor of .05, evaluating the mean and standard deviation of the entrepreneurs as compared the MLQ Handbook of self-raters,

and measuring the number of entrepreneurs who fell into the nine factors answers and benchmarks.

The results of the study are found in Chapter 4. The study is reviewed in this chapter, a review of the purpose, data collection process, data analysis steps, response rate, data cleaning, data conversion process, demographics characteristics of respondents, MLQ Group Results for the five I factors of Transformational Leadership, two factors for Transactional Leadership, two factors for Passive-Avoidant Leadership, and the testing and results for the research questions and hypothesis statements.

### **Limitations**

The scope of the study was to determine Southern Oregon Entrepreneurial Leadership styles and to see if there are any differences between entrepreneurs and those of other leaders. Another aspect of the study was to determine if age, gender, and/or length of time in their current business impacted entrepreneurial leadership styles. The study had the availability of 200 respondents to take the surveys, not knowing how many entrepreneurs were in Southern Oregon's Jackson and Josephine counties. The researcher set a goal of 25 respondents with a stretch goal of 100 respondents, but 25 respondents completed both sets of questionnaires. One limitation was possibly the fact that the surveys were separated, and that was due to the cost of embedding the demographics questionnaire with Mind Garden software at \$200 per question for 27 questions (for a total of \$5,400.00). Or in the alternative asking Mind Garden for the release of their 45-question survey to be used in Qualtrics, which was also cost-prohibitive at \$2,500.00. Having respondents go to two different locations to answer the study could have impacted the lower response rate. Also, in the interest of time, there are many leaders in the Southern Oregon region; however, this study limited to entrepreneurs rather than every leader in the valley. A

future study can make it available to all leaders, vice-president level and above, in any kind of industry or organization and even statewide, Pacific Region, or the Pacific Northwest. An additional area of concern for this study was the entrepreneur's time to be able to respond to a survey, which ultimately only took 15 minutes for both questionnaires to be answered. Still, entrepreneurs had the perception that it would take longer or also have truly little time while managing their businesses. Three individuals opted out and did not want to be contacted about research.

The validity and reliability of the study were impacted by the fact that the entrepreneurs who answered did not have an employee pool large enough in most cases to do the 360-degree review to balance out the answers of the leaders self-rater and to fully understand if their perceptions of their leadership style met within the benchmarks of the MLQ per each of the nine factors. The sample of entrepreneurs was limited to those who self-selected to respond and may not be a representative sample of leaders or entrepreneurs in the Southern Oregon region. An increase in response rate and more leader entrepreneurs might increase the generalizability of the study results as well as each of the leaders having three to five employees commit to completing the MLQ questionnaire about their leader.

In addition, the MLQ does not have much demographics data that was collected to the extent as done in this study, so comparing data collected to the MLQ U.S. Self Report data was only possible. The MLQ does not have a pool of identified entrepreneurs as a control group from previous data collected by Mind Garden. However, the external validity of the MLQ assessment tool has been proven by Bass and Avolio over 33 years of study. The assessment is valid and reliable as it has been iteratively developed and improved over time, with the testing construct, questionnaire, and the factors' definitions over time and compared data from self-reported data to

those raters who completed a 360-degree assessment of their leaders. The MLQ does not attempt to definitively label leaders as being transformational, transactional, or passive-avoidant leadership style. The assessment helps the leader to understand that they may have attributes more aligned with the nine different factors over the other, so the respondent can see where they measure and fall on the overall scales as being more or less each of the nine factors and whether they fall into the frequency tables and validated benchmarks for each factor.

### **Analysis of Results**

The quantitative descriptive research method utilized research questions on the Likert scale from the Mind Garden Multifactor Leadership Questionnaire (MLQ) survey and a self-developed 27-question demographics questionnaire. The 45-question MLQ leadership assessment was used to determine any measurable differences between age, length of time in business, gender as compared to the entrepreneurial leadership style. The MLQ leadership styles of entrepreneurs were then compared to Bass and Avolio's validated benchmarks for the nine factors in the MLQ and additionally analyzed for *p*-tests comparing two groups in their leadership styles against age, gender, and length of time owning their current business.

**Transformational leadership (5 I's) analysis.** The first analysis for the why each of the 5 I's of Transformational Leadership score higher than the MLQ norm overall, could first and foremost be attributed to the small number of respondents. The second reason Entrepreneurs could be more Transformational Leaders is because these small businesses and the owners take the attributes of Transformational Leadership (trust, admiration, respect, motivation, optimism, innovation, and problem-solving) profoundly serious enough to impact their relatively small workforce inside their organizations. Half of the organizations had fewer than 20 employees and ten organizations have 20 or more employees. As the MLQ is based on Personality Traits and the

Big Five Theories of leadership, the described meaning for a leader to be effective (Judge et al., 2002) are connected to their behaviors for the good of the group and productivity of teams within an organization. The integrity, decision-making aptitude, and emotional intelligence associated with the Personality Traits Theory are also described by the factors and characteristics in the Multifactor Leadership Questionnaire (Bass & Avolio, 1995, 2000, 2004) for being a more Transformational style of leader.

The connection for the Southern Oregon Entrepreneurs to being more like Bass and Avolio's transformational leadership style as an overall group describes their characteristics as being more connected to serving the needs of the people within the organization, serving others is also seen in Covey (2017) and in Greenleaf's (1977) Servant Leadership Model. The leader has a level of awareness and emotional intelligence (Goleman, 1995, 2007) Druskat and Wolff (2015), who both indicate that emotional intelligence is a cornerstone of a team's success and without EI, would fail. The leader who drives the team to achieve goals and the achievement factor also seen in Renko's Entrepreneurial Leadership (2012) through specific strategies, encouraging their team to develop their skills and talents through relationship building, reframing problems to create solutions leading to innovation.

The transformational leadership styles attributes are also connected to real-world business research from McKinsey and Company's Watson (1983) seven S model and Marmol and Murray's (1995) evaluations of six traits for how to lead high performing teams with these same MLQ Transformational leadership characteristics. The entrepreneur leaders are also similarly connected to the Wallis and Dollery (2005) exploration of transformational methods and measured which trait, transformational or transactional, created more success in small businesses. The Wallis and Dollery (2005) outcome-based results described the best strategy for



small business leaders is to develop a vision and strategy plan, accomplish the goals set forth, collaborate in teams across the organization, and rely strongly on high-quality, two-way communication. The MLQ Transformational leadership characteristics are also described in Renko's (2012) ethical decision-making aspects and a willingness to take calculated risks in changing environments. The potential value of Renko's work could be a future analysis of the MLQ leadership styles of entrepreneurs as compared to Renko's tool ENTRELEAD that measures leadership style with opportunity and outcomes of the effort or work that is completed in an organization. The tool could potentially be a useful tool to know about a leaders' effectiveness inside their organization regarding the work that is accomplished. Cai, Lysova, Khapova, and Bossink (2019) found connections in their research between entrepreneurial leadership, their efficacy, and the creativity from the team as an outcome that encourages a relationship of creativity between the group and leader.

The outcomes of this research study support the expansion of the research for more entrepreneurial leadership studies with Bass and Avolio's MLQ leadership studies. Bass' (1985a) model for "[t]ransformational leaders inspire, energize, and intellectually stimulate their employees" (p. 19). The strength of the leader's involvement provides structure to the team. In this leadership role, the leader also acts as an example of model behavior for employees. In this study, the Five I's *p* score of 0.001 indicates a significant difference between the Southern Oregon Entrepreneur pool of respondents' having a higher mean than the MLQ normative sample in the MLQ Handbook of respondents for this study. The work effectiveness has the potential to have a relationship to innovation and creativity inside of organizations (Crumpton, 2012; Ireland et al., 2003).

The Southern Oregon Entrepreneur respondents are more likely Transformational leaders as a group, and that is supported by the 21 out of the 25 mean scores that ranked at or above the study's benchmark between a three to a four on the Likert Scale. The actual percentage of those respondents who had scores at or above the baseline benchmark broken down by each factor/characteristic for the Five I's was IIA - 76%, IIB - 76%, IS - 88%, IM - 76%, and IC - 96%. Although this is only initial data, it strongly suggests that the entrepreneur pool in Southern Oregon may be more Transformational than the MLQ Handbook for the U.S. self-rater pool.

