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**Examining the Relationship between Leadership Style and Navy Recruiting  
Effectiveness.**

**Dissertation**

**Submitted to Northcentral University**

**Graduate Faculty of the School of Business and Technology Management  
in Partial Fulfillment of the  
Requirements for the Degree of  
DOCTOR OF PHILOSOPHY**

**by**

**DAVID A. MURRAY**

**Prescott Valley, Arizona  
June 2010**

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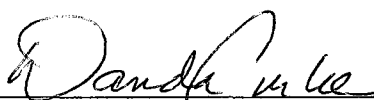
Examining the Relationship between Leadership Style and Navy Recruiting

Effectiveness

by

David A. Murray

Approved by:


  
Chair: Wanda Curlee, D.M.

6/28/2010  
Date

Member: Jaime K. Klein, Ph.D.

Member: Brett A. Gordon, Ph.D.

Certified by:

  
School Dean: Cheryl Winsten-Bartlett, Ph.D.

7/6/10  
Date

## Abstract

Recruiting is one of the prominent human resource challenges facing organizations today. One of the notable qualities of leadership is to motivate subordinates to work more effectively and achieve increased production. This quantitative method and correlational design study investigated the leadership styles of six U.S. Navy Recruiting Districts utilizing Bass and Avolio's 2004 Multifactor Leadership Questionnaire (MLQ-5X). Data analysis from 706 received questionnaires supported Bass's Full-Spectrum Leadership model that transformational leadership was more effective than transactional leadership within Navy Recruiting. Results indicated strong positive correlation for transformational leadership  $r(101) = .84, p < .01$  and weak positive correlation for transactional leadership  $r(101) = .21, p < .01$  to recruiting production. The results also supported Bass's position that the best of leadership is both transformational and transactional with regard to perceived outcomes scores of extra effort, effectiveness, and job satisfaction. However, these perceived outcomes scores did not translate into the highest recruiting production. The recruiting production results suggested it was singularly the transformational leader that drove recruiting production vice a transactional leader augmented with transformational leadership. Two recommendations are provided to Navy Recruiting Command. First, leaders need a clear understanding of their leadership attributes. Surveying leaders and subordinates with an instrument similar to the MLQ-5X will provide this baseline. The baseline will identify weaknesses, which appropriate training can overcome. Prioritization of identifying current leader's leadership attributes and conducting appropriate training should be given to second-tier leaders as these leaders demonstrated the lowest leadership scores, perceived outcomes scores, and production

results. Second, screen leaders for appropriate transformational leadership skills prior to placement into positions of authority. Three future research areas are recommended.

First, replicate this study with a longitudinal study that averages perceptions of leadership attributes over time to provide a clearer picture of the leader's actual leadership style.

Second, conduct a quasi-experiment by controlling the composition of the leadership hierarchy and align leaders with similar strengths to examine the additive impact that the entire leadership hierarchy has on production. Third, examine the relationship of leadership attributes to recruiter production of all four branches of the military within a single geographic area.



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## **Chapter 1: Introduction**

Recruiting is one of the top human resource challenges facing organizations today (Bielski, 2007). The U.S. Navy annually recruits approximately 11% of their active duty force (Commander Navy Recruiting Command, 2006). One of the great qualities of leadership is to motivate subordinates to work more effectively and achieve increased production (Masi & Cooke, 2000). This study was designed to investigate the leadership styles of the recruiting leaders in six U.S. Navy Recruiting Districts (NRD) in terms of transformational, transactional, and laissez-faire characteristics, by utilizing Bass and Avolio's 2004 Multifactor Leadership Questionnaire. The relationship between these identified leadership styles and recruiting effectiveness were then examined.

This chapter provides an introduction to the issue of the importance of leadership in an organization's recruiting component. Specifically, a brief background highlighting the problem is provided, followed by statements of the specific problem being addressed and the purpose of this study. A discussion of the theoretical framework of this study from the evolutions of leadership theory to the current Full-Spectrum Leadership theory is given. Then the research questions and hypotheses are presented followed by nature and significance of the study. Finally, a glossary of pertinent terminology and a summary of this chapter are given.