Two out of the five factors tested for the length of time in the current business found the first significant factor in the overall Five I's of Transformational Leadership rated a  $p = .05$  compared the mean of the 0 - 9 years 3.43 ranking above the three MLQ benchmark as compared to the mean of 3.16 10+ years in business grouped respondents, which is still above the benchmark but lower than the 0 - 9 year group. The researcher would like to continue to collect data to ascertain if the time an entrepreneur owns a business is the significant factor to them being more of a Transformational leader and cross analyze if one factors is more prevalent than another.

One possible indication for the research results is Bass' (1998) claim that transformational leaders seek the "greatest good for the greatest number and are concerned about doing what was right and honest" (p. 41). The entrepreneurial companies that responded had smaller workforces. Out of the 25 respondents, 10 (40%) of the respondents' companies have zero employees, eight (32%) companies have 20 or more employees, four (16%) of the companies have 11 - 20 employees, two (8%) of the companies have three to five employees, and one (4%) company has 1 - 2 employees and therefore can support the greater good in a smaller company size because there are less diversified needs, wants and demands as people are

aligned to the culture. To better assess this question, in a future iteration of this study, another item would be added for the raters and self-raters about cultural alignment to the company; they work in the demographic's questionnaire.

This Transformational Leadership result prompts the researcher to continue with data collection and to obtain a larger sample size with a regular effective response rate of 10% or better. The inclination of hypothesizing that entrepreneurs were more likely one Leadership trait over another, was a nagging question to the researcher. However, it was easier to test against the MLQ dataset as a whole by asking the open-ended question of where there any differences in the data between entrepreneur respondents in this study as compared to the MLQ U.S. Self-rater pool in the Bass and Avolio (2005) MLQ Handbook.

**Gender analysis of results.** In this study, the researcher had hoped to draw some conclusions between gender and entrepreneur data, which describes that women-owned businesses across the U.S. are 51% of the entrepreneurs (NAWBO, 2017). In Southern Oregon, based on the respondents, only 36% were women-owned businesses. Although there were less women, more women as a percentage, eight of the nine, 89% of female identified respondents, were more Transformational Leaders than any other style of leader in the MLQ over the 13 of the 16, 81% of the male respondents were Transformational Leaders. Given the sample size that was collected, there was no connection or significant difference in the gender comparison and different factors of MLQ leadership styles based on the two-tailed  $p$ -test. Perhaps, with a larger sample size from the region or beyond across the state of Oregon, it may be possible to understand what percentage of the population are entrepreneurs given men versus women are more Transformational Leaders as the data connected to the Popescu (2012), OECD, and Wright (2014) data can be better documented and explained with a longer and deeper data collection period. The ability to have a

larger sample size may also be able to better describe the ethnic makeup of Oregon entrepreneurs and be able to connect the data to Wright's (2014) research that established a dataset of ethnicity and gender among entrepreneurs.

**Transactional leadership factors analysis of results.** This section will address the analysis of the significant results found for the Transactional Leadership factors Contingent Reward (CR). Individual factor comparisons for the two demographics, gender, and the length of time in their current business, also had the following significant findings. Two out of the five factors that were tested for gender comparisons had significance for the overall Contingent Reward factor at a  $p = .009$ . The mean for the nine female entrepreneur respondents was 3.38 as compared to the mean for the 16 male respondents of 2.74 indicating women were more likely to be Contingent Reward Leaders on the Transactional Leadership scale. This could be attributed to the fact that women work more in collaboration and partnership than their male counterparts. (Cullinan, 2018). Women leaders offer rewards in exchange for high productivity and excellent work, while also recognizing colleagues for their efforts through reward is viewed as relationship building and sharing the kudos as well as the distributive workload together. In turn, women like to be rewarded for their high-quality work and it is natural for a leader to provide what they also want in return.

**Passive-Avoidant leadership analysis of results.** The second significance test for the five factors tested was with the entrepreneurs' length of time in their current business found the Management by Exception Passive (MBEP) rated a  $p = .001$ . One of the scores for 0 - 9 years in business fell within the zero to one rating on the Likert scale with a mean score of .64 as compared to the entrepreneurs who have been in their business over 10 years with a mean of 1.23 ranking outside the benchmark for MBEP. This could indicate two things, one of which is that

entrepreneurs who have spent less time in their business who fall within the benchmarks of MBEP quite possible are more active in their businesses and are more available to their employees. Only one of the companies indicated they had no employees and were a solopreneur. The second aspect could be that the individuals who have owned their businesses longer are primarily of an older generation and either are literally getting away from their businesses and owning the business more passively having trained individuals below them to be leaders and managers signifying a lot of trust and respect in their team. The businesses in the owned my businesses 10+ years or more also have more employees than startup businesses as they are more mature in their business processes and systems which demand a larger workforce. An overall review of the comparison numbers between the two pools of for length of time in the current business led the researcher to infer that the longer the company was in business, the leaders' perceptions about managing the day to day work at the company became more passive as compared to a business or an entrepreneur who has been open a shorter amount of time. The MBEP in the research question number three connects to the scores about the older leaders' age as compared to the younger leaders.

### **Implications**

The entrepreneur leadership role as a transformational leader is to inspire, energize, support, coach, and stimulate employees (Bass & Avolio, 1998). Since the entrepreneurs' Five I's  $p = .009$  indicates a significant difference as compared to that of the MLQ U.S. Self-rater pool, it could be inferred that to have a successful company, the entrepreneurs in Southern Oregon should develop their skillset in the five Idealize Influence factors of IIA, IIB, IM, IS, and IC whereby a Transformational Leader in Bass (1979, 1985b) "...raise[s] the level of awareness to achieve valued outcomes and give employees strategies for achieving goals, encourage their associates to empower themselves and develop their areas of interest to increase achievement,

autonomy, and affiliation within and outside the organization” (p. 26). The IIA and IIB aspects are like that of the servant leader who puts the needs of their team members above their own. The Inspirational Motivation (IM) factor is described as a leader who motivates their followers’ work through a sense of team spirit and optimism, often encouraging the followers to assist in envisioning the future and their place in the company. The Intellectual Stimulation (IS) factor behavior is described by the ability to innovate or create solutions, reframe problems, and develop a new way to respond where new ideas are encouraged in the organization. The last element of the Bass’ and Avolio’s transformational leader is labeled the Individual Consideration (IC), where the leader coaches and mentors the follower to develop their strengths and achieve their goals, dreams, and personal growth abilities within the organization (Bass & Avolio, 1995, 2000, 2004).

One of the nature suggested uses for this information would be to connect Organizational Development and Learning aspects to coaching executives and leaders within an organization so that entrepreneurs could develop their teams and themselves into Transformational Leaders so they can be more successful as a team. As Senge (1994) suggests, the interdependent teams rely on each other’s support for solution-oriented thinking and how Schein (2004) stresses how the totality of the organization’s success factors depend on everyone working together. In this collaborative environment, there would be less stress. Then the group’s culture would embrace an outside expert and trainer to shift the culture toward one with Transformational Leaders (Schein, 2004). The group would be able to appreciate the manifestations of a Transformational Leadership culture in their organization and have a meaningful discussion.

Organizations need to be prepared for any possibility, and the COVID-19 situation provides opportunities for training and facilitation to support the needs of an organization. The

best representation of a consulting firm in Transformational Leadership would be held virtually for small groups and with follow-up appointments individually to best serve the clients' needs. Individual meetings would allow leaders to learn specific areas of their style and how to adapt and implement how to be a Transformational Leader. Utilizing the time between coaching sessions as a testing ground with their team to try aspects of leadership and then learn what worked and what did not with their team and then reimplement new strategies of leadership for the most efficacy. Argyris' (2002) double-loop learning would provide a decrease in the transition periods, which in turn would increase efficiency and effectiveness (Argyris, 2002). Developing high-performing leaders builds an environment where individuals are empowered to give their best and develop their full potential. When adult learners utilize the knowledge, they then see the reason the learning and application tools are relevant to their lives and useful in taking forward by adding the new skill to their toolbox. The connected life experience stimulates the motivation to learn, such as the opportunity for a promotion or upskilling to a new position. The best adaption of utilizing a teachable moment will motivate the learner, too (Zemke & Zemke, 1995).

The mentoring of individuals through the Transformational Leadership Consulting would have a direct connection to the Bahniuk and Hill (1998) study, where mentoring leaders to the advancement, increased performance, promotion rates, increased income, and enhanced leadership abilities. Handfield-Jones (2000) indicates professional development and its high impact of growth can improve job training, coaching, and feedback, and tell a person their strengths and weaknesses, all through mentoring.

### **Recommendations**

The following several proposed recommendations are broken into the future research to expand this research and the field of study for entrepreneurial leadership styles and its relationship to the MLQ, and further uses of the data, including recommendations to the business community and supporting entrepreneurs and their businesses.

**Recommendations for future research.** Here are the following recommendations for future research.

1. Continue to collect data on entrepreneurs to have a larger sample size incorporating an effective response rate of 10% or better.
2. Partner with the State of Oregon, Business Oregon office, to announce the research statewide in order to assess other entrepreneurs' and leaders' leadership styles in all the state of Oregon (not just Jackson and Josephine counties in Southern Oregon).
3. Compare the different pools of leaders between business type, C-corporation, nonprofit, and Limited Liability Corporations, and Professional Companies.
4. Compare different businesses based on the workforce size within the organizational pool of respondents.
5. Compare the different leadership trainings the leader has attended, taken, and received to the nine factors. Or perhaps quantify the previous leadership trainings in the different ways that capture skills-based traits that are linked to the U.S. and Oregon Department of Employment skills training.
6. Connect the leadership titles and experience of past roles to the MLQ.
7. Compare the more substantial statewide data to the MLQ U.S. Self-rater data.
8. If cultural differences arise in the data based on the ethnic or educational data points, suggest testing data against other MLQ benchmarks and national averages.



9. Have all entrepreneurs/leaders who have three or more employees have their raters complete a 360-degree assessment of the leadership styles and compare the 360-degree assessment to the self-rater data in the U.S.
10. Test the 360-degree assessment for reliability and validity
11. Continue to measure the two-tailed p=test of future results.
12. Establish and test future larger data pools with a smaller error of significance down to .01.
13. Continue to test for age, gender, length of time in business differences by the nine factors with the larger dataset.
14. Test for additional demographic factors not addressed in this study: with a larger pool of respondents, it was better to breakdown the demographics for education, industry, location by county and city, ethnicity, marital status, veteran-owned businesses, and past leadership titles/experiences.
15. Break down the number of employees into smaller increments of 10 up to 200 employees so the research can better segregate the data during the analysis.
16. Develop and address additional questions regarding cultural assessments of organizations to tie in Cultural Leadership theory and literature.
17. Cross evaluate the Emotional Intelligence tool of the entrepreneur leaders with the MLQ.
18. Cross-evaluate the ENTRELEAD tool of the entrepreneur leaders to the MLQ.
19. Develop and address additional questions regarding innovation and entrepreneurship to tie to literature.
20. Obtain a large enough sample size to address women in leadership by itself.
21. Obtain a large enough sample size to compare gender demographics in leadership.

22. Compare the MLQ Leadership styles to the overall “success” of the business. The success would be measured by each company’s gross and net profits. Further, break down the “success” as a percentage of the net earnings from the respondent business community.

**Recommendations for additional uses of the research for the business community and entrepreneurs.** Here are the following recommendations for the business community and entrepreneurs.

1. Based on the new initial data, the Small Business Administration, SCORE offices, City Chamber administrations, and the local SOREDI could develop and offer trainings in these five Idealized Influences of entrepreneurs and business owners.
2. Entrepreneurs could locate and hire an executive coach in the area to support them in reaching their goals of modeling the Transformational Leadership behaviors.
3. The research can also be utilized by current entrepreneurs to use the MLQ assessment results on their leadership team to provide a gap analysis for their Transformational Leadership style.
4. Businesses can use the MLQ assessment for potential testing leaders aimed to partner in their succession planning efforts and provide those individuals with a gap analysis for their Transformational Leadership style.
5. Time and the small sample size, did not allow more tests with the other demographics factors gathered, and when data was reviewed, it was believed that the small data set might not demonstrate a significant difference in phase one of data gathering. In the future, with a larger sample size, the researcher intends to utilize more demographic data to test ANOVA or other two-tailed  $p$ -tests to ascertain if any other factors and

characteristics of demographics have an impact on leadership style over just the age, gender and length of time the business has been owned that were tested in this study.

6. What surprised me in the data from a practitioner standpoint is that the entrepreneurs were more Transformational Leaders. The researcher expected the leaders to more micromanagers because of the level detail they would want accomplished and production completed in their business. But the initial data did not show that the entrepreneurs were more MBEA or CR over and above the Transformational or Passive-Avoidant Leadership styles. Due to this occurrence in the data, the researcher would like to continue to collect data under a faculty role at Southern Oregon University to be able to ascertain if the data holds true in a larger sample size.
7. Lastly, it is possible the researcher will explore mentoring entrepreneurs in an entrepreneurial venture for Transformational Leadership Consulting to increase performance and enhanced leadership abilities.

## **Conclusion**

The research study added to the body of literature on what demographics impact the MLQ U.S. self-rater scores for Southern Oregon entrepreneurs. The research intended to help study and identify what are the leadership styles of adult entrepreneurs in Southern Oregon, and what if any demographic factors contribute to an entrepreneurs' leadership style? The study focused on entrepreneurial leaders, over the age of 18, who own and started their own business. The early results suggest that entrepreneurs who self-selected into the research are more likely to be Transformational Leaders.

The primary findings were that the entrepreneurs' Five I's Transformational leadership  $p$  score of .001 indicated a significant difference between the MLQ sample respondents and the

sample of 25 Southern Oregon entrepreneurs that responded to this initial study. Overall, the respondents are likely more Transformational leaders than the other styles, and that is supported by the 21 scores out of the 25 ranking at or above the study's benchmark of three or higher on the Likert Scale and the mean score of 3.3 for the group on their 5 I's Transformational Leadership rating. Although it is early and initial data, it strongly suggests that the entrepreneur pool in Southern Oregon may be more Transformational than the Bass and Avolio (1995, 2000, and 2004) MLQ U.S. self-rater pool declared in the MLQ Handbook.

### **Summary**

Chapter 5 summarized Chapters 1, 2, 3, and 4 for *An Exploratory Quantitative Descriptive Study of the Self-Perception of Southern Oregon Entrepreneurial Leadership Styles*. The section developed the Introduction, Findings, Limitations, Analysis of Results, Transformational Leadership Analysis, Gender Analysis, Transactional Leadership Analysis, Passive-Avoidant Leadership Analysis, Implications, Recommendations for Future Research, Recommendations for Additional Uses for the Business Community and Entrepreneurs, Conclusion, and Summary.

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## APPENDIX A

### Summary of the Basic MLQ Leadership Styles and the Components

Leadership Styles	Factors / Characteristics	Descriptions ( <i>italicized for quoting</i> )
<b>Transformational</b>	Idealized Attributes (IA)	<i>Encourages respect and confidence of the team, instills pride in others for being associated with them, goes beyond self-interest for the good of the group, acts in ways to build others respect for leader, displays a sense of power/confidence</i>
	Idealized Behaviors (IB)	<i>Talks about essential values, beliefs, specifies the importance of having a strong sense of purpose, considers the moral and ethical consequences of decisions, emphasizes the importance of a collective sense of mission</i>
	Inspirational Motivation (IM)	<i>Talks optimistically about the future talks enthusiastically about what needs to be accomplished, articulate a compelling vision of the future, express confidence that goals were achieved.</i>
	Intellectual Stimulation (IS)	<i>Re-examines critical assumptions to question whether they are appropriate, seeks differing perspectives when solving problems, gets others to look at issues from different angles, suggests new ways of looking at how to complete assignments.</i>
	Individualized Consideration (IC)	<i>Spends time teaching and coaching, treats others as individuals rather than just as a member of the group, considers everyone as having different needs, abilities, and aspirations from others, help others to develop their strengths</i>
<b>Transactional</b>	Contingent Reward (CR)	<i>Provides rewards and punishment based on performance efforts, discusses who is responsible, and clearly states what excellent performance receives in exchange for achievement, expresses satisfaction when others meet expectations</i>
	Management by Exception-Active (MBEA)	<i>Focuses attention on irregularities, mistakes, exceptions, and deviations from standards, concentrates full attention and tracks mistakes, complaints, and failures to meet standards</i>
<b>Passive-Avoidant</b>	Management by Exception- Passive (MBEP)	<i>Fails to interfere until problems become severe, waits for things to go wrong before acting, demonstrates problems must become chronic before acting</i>
	Laissez-Faire (LF)	<i>Avoids decisions and getting involved on essential issues, absent when needed, delays responding to urgent questions passes on authority to the team</i>

*Descriptions in MLQ Survey Handbook and Report (Bernard, Bass, Avolio, 2004).*

## APPENDIX B

### MLQ Sample Permission Letter

For use by Rebecca Williams only. Received from Mind Garden, Inc. on February 19, 2018

### Sample Item Letter



[www.mindgarden.com](http://www.mindgarden.com)

To whom it may concern,

This letter is to grant permission for the above named person to use the following copyright material for his/her thesis or dissertation research.