### **Background**

Employee recruiting is one of the leading challenges facing human resource departments today (Bielski, 2007; Deloitte & Touche, 2001; Leonard, 1999). Recruiting has become more complicated over the years, and attracting top talent from a shrinking

pool of available talent is a global challenge for all sectors, private, public, and non-profit (Cascio, 1995; Lieb, 2003; Pollitt, 2004). Amaram (2005) stated the following:

The world economy has enjoyed sustained expansion and growth since the 1990s. This, coupled with the rising dominance of information technology and global competition has put human capital at a premium as a factor of business competition and organizational success. The exit of the baby boomer generation from the workforce into retirement at a faster rate than the entry of their replacement cohorts, and the job-hopping tendencies of the talented few, among other forces, have made the task of recruiting and retaining skilled workers a daunting exercise for most companies (p. 49).

Sharkey (2005) stated that for businesses to compete successfully in the 21st century, they need to become efficient which is reliant on effective leadership. Leadership, which Burns (1978) identified, consists of two broad areas: transactional and transformational. Burns defined transactional leadership as seeking to motivate followers by appealing to their own self-interest. Burns stated that the transactional leadership model is a model based on reciprocity, where the relationship between leaders and their followers is an exchange of work-for-pay, promotions, or other rewards and management-by-exception, where the manager exerts corrective action only when the employees fail to meet performance standards.

Burns (1978) identified transformational leadership as leaders concerned with engaging the hearts and minds of all employees to pursue the larger organizational goals vice pursuing individual goals. Pounder (2003) described transactional leadership style as an inferior form of leadership compared to transformational leadership style. Pounder

asserted that the transactional leader relies on rewards to motivate, while the transformational leader is capable of inspiring subordinates to achieve results they never dreamed possible.

### **Problem Statement**

Effective leadership is a major managerial issue (Smith & Rupp, 2004). Leadership within an organization's recruiting component is critical, as recruitment is the number one human resources challenge (Deloitte & Touche, 2001; Leonard, 1999). For the United States Navy, the recruiting challenge is one of the Navy's top priorities and is vital to the success of the Navy with approximately 11% of the active duty Fleet replaced each year with new recruits (Commander Navy Recruiting Command, 2006; United States Navy, 2007). According to Mullen (2007), finding qualified replacements is a tough challenge when only 30% of high school graduates meet the moral, mental, and physical fitness qualification standards of the United States Navy. Mullen stated that this same population is actively recruited by sister services, corporate America, and colleges and universities. Additionally, Mullen stated that finding and recruiting qualified personnel with the right mix of education, diversity, and skill sets from that limited available replacement personnel pool is further complicated in today's era of diminished propensity for military service. Consequently, effective leadership of the Navy's recruiting component is critical to meeting their annual accession goals.

### **Purpose**

This quantitative method and correlational design study examined the relationship that the independent variable of leadership styles, within the existing hierarchal levels of Navy Recruiting, had on the dependent variables of recruiting production and on the



number of non-successful recruiters. The survey instrument used to measure the independent variable of leadership styles was Bass and Avolio's (2004) Multifactor Leadership Questionnaire 5X (MLQ-5X) 3rd edition (see Appendix A). The MLQ-5X is a proven academic survey instrument with established validity and reliability to measure the Full-Spectrum Leadership behaviors. The MLQ survey was scored using the MLQ Manual purchased from Mind Garden, Inc. The information for the dependent variables of recruiter production and number of non-successful recruiters were obtained from the data maintained by each participating recruiting district.

For the purposes of this research with a finite universe of 5,000 total Navy recruiters (Commander Navy Recruiting Command, 2007), a 95 percent confidence level, significant effect of 0.80, an error rate of  $\pm 5$  percent, were chosen for this analysis. The result of the power analysis was that the sample size needed for this research was 601 samples. Six NRDs were selected to participate that provided geographic separation and a 50% mix of Fleet and non-Fleet concentration areas.