Instrument:

Authors:

Copyright:

**Five sample items from this instrument may be reproduced for inclusion in a proposal, thesis, or dissertation.**

The entire instrument may not be included or reproduced at any time in any other published material.

## APPENDIX C

### Sample MLQ (5x-Short) Questionnaire

Note from Mind Garden MLQ Handbook: It is not permissible to publish the entire 45-question assessment in any dissertation. Just a sample of the first few questions.

For use by Rebecca Williams only. Received from Mind Garden, Inc. on February 19, 2018

### Multifactor Leadership Questionnaire

#### Leader Form

My Name: \_\_\_\_\_ Date: \_\_\_\_\_

Organization ID #: \_\_\_\_\_ Leader ID #: \_\_\_\_\_

This questionnaire is to describe your leadership style as you perceive it. Please answer all items on this answer sheet. If an item is irrelevant, or if you are unsure or do not know the answer, leave the answer blank.

Forty-five descriptive statements are listed on the following pages. Judge how frequently each statement fits you. The word "others" may mean your peers, clients, direct reports, supervisors, and/or all of these individuals.

Use the following rating scale:

	Not at all 0	Once in a while 1	Sometimes 2	Fairly often 3	Frequently, if not always 4
1. I provide others with assistance in exchange for their efforts .....	0	1	2	3	4
2. I re-examine critical assumptions to question whether they are appropriate .....	0	1	2	3	4
3. I fail to interfere until problems become serious .....	0	1	2	3	4
4. I focus attention on irregularities, mistakes, exceptions, and deviations from standards .....	0	1	2	3	4
5. I avoid getting involved when important issues arise .....	0	1	2	3	4
6. I talk about my most important values and beliefs .....	0	1	2	3	4
7. I am absent when needed .....	0	1	2	3	4
8. I seek differing perspectives when solving problems .....	0	1	2	3	4
9. I talk optimistically about the future .....	0	1	2	3	4
10. I instill pride in others for being associated with me .....	0	1	2	3	4
11. I discuss in specific terms who is responsible for achieving performance targets .....	0	1	2	3	4
12. I wait for things to go wrong before taking action .....	0	1	2	3	4
13. I talk enthusiastically about what needs to be accomplished .....	0	1	2	3	4
14. I specify the importance of having a strong sense of purpose .....	0	1	2	3	4
15. I spend time teaching and coaching .....	0	1	2	3	4

Continued →

## APPENDIX D

### Sample Scoring of the MLQ

For use by Rebecca Williams only. Received from Mind Garden, Inc. on February 19, 2018

## MLQ Multifactor Leadership Questionnaire Scoring Key (5x) Short

My Name: \_\_\_\_\_ Date: \_\_\_\_\_

Organization ID #: \_\_\_\_\_ Leader ID #: \_\_\_\_\_

**Scoring:** The MLQ scale scores are average scores for the items on the scale. The score can be derived by summing the items and dividing by the number of items that make up the scale. **If an item is left blank, divide the total for that scale by the number of items answered.** All of the leadership style scales have four items, Extra Effort has three items, Effectiveness has four items, and Satisfaction has two items.

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
0	1	2	3	4

*Idealized Influence (Attributed) total/4 =	# Management-by-Exception (Active) total/4 =
*Idealized Influence (Behavior) total/4 =	+Management-by-Exception (Passive) total/4 =
*Inspirational Motivation total/4 =	+Laissez-faire Leadership total/4 =
*Intellectual Stimulation total/4 =	Extra Effort total/3 =
*Individual Consideration total/4 =	Effectiveness total/4 =
# Contingent Reward total/4 =	Satisfaction total/2 =

1. Contingent Reward.....	0	1	2	3	4
2. Intellectual Stimulation.....	0	1	2	3	4
3. Management-by-Exception (Passive).....	0	1	2	3	4
4. Management-by-Exception (Active).....	0	1	2	3	4
5. Laissez-faire Leadership.....	0	1	2	3	4
6. Idealized Influence (Behavior).....	0	1	2	3	4
7. Laissez-faire Leadership.....	0	1	2	3	4
8. Intellectual Stimulation.....	0	1	2	3	4
9. Inspirational Motivation.....	0	1	2	3	4
10. Idealized Influence (Attributed).....	0	1	2	3	4
11. Contingent Reward.....	0	1	2	3	4
12. Management-by-Exception (Passive).....	0	1	2	3	4
13. Inspirational Motivation.....	0	1	2	3	4
14. Idealized Influence (Behavior).....	0	1	2	3	4
15. Individual Consideration.....	0	1	2	3	4

Continued →

## APPENDIX E

### CITI IRB and Human Protections Training



Completion Date 14-Feb-2019  
Expiration Date 13-Feb-2024  
Record ID 30261954

This is to certify that:

**Rebecca Williams**

Has completed the following CITI Program course:

<b>GSEP Education Division</b>	(Curriculum Group)
<b>GSEP Education Division - Social-Behavioral-Educational (SBE)</b>	(Course Learner Group)
<b>1 - Basic Course</b>	(Stage)

Under requirements set by:

**Pepperdine University**



Verify at [www.citiprogram.org/verify/?wb339cab7-e1a9-4c2a-b165-de3c9973cdb2-30261954](http://www.citiprogram.org/verify/?wb339cab7-e1a9-4c2a-b165-de3c9973cdb2-30261954)

## APPENDIX F

### Supplemental Demographics Questionnaire

1. Enter first name, last name, and email to confirm your consent.
  
2. What is your Age? Select One
  - 18-24 years old
  - 25-34 years old
  - 35-44 years old
  - 45-54 years old
  - 55-64 years old
  - 65-74 years old
  - 75 years or older
  
3. Please specify your ethnic origin
  - White
  - Hispanic or Latino
  - Black or African American
  - Native American or American Indian
  - Central Asian
  - Native Hawaiian / Pacific Islander
  - East Asian
  - South Asian
  - Southeast Asian
  - Middle Eastern / West Asian
  - Other
  
4. What is your gender? [radio button]
  - Female
  - Male
  - Non-binary/ third gender
  - Prefer to self-describe \_\_\_\_\_
  - Prefer not to say
  
5. What is your marital status? [radio button]
  - Married/Partnership

- Divorced
- Separated
- Widowed
- Unmarried

6. Do you have any children? If so, how many? [drop down]

- 1
- 2
- 3
- 4
- 5+

7. How many children are/were in your home while developing the business? [Drop down]

- 1
- 2
- 3
- 4
- 5+

8. Are you a veteran of the armed forces in which country? Select One

- USA
- Canadian
- Other [Fill in the blank]

Which branch?

- Air Force / foreign branch equivalent
- Army / foreign branch equivalent
- Coast Guard / foreign branch equivalent
- Marine Corps / foreign branch equivalent
- Navy / foreign branch equivalent
- Other [Fill in the blank]

9. What is the highest degree or level of school you have completed? *If currently enrolled, the highest degree received.*

- No schooling completed
- Primary school to 8<sup>th</sup> grade
- Some high school, no diploma
- High school graduate, diploma, or the equivalent (for example GED)

- Some college credit, no degree
  - Trade/technical/vocational training
  - Associate degree
  - Bachelor's degree
  - Master's degree
  - Professional degree
  - Doctorate degree (MD, Ed.D., Ph.D., JD, OD, DC)
  - Post-doctorate degree
10. What country or Countries did you receive your education (fill in the blank)?
- Primary
  - Secondary
  - Collegiate/university
  - Trade school
11. What type(s) of leadership and management development training have you received?
- American Association of Management (AMA)
  - Center for Creative Leadership
  - Center for Leadership Studies
  - Dale Carnegie
  - DDI
  - FranklinCovey
  - Impact
  - John Maxwell
  - Ken Blanchard
  - Landmark
  - Linkage
  - ManKind Project
  - MindGym
  - Pryor Group
  - Society of HR Management (SHRM)
  - Tony Robbins
  - Wilson Learning
  - Other Certificate(s) (fill in the blank)
  - Other Continuing Educations Required by Field (Fill in the blank)
  - Other Seminars (fill in the blank)



12. What are your past leadership titles? [Multiselect]
- Associate level
  - Supervisor level
  - Manager level
  - Jr Executive (Director of... level)
  - Senior Executive (VP of... level)
  - C-Suite Executive (CEO, COO, CPO, CFO, etc.)
13. In which industry is your business?
- Aerospace
  - Agriculture
  - Chemical
  - Construction
  - Defense
  - Education
  - Energy
  - Entertainment
  - Financial
  - Food
  - Healthcare
  - Hospitality
  - Insurance
  - Manufacturing
  - Mass Media
  - Manufacturing
  - Mining
  - NonProfit
  - Retail
  - Spa/Hair Salon
  - Technology/Computer/IT
  - Telecommunications
  - Transportation
  - Other (Fill in the blank)
14. In which industry[ies] have you worked previously? [Multiselect]
- Aerospace
  - Agriculture

- Chemical
- Construction
- Defense
- Education
- Energy
- Entertainment
- Financial
- Food
- Healthcare
- Hospitality
- Insurance
- Manufacturing
- Mass Media
- Manufacturing
- Mining
- Retail
- Technology/Computer/IT
- Telecommunications
- Transportation
- Other (Fill in the blank)

15. Including this business, how many businesses have you owned in the past?

- 1
- 2
- 3
- 4
- 5
- 6+

16. Where in Southern Oregon is your business located?

- Ashland
- Apple Gate
- Central Point
- Eagle Point
- Gold Hill
- Grants Pass
- Jacksonville

- Medford
- Murphy
- Phoenix
- Rogue River
- Ruch
- Shady Cove
- Talent
- White City
- Williams
- Ecommerce / Online
- Other

17. How long has your company been in business?

- Less than one year
- 0-2 years
- 3-4 years
- 5-9 years
- 10+ years

18. Is your business a franchise?

- Yes
- No

19. How many employees do you have?

- 0
- 1-2
- 3-5
- 6-10
- 11-20
- 20+

20. On average, how many hours a week do you work at this entrepreneurship venture?

- 0-10
- 11-20
- 21-30
- 31-40
- 41-50
- 50+

21. Are you employed by another business while running this business?
  - Yes
  - No
22. What is your NAICS code? (fill in the blank)
23. What was the gross annual revenue for your company last year? [Fill in the blank]
24. What was your net profits for last year? [Fill in the blank]
25. If you want to receive the results of the MLQ assessment, please mark yes. [yes/no]
26. Would you like the results of the aggregate results from this study? [yes/no]
27. If you are currently employing three (3) or more employees, would you be willing to participate in future leadership studies for academic purposes?

## APPENDIX G

### Outline of MLQ Questions per Style/Factor

For use by Rebecca Williams only. Received from Mind Garden, Inc. on February 19, 2018



Characteristic	Scale Name	Scale Abbrev	Items
Transformational	Idealized Attributes or Idealized Influence (Attributes)	IA or II(A)	10,18,21,25
Transformational	Idealized Behaviors or Idealized Influence (Behaviors)	IB or II(B)	6,14,23,34
Transformational	Inspirational Motivation	IM	9,13,26,36
Transformational	Intellectual Stimulation	IS	2,8,30,32
Transformational	Individual Consideration	IC	15,19,29,31
Transactional	Contingent Reward	CR	1,11,16,35
Transactional	Mgmt by Exception (Active)	MBEA	4,22,24,27
Passive Avoidant	Mgmt by Exception (Passive)	MBEP	3,12,17,20
Passive Avoidant	Laissez-Faire	LF	5,7,28,33

Characteristic	Scale Name	Scale Abbrev	Items
*Outcomes of Leadrshp	Extra Effort	EE	39,42,44
Outcomes of Leadrshp	Effectiveness	EFF	37,40,43,45
Outcomes of Leadrshp	Satisfaction	SAT	38,41

\*As the term connotes, the Outcomes of Leadership are not Leadership styles, rather they are outcomes or results of leadership behavior.

# APPENDIX H

## Pepperdine University IRB Authorization

Pepperdine University IRB eProtocol interface. The page shows a navigation bar with the university logo and name. Below the navigation bar, there are buttons for "Create Protocol", "Clone Protocol", and "Delete Protocol". The main content area is divided into several sections:

- IRB** (dropdown menu)
- Protocols (In Preparation / Submitted)** (dropdown menu)
- NEW**: Currently there are no New protocols.
- AMENDMENT**: Currently there are no Amendment protocols.
- CONTINUING REVIEW**: Currently there are no Continuing Review protocols.
- REPORT**: Currently there are no Report forms.
- SERIOUS ADVERSE EVENT FORM**: Currently there are no SAE Report forms.
- FINAL REPORT**: Currently there are no Final Report forms.
- Approved Protocols** (table):

Protocol ID	Form Name	Principal Investigator	Title	Approval Date	Last Approval Date	Expiration Date	Review Decision	Form Type
19-01-973	IRB Form	Rebecca Williams	An Exploratory Descriptive Quantitative Study of the Self...	04/22/2019	04/22/2019	12/31/2999	Exempt Review	NEW

Below the table, there is a section for **Non Active Protocols** with the message: "Currently there are no Non Active Protocols."

Pepperdine University IRB eProtocol interface. The page shows a navigation bar with the university logo and name. Below the navigation bar, there are buttons for "Create Protocol", "Clone Protocol", and "Delete Protocol". The main content area is divided into several sections:

- IRB** (dropdown menu)
- Protocols (In Preparation / Submitted)** (dropdown menu)
- NEW**: Currently there are no New protocols.
- AMENDMENT**: Currently there are no Amendment protocols.
- CONTINUING REVIEW**: Currently there are no Continuing Review protocols.
- REPORT**: Currently there are no Report forms.
- SERIOUS ADVERSE EVENT FORM**: Currently there are no SAE Report forms.
- FINAL REPORT**: Currently there are no Final Report forms.
- Approved Protocols** (table):

Protocol ID	Form Name	Principal Investigator	Title	Approval Date	Last Approval Date	Expiration Date	Review Decision	Form Type
19-01-973	IRB Form	Rebecca Williams	An Exploratory Descriptive Quantitative Study of the Self...	04/22/2019	09/27/2019	12/31/2999	Exempt Review	AMENDMENT

Below the table, there is a section for **Non Active Protocols** with the message: "Currently there are no Non Active Protocols."

## APPENDIX I

### Informed Consent and Letter of Introduction

Informed Consent and Letter of Introduction Dear Prospective Research Participant:

You are being asked to be a volunteer in a research study. Please read this consent form carefully and ask as many questions as you like before you decide whether you want to participate in this research study. You may also ask questions at any time before, during, or after your participation in this research. You are encouraged to take your time in making your decision. The following is the project information about the study:

**Project Title:** A Quantitative Descriptive Study of Entrepreneurial Leaders

Pepperdine University IRB Approval Date: 4/22/2019 Protocol ID: 19-01-973

**Principal Investigator:** Rebecca Williams, MPP  
Doctoral Candidate, Pepperdine University  
Organizational Leadership Program

**Purpose of the Research:** The purpose of this research is to understand the different styles of entrepreneurial leadership based on the Multifactor Leadership Questionnaire (MLQ) tool.

**Exclusion/Inclusion Criteria:** You must be at least 18 years old, currently running and have started your own business, and have at least three employees in that business.

**Vendor/Partner:** Mind Garden, Inc., administers the MLQ assessment survey.  
Mind Garden, Inc.,  
707 Menlo Ave. Suite 120,  
Menlo Park, CA 94025  
[www.mindgarden.com](http://www.mindgarden.com)  
Contact: Issa Coultas, Product Manager

Southern Oregon University for the use of Qualtrics Demographic Survey  
1250 Siskiyou Blvd. Churchill Hall 107,  
Ashland, OR 97520  
Chris Stanek, Director of Institutional Research

**Research Procedure for the Participant Leader:** Upon identifying yourself (giving your first and last names and email) to the Principal Investigator, you will receive a link to the demographics survey to sign the informed consent. Once the demographics survey is complete, you were given the link via the same email to the login at Mind Garden, Inc., to complete an online MLQ leadership survey whereby you will:

- 1) create a Mind Garden, Inc., account log in with a password,
- 2) electronically sign this informed consent,
- 3) fill in your demographic's information, and
- 4) you will complete a 45-question survey about your leadership styles.
- 5) DO NOT INSERT THE THREE RATERS' EMAILS in Phase 1.

**Time of Participation:** participation varies between 30 to 60 minutes.

**Timeframe for Data Collection:** The start date: October 4, 2019, and end date: January 15, 2020; or until at least 25 respondents complete the demographics and MLQ surveys.

**Potential Risks and Discomforts:** There are no foreseeable risks for participants.

**Potential Benefits of the Research:** You will have the opportunity to learn more about entrepreneurial leadership styles.