Participants were from 6 of the 26 Navy Recruiting Districts geographically spread out across the continental United States. In addition to geographic separation, three of the six participating recruiting districts are located near a major Fleet concentration area. Specifically, the study obtained data for this quantitative method and correlational design research through surveying Navy recruiting personnel located at NRD Richmond, Virginia; Miami, Florida; Chicago, Illinois; Houston, Texas; Portland, Oregon; and San Diego, California.

Only qualified recruiters from these six recruiting districts were requested to participate. According to Commander Mark Laxen, Commanding Officer, Navy

Recruiting District Houston (personal communication, August 22, 2006), recruiters become certified as qualified recruiters upon their completion of the Navy's Personal Qualification Standards (PQS) program. The PQS program facilitates trainee self-study in preparation for supervised practice (CNET, 2006).

Additionally, responses from qualified recruiters were screened for morale issues using the 33-item Emotional Intelligence Scale developed by Schutte, Malouff, Hall, Haggerty, Cooper, Golden, and Dronheim (1998). The authors allow free use of the 33-item Emotional Intelligence Scale by researchers (Schutte et al., 1998). The 33-item Emotional Intelligence Scale was used to verify recruiter morale issues that had been previously identified by the annual organizational assessment conducted by each Navy Recruiting District. This organizational assessment measures the command's climate through review of equal opportunity, sexual harassment, ethical performance of superiors, discrimination, and general morale issues (Chief of Naval Operations [OPNAV], 2001).

The 33-item Emotional Intelligence Scale (Schutte et al., 1998) measures an individual's ability to monitor one's own emotions and feelings and to observe and react to others' displayed emotions (see Appendix B). Some of the traits that emotions affect are an individual's self-control, zeal, persistence, and the ability to motivate themselves, which in turn influence an individual's productivity (Goleman, 1995; Law, Wong, & Song, 2004). Emotional Intelligence has been identified as an individual's ability to monitor, evaluate, and make appropriate changes in one's own mood, which not only affects that individual's morale but also the morale of coworkers, especially subordinates (Abraham, 1999; Barling, Slater, & Kelloway, 2000). Abraham (1999) also stated that the

33-item Emotional Intelligence Scale has established reliability value of .78 and internal consistency estimates ranged from .87 to .90.

The combination of the annual organizational assessment with the 33-item Emotional Intelligence Scale survey instrument helped screen selection of recruiters that participated. Screening was performed after the participating recruiters completed both survey instruments. Leadership attribute scores, perceived outcomes scores, and recruiter production data for those recruiters identified with morale issues were removed from the data analysis to reduce skewing results.

### **Theoretical Framework**

Research literature on leadership models reviewed an evolution of leadership models over the decades that leadership has been studied. Numerous leadership models beginning with the great man, to trait theory, to the most current theory of transcendental leadership have been presented, researched, modified or rejected. Fairholm (1998) stated that “Leadership is an idea in motion and that our understanding of this most basic and widespread organizational relationship has been recast several times over the 100 years of modern management” (p. 8).

While numerous leadership theories exist, one of the current and widely researched theories centers on the debate of transformational leader versus the transactional leader model (Judge & Piccolo, 2004). In recent years, management theorists have given considerable, and well deserved, attention to the testing of the Full-Spectrum Leadership model across the spectrum of leadership roles. Morris (2003) noted that over 600 dissertations have already investigated this leadership theory. Over 100 studies were conducted in the five-year span from 1990 to 1995 (Humphreys & Einstein,

2003). The Full-Spectrum Leadership model has been studied and continues to be studied in numerous organizations that range from non-profit to governmental to corporate America (Bass, 1999). Leadership lessons continued to be learned by both the researched organization and by scholars, yet Bass (1999) stated that additional research should be directed at why transformational leadership is more effective than transactional leadership in a wide variety of circumstances.

### **Research Questions**

The relationship between leadership styles of Naval recruiting leaders and recruiter production was examined quantitatively through a study employing Bass and Avolio's (2004) Multifactor Leadership Questionnaire 5X (MLQ-5X) 3rd edition. The study was designed to address the following two research questions:

- Q1.** What, if any, relationship exists between leadership style and recruiter production?
- Q2.** What, if any, relationship exists between specific leadership styles and incidents of non-successful recruiters?

### **Hypotheses**

The hypothesis for Research Question 1 was formulated to assess whether a relationship existed between leadership style and recruiter production. The hypothesis for Research Question 2 addressed whether a relationship existed between leadership style and incidents of non-successful recruiters. The hypotheses for Research Questions 1 and 2, in null and alternative form, are as follows:

- Q1.** What, if any, relationship exists between leadership styles and recruiter production?

**H1<sub>0</sub>**: No correlation exists between leadership styles and recruiter production.

**H1a**: Correlation exists between leadership styles and recruiter production.

**Q2**. What, if any, relationship exist between specific leadership styles and incidents of non-successful recruiters?

**H2<sub>0</sub>**: No correlation exists between specific leadership styles and incidents of non-successful recruiters.

**H2a**: Correlation exists between leadership styles and incidents of non-successful recruiters.

### **Nature of the Study**

A quantitative method and correlational design was used to examine the relationship that leadership styles of NRD leaders had on recruiter production. The six NRDs that participated in the study tracked and provided the dependent variables data of recruiter production and incidents of non-successful recruiters. The independent variable of leadership styles were measured by administering the MLQ-5X survey questionnaire to both qualified recruiters and recruiting leadership. Bass and Avolio (2004) stated that the MLQ-5X measures idealized attributes, idealized behaviors, inspiration, individual consideration, and intellectual stimulation as the factors associated with transformational leadership. Additionally, the authors stated that the MLQ measures contingent reward and management-by-exception (active) as the two factors associated with transactional leadership and management-by-exception (passive) and laissez-faire as the two factors

associated with non-leadership. The MLQ-5X also measures job performance perceived outcomes of extra effort, efficiency, and satisfaction (Bass & Avolio, 2004).

Descriptive statistics (means, standard deviations) describing the nine leadership attributes, three perceived outcomes from the MLQ-5X, and recruiting production were completed. An analysis of variance (ANOVA) procedure was utilized to test the hypothesis that there were no significant differences between the observed leadership attributes, perceived outcomes, and recruiter production across the six geographically separated recruiting districts.

Zikmund (2003) stated that goodness of fit statistical procedures measures whether or not there are statistically significant differences between observed and predicted values. This study used a chi-squared goodness-of-fit procedure, which tested the actual leadership attributes and perceived outcomes values obtained from the MLQ-5X survey to the expected leadership attributes and perceived outcomes values obtained from Bass and Avolio's (2004) normative sample. Correlation analysis demonstrated the magnitude and direction of the relationship, without implying causation, between the independent variables of leadership style and the dependent variable of recruiter production. Additional correlation analysis tested the relationship between one leadership style and job performance indicators of extra effort, effectiveness, and satisfaction while controlling for the effects of the other two leadership styles.

One limitation of this quantitative method and correlational design research is the study did not examine the additive impact of the entire leadership hierarchy. Instead, the study focused solely on the immediate leader-subordinate relationship. Another potential limitation was the existence of unknown extraneous variables. Influence from unknown,

and consequently unaccounted for, extraneous variables could affect the relationship between leadership styles and recruiter production constructs, skewing the final analysis.

### **Significance of the Study**

Competition for available employee talent has increased (Adidam, 2006; Amaram, 2005; Deloitte & Touche, 2001; Gordon & Lowe, 2002; Mullen, 2007; Roach, 2006; Trahaut & Yearout, 2006). Amaram (2005) stated, “current and projected economic profiles have created a tight labor market. For many industries, the shortage of qualified personnel is perceptibly eroding profits and limiting their ability to expand” (p. 51). Mullen (2007) stated that corporate America, colleges and universities, and the U.S. military are all competing for the same top 30% of high school graduates.

Leonard (1999) stated that the Kellogg Graduate School of Management at Northwestern University survey found that “40 percent considered recruitment the number one human resources challenge” (p. 37). Bielski (2007) stated that the recruitment process is under scrutiny at many firms, and that effective recruiting practices tend to improve employee retention. Expenses associated with employee turnover is costing American companies more than \$140 billion annually (Gordon & Lowe, 2002).