**Compensation for participation:** there is no compensation for your participation. You will, however, receive knowledge of your leadership style according to the MLQ.

**Voluntary participation and the right to discontinue participation without penalty:**

Your participation in this study is voluntary. You do not have to be in this study if you do not want to be. You have the right to change your mind and leave the study at any time without giving any reason and without penalty. Any new information that may make you change your mind about being in this study were given to you. You were given a copy of this consent form to keep. You do not waive any of your legal rights by signing this consent form.

**Reporting of Data:** Only group data were reported, meaning the analysis will include only aggregate data. Results were statistically compiled. No names will ever be used in any report of the results of this study. The aggregate data were analyzed and may be presented at professional conferences, published in professional journals, and/or industry publications.

**Questions about Research and/or Removal from the Research Process:** Please contact the Principal Investigator, Rebecca Williams.



**Consent:** *If you sign below, it means that you have read (or have had read to you) the information given in this consent form, and you would like to be a volunteer as participant leader in this study.*

*You understand that you will receive a copy of this informed consent form.*

*You voluntarily choose to participate but understand that your consent does not take away any legal right in the case of negligence or other legal faults of anyone who is involved in this study.*

*You understand that nothing in this consent form is intended to replace any applicable Federal, State, or Local laws.*

*I understand that the project is designed to gather information about academic work to conduct a doctoral thesis qualitative research study under the guidance of Pepperdine University. The Chair of this thesis is Latrissa Neiworth, Ed.D., faculty on campus.*

*I understand I was one of approximately 100 people participating in this research study.*

*I understand that I will not be paid for any participation but will receive knowledge of my leadership style according to the MLQ.*

*I understand I may withdraw and discontinue participation at any time without penalty.*

*I understand that no one in my entrepreneurial network was notified of my participation and/or if I withdraw or discontinue participation, no one was told.*


*Your participation is voluntary, and you may stop taking this survey at any time without penalty.*

*I understand that participation involves participating in the online MLQ survey and demographics survey that responding to both surveys, will last approximately 30-60 minutes.*

*I understand that this research study has been reviewed and approved by the Institutional Review Board (IRB) for Studies Involving Human Subjects: Behavioral Sciences Committee at Pepperdine University. Questions regarding human subjects may be asked of the Institutional Review Board [protocol@pepperdine.edu](mailto:protocol@pepperdine.edu).*

*Please print or save a copy of this page for your records.*

*By continuing, you are confirming that you are at least 18 years old, have started the company you are answering these leadership questions about, will participate in the MLQ survey assessment tool, and are giving your informed consent to participate in the study.*

<i>Electronically collected in Qualtrics</i>	
Participant's Name (printed)	Date
	July 8, 2019
Principal Investigator's Signature	Date

## APPENDIX J

### Respondents' Results from the Demographic Survey

**Q1. Age of Respondents.** Of the twenty-five respondents, one (4%) was between the ages of 25 and 34, twelve (48%) were between the ages of 35 and 44, four (16%) were between the ages of 45 and 54, seven (28%) were between the ages of 55 and 64, and one (4%) participant was between the ages of 65 and 74. There were no participants under the age of 25 or over the age of 75.

**Gender of Respondents.** Of the total of twenty-five respondents, the participants either identified as female or male on the gender-inclusive scale in the survey. Nine participants were female (36%), and 16 (64%) were male. None of the respondents identified as Non-Binary/Third Gender preferred to self-describe or selected preferred not to say responses.

**Ethnicity of Respondents.** Of the total of twenty-five respondents, two of the respondents selected more than one ethnic heritage for themselves. One respondent selected American Indian (4%) and White. Another respondent selected Other, writing in Scottish (4%) and White. Twenty other respondents identified their ethnicity as White only (80%), and three respondents (12%) identified as Hispanic or Latino only.

**Veteran Status of Respondents.** Of the total twenty-five respondents, five (20%) identified as being veterans and having served in the United States Military. Of the five respondents who identified as being a veteran, two (8%) of the participants were members of the U.S. Air Force and three (12%) participants were members of the U.S. Navy. None of the other 20 respondents identified as being in the U.S. Army, U.S. Coast Guard, or U.S. Merchant Marines. (The one respondent who did not answer the leadership survey but did respond to the

demographics survey and had to be removed from the final analysis identified as being a Marine. Many attempts via email were made to the respondent to complete the leadership survey, but the respondent did not respond.)

***Marital Status of Respondents.*** Of the twenty-five respondents, nineteen (76%) defined their marital status as being married/partnership, three respondents (12%) were divorced, and three respondents (12%) were unmarried. None of the respondents defined their marital status as separated or widowed.

***Number of Children in Family of Respondents.*** Of the twenty-five respondents, two (8%) reported they have zero children, three (12%) respondents reported they have one child, eleven (44%) respondents reported they have two children, five (20%) had three children, two (8%) respondents reported they have four children, and two (8%) respondents reported they have five or more children in their family.

***Number of Children in the Home While Building the Business they currently own.***

Of the twenty-five respondents, eight (32%) responded they had no children in the home while building the business. Four (16%) respondents reported they, one child, in the home while they were building the business. Seven (28%) respondents reported they had two children in the home while building the business. Three (12%) respondents reported they had three children in the home while building the business. One (4%) respondent reported they had four children in the home while building the business. Lastly, two (8%) of the respondents reported they have five or more children in the home while building the business.

***Highest Level of Education Attained by Respondents.*** Of the twenty-five respondents, two (8%) responded they had a high school or GED education, four (16%) responded they had some college, but no degree, two (8%) responded they had Trade/Technical/Vocational Training,

four (16%) responded they had an Associate's degree (2-year), three (12%) respondents reported having a bachelor's degree (4-year), eight (32%) reported having their Master's degree, and two (8%) reported having their Doctoral degree (MD, Ed.D., Ph.D., JD, OD, DC) and no respondents reported having a post-doctorate degree.

***Location of Education.*** Out of the 25 respondents, 24 (96%) reported having received their primary education in the USA, and one (4%) respondent reported going to primary school in France. Out of the 25 respondents, three (12%) reported having received their Trade School education in the USA, and 21 (88%) respondents not applicable for Trade School education. Out of the 25 respondents, 16 (64%) reported having received their University/College education in the USA, and 9 (46%) respondents not applicable for University/College education (including two-year and four-year programs).

***Including this current business, how many businesses have you owned?*** Out of the 25 respondents, nine (36%) reported only having one business in total, seven (28%) reported having owned a total of two businesses, five (20%) reported having owned three businesses, one (4%) reported having owned four businesses in total, two (8%) reported having five businesses in total, and one (4%) reported having six or more businesses in total.

***Are you employed by another business while running your current business?*** Out of the 25 respondents, 19 (76%) reported not being employed by another business while running their current entrepreneurial venture, and six (24%) reported they were being employed by another business while running their current entrepreneurial venture.

***On average, how many hours a week do you work at your business?*** Out of the 25 respondents, 10 (40%) of the respondents reported they worked 51+ hours a week, six (24%) respondents reported they worked 41-50 hours per week, four (16%) of the respondents reported

they worked 31-40 hours a week, three (12%) of the respondents reported they worked 21-30 hours per week, and two (8%) of the respondents reported they worked 0-10 hours per week. No respondents indicated they worked 11-20 hours per week.

***Where are the businesses located in Southern Oregon?*** Out of the 25 respondents, 10 (40%) are located in the city of Medford, five (20%) are located in the city of Central Point, two (8%) are located in the city of Grants Pass, two (8%) are located in the city of Jacksonville, one (4%) is located in the city of Phoenix, one (4%) is located in the city of Rogue River, one (4%) is located in the city of Talent, one (4%) is located online/eCommerce, and two (8%) are located in other local cities in Southern Oregon.

***How long has the company been in business?*** Out of the 25 respondents, 10 (40%) respondents have been in business for 10+ years, four (16%) respondents have been in business for five to ten year, seven (28%) respondents have been in business for 3-5 years, three (12%) respondents have been in business 1-2 years, and one (4%) respondent has been in business for less than one year.

***How many employees are in the respondents' companies?*** Out of the 25 respondents, 10 (40%) of the respondents' companies have zero employees, eight (32%) companies have 20 or more employees, four (16%) of the companies have 11-20 employees, two (8%) of the companies have three to five employees, and one (4%) company has 1-2 employees.