The study of leadership within Navy Recruiting would complement the current body of knowledge examining the effects that leadership style has on employee performance. This understanding of the correlation that leadership styles has to recruiter production, in a highly structured setting with an already established transactional reward system in place, such as the U.S. Navy Recruiting Command (Commander Navy Recruiting Command, 2009) extends the body of leadership knowledge began by Masi

and Cooke (2000) and their research on leadership within the U.S. Army Recruiting Command.

The results of this study could benefit the U.S. Navy and sister services recruiting commands, other recruiting organizations (such as college and universities), or corporate America by improving their recruiting efficiency and to better compete in the quest for diminishing talent. Additionally, this study's findings could be used to potentially compliment and contribute to the knowledge gleamed from several previous studies. The first study by Masi and Cooke (2000) was a limited study of leadership styles and recruiter productivity within the U.S. Army Recruiting Command. The results of this study could also compliment the studies by Bass (1997b); Mackenzie, Podiakoff, and Rich (2001); Derzsy (2003); and Riley (2006), of leadership and salesperson performance, as recruiting is similar to sales in that both the recruiter and the salesperson are exercising influence over individuals. Lastly, the results of this study could compliment the study by Trombetta (2006) of transformational leadership applied in a transactional-based organization.

### **Definition of Terms**

*Failed recruiter.* Navy recruiter, despite training and adequate resources, who consistently fails to meet established recruiting goals of approximately 0.8 new contracts per month (Rear Admiral Robin Braun, Deputy Commander, Navy Recruiting Command, personal communication, August 24, 2008).

*Laissez-Faire Leadership.* Non-leadership style where the leader avoids taking a managerial role with employees (Spinelli, 2004).



*Leadership style.* How managers direct (or do not direct) their recruiting personnel to accomplish the required work (Derzsy, 2003).

*Mediocre recruiter.* Navy recruiter that despite training, adequate resources, and motivational incentives, only manages to meet established recruiting goals of approximately 0.8 new contracts per month. The mediocre recruiter never rises above minimal acceptable standards (Rear Admiral Robin Braun, Deputy Commander, Navy Recruiting Command, personal communication, August 24, 2008).

*Non-successful recruiter.* Navy recruiter that meets the definition of a failed or mediocre recruiter (Captain Rich Soucie, Inspector General, Navy Recruiting Command, personal communication, November 15, 2008).

*Tour of Duty.* Standard tour of duty for U.S. Navy recruiters is 36 consecutive months (Commander Rich Soucie, personal communication, July 27, 2006).

*Transactional leadership.* Transactional leaders tend to gain compliance by offering rewards for performance and compliance or threatening punishment for nonperformance or noncompliance (Bryant, 2003).

*Transformational leadership.* “Transformational leadership refers to the leader moving the follower beyond immediate self-interest through idealized influence (charisma), inspiration, intellectual stimulation, or individualized consideration” (Bass, 1999, p.11).

## **Summary**

This study is expected to add to the body of leadership knowledge by identifying the correlation between leadership styles and recruiting production in an increasing challenging recruiting environment (Adidam, 2006; Amaram, 2005; Gordon & Lowe,

2002; Mullen, 2007; Roach, 2006; Trahaut & Yearout, 2006). All recruiting organizations, including government, college or universities, and corporate America, and large organizations with widely disbursed sales-forces, will gain a solid foundation with which to base manager selection requirements. Alternatively, these same institutions could institute manager-training programs to improve recruiting or sales production.

## **Chapter 2: Literature Review**

Chapter 1 laid the foundation for this research project and briefly discussed literature pertaining to leadership and management. The purpose of this chapter is to examine leadership literature, especially literature germane to the Full-Spectrum Leadership continuum theory. The chapter will begin with an overview of the evolution of leadership theory up to the transformational--transactional leadership theory. Then the chapter will discuss the framework of Bass's (1985) Full-Spectrum Leadership theory, and will progress to research findings related to transformational and transactional leadership. The chapter will conclude with research relevant to the recruiting industry and gaps in current research.