***Which industry is your company?*** Out of the 25 respondents, they were able to multi-select the industry of their company if it fell into more than one category of industry. In total, the 25 entrepreneurs answered a total of 36 options for industries. The breakdown for the 36 responses, is as follows: six respondent companies are in the Manufacturing industry, five respondent companies are in the Education industry, four respondents are in the Retail industry, two

respondent companies selected the industry Technology/Computer/IT, two respondent companies selected the industry of Agriculture, two respondent companies selected the industry of Construction, two respondent companies selected the industry of Entertainment, one respondent company selected the Healthcare industry, one respondent company selected the Telecommunications industry, one respondent company selected the Transportation industry, one respondent company selected the Nonprofit industry, one respondent company selected the Food industry, one respondent company selected the Salon/Spa industry, one respondent company selected the Health/Wellness industry and six respondent companies selected Other as an industry with the following detail written in: childcare, education services, human development, consulting, service industry, and tattoo).

***Former leadership titles of entrepreneurs.*** The 25 respondents were able to multi-select answers for this question for a total of 78 answers. Fourteen respondents have been C-Suite Executives (CEO, COO, CFO, CPO, etc.), 15 have been a manager, 11 have been a Junior Executive, eight have been a Senior Executive (VP level), 17 have been a Supervisor, and 13 have been an Associate.

***Previous Leadership Training of Entrepreneurs Reported.*** The 25 respondents reported XX different leadership training they attended, and the respondents were able to multi-select for this answer.

- One person reported attending the American Association of Management (AMA) training.
- One person reported attending the Center for Creative Leadership (CCL) training.
- Three people reported attending Dale Carnegie training.
- Five people reported attending Franklin Covey training.
- One person reported attending John Maxwell's training.

- Three people reported attending Ken Blanchard training.
- Three people reported attending the Society for Human Resources Management (SHRM) training.
- One person reported attending Tony Robbins' training.
- One person reported attending Wilson Learning training.
- Ten people reported attending none of the listed pieces of training, nor did they write in other trainings.
- A list of other training that was written in the other column was: Ethics Confidentiality and Boundaries Training, ATandT Leadership Training, Wells Fargo Banking Leadership Training, Oregon Administrator's License, Oregon Professional License, Esthetics License, MBA, Naval Leadership Seminars, Center for Naval Leadership, Master Training: Lead, Learn, Excel, American Leadership Forum, Executive Coaching and Training, Life Coaching, and Coaching for Performance.

***Gross Profit of the Company for 2018.*** Twenty-five entrepreneurs responded to this question, the total gross profit for the companies 24 companies that answered was \$81,827,038.00 for 2018, with one company responding “unknown” and another company reporting a loss for income. The average gross annual revenue for the 24 companies was \$3,409,459.92. The range for the companies varied between -\$10,000.00 and \$24,629,198.00. Twelve of the companies that responded were over \$1,000,000.00, and the other 12 were under \$110,000.00 with one company unknown.

***Gross Net Profits for the Company for 2018.*** Twenty-five entrepreneurs responded to this question for the total net profits for the company in 2018. Sixteen companies reported a positive amount above zero, ranging from \$3,600,000.00 to \$3,000.00. One company reported they were a

nonprofit and preferred not to mention their carryover. One company preferred not to answer. Two companies reported their net profits were unknown. Two companies reported a profit of zero. Two companies reported a loss, -\$10,000.00 and -\$5,000.00, respectively. And one company did not respond to the question leaving it blank. Of the companies that responded, there was a total of \$10,905,934.00 net profit for those 18 companies that reported a positive or negative balance on the books, with an average of \$436,237.36 for those companies. The highest in the range for net profits in 2018 reported was \$3.6 million, and the lowest in the range was a loss of -\$10,000.00.

***NAICS codes for companies.*** Of the 25 respondents, six knew their NAICS codes. All other respondents listed their NAICS codes as unknown. Due to the small pool of respondents and the relatively small area in Southern Oregon, the NAICS codes are not listed in this document to protect the confidentiality of the respondents. Most respondents did not know their NAICS code.

***Respondents answers to if they would like to know their MLQ Leadership Style?*** Of the 25 respondents, 21 of the entrepreneurs indicated they wanted to know their leadership style according to the MLQ at the conclusion of the research. Only four respondents indicated they did not want their leadership style according to the MLQ assessment.

***Respondents answers to if they would like the aggregated results of the MLQ research?*** Of the 25 respondents, 19 respondents indicated they would like the aggregated results of the MLQ research. Six of the respondents indicated they do not want the aggregated results of the MLQ research, of which three of those are part of the same three that indicated they do not want their personal leadership style either.

***Respondents answer to if they have more than three employees, would they like to participate in future research for the 360-degree MLQ assessment?*** As a reminder, the results of the employee data was: Out of the 25 respondents, 10 (40%) of the respondents' companies have



zero employees, eight (32%) companies have 20 or more employees, four (16%) of the companies have 11-20 employees, two (8%) of the companies have three to five employees, and one (4%) company has 1-2 employees.

Of the 25 respondents, 11 companies do not have enough employees at the time of the survey to participate in the 360-degree feedback MLQ assessment. The company must have three or more employees to participate in future research. Of the 14 respondents who have enough employees at the time of answering the survey, 10 of the companies indicated they would be willing to participate in future research. Three of the companies with enough employees to participate in future research and had 11 or more employees indicated they do not want to participate in future research. Two companies with zero employees indicated they would be willing to participate in a future 360-degree MLQ research, possibly indicating future growth for their company or possibly not understanding or reading the question fully and assuming the meaning. One company indicated they had enough employees to do future research; however, they left the response blank for if they would be willing to participate (a yes or no question) in future 360-degree assessment research.

## APPENDIX K

### *p*-tables for Chapter 4 Data

Table A: t-Test: Two-Sample Assuming Equal Variances  
for 5 I's Transformational Leadership

	<i>Entrepreneurs (N = 25)</i>	<i>MLQ Normative Sample (N = 3,375)</i>
Mean	3.36	3.02
Variance	0.018	0.00735
Observations	5	5
Pooled Variance	0.012675	
Hypothesized Mean Difference	0	
Df	8	
t Stat	4.775017168	
P(T<=t) one-tail	0.00069979	
t Critical one-tail	1.859548038	
<b>P(T&lt;=t) two-tail</b>	<b>0.00139958</b>	
t Critical two-tail	2.306004135	

Table B t-Test: Two-Sample Assuming Equal Variances  
Nine Factors of MLQ Leadership  
Styles

	<i>Entrepreneurs (N = 25)</i>	<i>MLQ Normative Sample (N = 3,375)</i>
Mean	2.555555556	2.372222222
Variance	1.350277778	0.992244444
Observations	9	9
Pooled Variance	1.171261111	
Hypothesized Mean Difference	0	
Df	16	
t Stat	0.359352632	
P(T<=t) one-tail	0.362014969	
t Critical one-tail	1.745883676	
<b>P(T&lt;=t) two-tail</b>	<b>0.724029938</b>	
t Critical two-tail	2.119905299	

Table C t-Test: Two-Sample Assuming Equal Variances

All 9 factors + 3 Outcomes	Entrepreneurs (N = 25)	MLQ Normative Sample (N =3,375)
Mean	2.741666667	2.530833333
Variance	1.09719697	0.810481061
Observations	12	12
Pooled Variance	0.953839015	
Hypothesized Mean Difference	0	
df	22	
t Stat	0.528782847	
P(T<=t) one-tail	0.301125382	
t Critical one-tail	1.717144374	
P(T<=t) two-tail	0.602250763	
t Critical two-tail	2.073873068	

Table D t-Test: Two-Sample Assuming Equal Variances

Transactional+ PA MLQ  
Factors

	outcomes of Leadership Generates Extra Effort (EE)	outcomes of Leadership Is Productive (EFF)
Mean	1.55	1.5625
Variance	1.15	1.062625
Observations	4	4
Pooled Variance	1.1063125	
Hypothesized Mean Difference	0	
Df	6	
t Stat	-0.016806841	
P(T<=t) one-tail	0.493567824	
t Critical one-tail	1.943180281	
P(T<=t) two-tail	0.987135649	
t Critical two-tail	2.446911851	

Table E t-Test: Two-Sample Assuming Equal Variances Gender and 5l's

	<i>Female</i>	<i>Male</i>
Mean	3.466667	3.2375
Variance	0.145	0.095833
Observations	9	16
Pooled Variance	0.112935	
Hypothesized Mean Difference	0	
Df	23	
t Stat	1.636624	
P(T<=t) one-tail	0.05766	
t Critical one-tail	1.713872	
P(T<=t) two-tail	0.115321	
t Critical two-tail	2.068658	

Table F t-Test: Two-Sample Assuming Equal Variances Gender and CR

	<i>Female</i>	<i>Male</i>
Mean	3.377778	2.74375
Variance	0.251944	0.301292
Observations	9	16
Pooled Variance	0.284127	
Hypothesized Mean Difference	0	
Df	23	
t Stat	2.854716	
P(T<=t) one-tail	0.004483	
t Critical one-tail	1.713872	
P(T<=t) two-tail	0.008965	
t Critical two-tail	2.068658	

Table G t-Test: Two-Sample Assuming Equal Variances

Gender and MBEA		
	<i>Female</i>	<i>Male</i>
Mean	1.688889	1.66875
Variance	1.236111	0.536958
Observations	9	16
Pooled Variance	0.780142	
Hypothesized Mean Difference	0	
Df	23	
t Stat	0.054722	
P(T<=t) one-tail	0.478416	
t Critical one-tail	1.713872	
P(T<=t) two-tail	0.956833	
t Critical two-tail	2.068658	

Table H t-Test: Two-Sample Assuming Equal Variances

Gender and MBEP		
	<i>Female</i>	<i>Male</i>
Mean	0.777778	0.93125
Variance	0.256944	0.252958
Observations	9	16
Pooled Variance	0.254345	
Hypothesized Mean Difference	0	
df	23	
t Stat	-0.73035	
P(T<=t) one-tail	0.236276	
t Critical one-tail	1.713872	
P(T<=t) two-tail	0.472552	
t Critical two-tail	2.068658	

Table I t-Test: Two-Sample Assuming Equal Variances

Gender and LF		
	<i>Female</i>	<i>Male</i>
Mean	0.688889	0.54375
Variance	0.486111	0.171958
Observations	9	16
Pooled Variance	0.281229	
Hypothesized Mean Difference	0	
df	23	
t Stat	0.656848	
P(T<=t) one-tail	0.258899	
t Critical one-tail	1.713872	
P(T<=t) two-tail	0.517798	
t Critical two-tail	2.068658	

Table J t-Test: Two-Sample Assuming Equal Variances

Age and 5 I's		
	<i>1-2 25-44</i>	<i>3-5 45-74</i>
Mean	3.230769	3.416667
Variance	0.107308	0.12697
Observations	13	12
Pooled Variance	0.116711	
Hypothesized Mean Difference	0	
Df	23	
t Stat	-1.35928	
P(T<=t) one-tail	0.093619	
t Critical one-tail	1.713872	
P(T<=t) two-tail	0.187237	
t Critical two-tail	2.068658	

Table K t-Test: Two-Sample Assuming Equal Variances

Age and CR		
	1-2 25-44	3-5 45-74
Mean	2.930769	3.016667
Variance	0.388974	0.376061
Observations	13	12
Pooled Variance	0.382798	
Hypothesized Mean Difference	0	
df	23	
t Stat	-0.34681	
P(T<=t) one-tail	0.365945	
t Critical one-tail	1.713872	
P(T<=t) two-tail	0.73189	
t Critical two-tail	2.068658	

Table L t-Test: Two-Sample Assuming Equal Variances

Age and MBEA		
	1-2 25-44	3-5 45-74
Mean	1.830769	1.508333
Variance	0.763974	0.739015
Observations	13	12
Pooled Variance	0.752037	
Hypothesized Mean Difference	0	
df	23	
t Stat	0.928787	
P(T<=t) one-tail	0.181323	
t Critical one-tail	1.713872	
P(T<=t) two-tail	0.362645	
t Critical two-tail	2.068658	

Table M t-Test: Two-Sample Assuming Equal Variances

Age and MBEA		
	1-2 25-44	3-5 45-74
Mean	0.753846	1.008333
Variance	0.354359	0.120833
Observations	13	12
Pooled Variance	0.242673	
Hypothesized Mean Difference	0	
df	23	
t Stat	-1.29047	
P(T<=t) one-tail	0.104855	
t Critical one-tail	1.713872	
P(T<=t) two-tail	0.209711	
t Critical two-tail	2.068658	

Table N t-Test: Two-Sample Assuming Equal Variances

Age and LF		
	1-2 25-44	3-5 45-74
Mean	0.484615	0.716667
Variance	0.144744	0.410606
Observations	13	12
Pooled Variance	0.271895	
Hypothesized Mean Difference	0	
df	23	
t Stat	-1.11167	
P(T<=t) one-tail	0.138883	
t Critical one-tail	1.713872	
P(T<=t) two-tail	0.277766	
t Critical two-tail	2.068658	



Table O t-Test: Two-Sample Assuming Equal Variances

Length of Business and 5 I's		
	0-9	10+ years
Mean	3.426667	3.16
Variance	0.090667	0.133778
Observations	15	10
Pooled Variance	0.107536	
Hypothesized Mean Difference	0	
df	23	
t Stat	1.991897	
P(T<=t) one-tail	0.029193	
t Critical one-tail	1.713872	
P(T<=t) two-tail	0.058385	
t Critical two-tail	2.068658	

Table P t-Test: Two-Sample Assuming Equal Variances

Length of Business and CR		
	0-9	10+ years
Mean	3.426667	3.16
Variance	0.090667	0.133778
Observations	15	10
Pooled Variance	0.107536	
Hypothesized Mean Difference	0	
df	23	
t Stat	1.991897	
P(T<=t) one-tail	0.029193	
t Critical one-tail	1.713872	
P(T<=t) two-tail	0.058385	
t Critical two-tail	2.068658	

Table Q t-Test: Two-Sample Assuming Equal Variances

Length of Business and MBEA		
	0-9	10+
Mean	1.64	1.73
Variance	0.852571	0.662333
Observations	15	10
Pooled Variance	0.77813	
Hypothesized Mean Difference	0	
df	23	
t Stat	-0.24991	
P(T<=t) one-tail	0.402436	
t Critical one-tail	1.713872	
P(T<=t) two-tail	0.804872	
t Critical two-tail	2.068658	

Table R t-Test: Two-Sample Assuming Equal Variances

Length of Business and MBEP		
	0-9	10+
Mean	0.64	1.23
Variance	0.195429	0.129
Observations	15	10
Pooled Variance	0.169435	
Hypothesized Mean Difference	0	
df	23	
t Stat	-3.51096	
P(T<=t) one-tail	0.000939	
t Critical one-tail	1.713872	
P(T<=t) two-tail	0.001877	
t Critical two-tail	2.068658	

Table S t-Test: Two-Sample Assuming Equal Variances

	0-9	10+ years
Mean	0.573333	0.63
Variance	0.324952	0.224556
Observations	15	10
Pooled Variance	0.285667	
Hypothesized Mean Difference	0	
df	23	
t Stat	-0.2597	
P(T<=t) one-tail	0.398703	
t Critical one-tail	1.713872	
P(T<=t) two-tail	0.797405	
t Critical two-tail	2.068658	

APPENDIX L

MLQ Percentile for Individual Scores Based on Self Ratings (US) table from the MLQ Handbook

Percentiles for Individual Scores Based on Self Ratings (US)

N = %tile	II(A)	II(B)	IM	IS	IC	CR	MBEA	MBEP	LF	EE	EFF	SAT
	3,755	3,755	3,755	3,755	3,755	3,755	3,755	3,755	3,755	3,755	3,755	3,755
MLQ Scores												
5	2.00	2.00	2.00	2.00	2.25	2.00	.25	.25	.00	1.92	2.25	2.00
10	2.25	2.25	2.25	2.25	2.50	2.25	.50	.25	.00	2.00	2.50	2.50
20	2.50	2.50	2.50	2.50	2.75	2.50	1.00	.50	.25	2.33	2.75	2.50
30	2.75	2.75	2.75	2.75	3.00	2.75	1.00	.75	.25	2.45	3.00	3.00
40	2.75	3.00	3.00	2.75	3.00	3.00	1.25	.85	.50	2.67	3.00	3.00
50	3.00	3.00	3.00	3.00	3.25	3.00	1.50	1.00	.50	2.74	3.25	3.00
60	3.00	3.25	3.25	3.00	3.25	3.25	1.75	1.25	.75	3.00	3.25	3.00
70	3.25	3.25	3.50	3.25	3.50	3.25	2.00	1.25	.75	3.00	3.50	3.50
80	3.50	3.50	3.50	3.50	3.50	3.50	2.25	1.50	1.00	3.33	3.50	3.50
90	3.50	3.75	3.75	3.75	3.75	3.75	2.75	2.00	1.25	3.67	3.75	4.00
95	3.75	4.00	4.00	3.75	4.00	3.75	3.00	2.25	1.50	4.00	4.00	4.00