### **Evolution of Leadership Theories**

Judge and Bono (2000) stated that "given the centrality of leadership to the success or failure of organizations and even societies, there are few more important questions than, 'What makes a leader great?'" (p. 751). Leadership is a universal phenomenon in human society that has been examined across various environments and the importance of leadership is apparent, as it is one of the most frequent subjects of empirical research (Riley, 2006). Tourish and Pinnington (2002) stated that leadership is the topic of choice for both academia and the business world when discussing management. Yet, Burns (1978) stated that leadership is one of the most observed and least understood phenomena on earth. Bass (1985) stated that researchers cannot agree on a single definition for leadership. Fiedler (1996) stated:

Since the effectiveness of the leader has frequently determined the survival or demise of a group, organization, or an entire nation, it has been of concern to some

of the foremost thinkers in history, like Plato, Machiavelli, or von Clausewitz. If leadership were easy to understand we would have all the answers long before now (p. 241).

There is a great deal of literature regarding leadership and leadership theories. Leadership theories have evolved over time. Each new theory is attempting to solve that important question of what makes a leader great and how to either identify those leadership attributes in others or teach those leadership attributes to others in an effort to build future leaders. Leadership theorists began by focusing primary on the leader, then shifted the focus to the leader-follower interaction, and then added situational specifics to their leadership model. Yet, while each new theory has added to understanding the complex nature of what the leader's role is, many of these earlier models fail to explain the full range of leadership behaviors, fail to generalize across organizational boundaries, or fail the test of statistical significance.

### **Trait Theory**

Most early leadership studies focused primary on the leader (Avolio, 2007). Maslanka (2004) stated that the founding father of sociology, Max Weber, began the scientific study of leadership period. Weber (1947) stated that certain qualities or traits made leaders charismatic leaders that set them apart from traditional bureaucrats. Weber believed that in order to become a charismatic leader, an individual needed to resolve a social crisis. Weber defined charisma as an attribute of almost magical power that brings about an irrational fascination by followers similar to warrior heroes, shamans, and other extraordinarily magnetic leaders.

Other researchers examined observed traits, qualities, and characteristics in leaders and compared these attributes to non-leaders. From the early 1900s until the late 1940s, this *trait* approach dominated the leadership theory literature. The thought process was leaders could not learn the trait but rather had to be born with that desired trait and these traits accounted for the leaders' success across all situations or organizational settings (Bass, 1990a; Black, 2006; Wagner & Hollenbeck, 2002).

Criticism of the trait theory revolved around the inability of researchers to identify a set of traits that were universally held by leaders and could therefore predict future leaders (Horner, 1997). Kest (2006) also explained that leadership examined through the leaders traits alone did not account for variance in leadership situations or for the dynamics of leader-following interactions. Gehring (2007) stated that the trait, or great man, theory is generally not an accepted leadership model for determining the characteristics of successful leader.

### **Behavioral Theory**

Leadership researchers pursued the trait approach until the late 1940s when they discounted the trait theory and began researching behavior vice personality traits (Aronson, 2001; Burke, 1979). The focus of the behavioral theory approach was to describe the task versus relationship behaviors that influenced subordinates to achieve the desired organizational goals. According to Wagner and Hollenbeck (2002), behavioral researchers focused on two general classes of supervisor behaviors: employee-oriented or job-oriented. Wagner and Hollenbeck defined leaders that were employee-oriented focused on meeting the social and emotional needs of their employees, while job-oriented leaders focused on methods and task accomplishment.

Wagner and Hollenbeck (2002) stated that Blake and Mouton used these research findings to build their Managerial Grid leadership model (see Figure 1). While the Managerial Grid leadership model scaled leadership behavior anywhere along the concern for people versus production axis, Blake and Mouton did define five general leadership behavior categories (Foote, 1988). The Country Club manager is most concerned with their personnel in the belief that satisfied employees are productive (Foote, 1988). Impoverished managers exerted minimum effort to get the job done (Foote, 1988). Middle of the Road managers attempted to balance concern for people with concern for production (Foote, 1988). Authority managers focused solely on production and attempted to minimize the human element (Foote, 1988). The Team Manager fostered a relationship of mutual trust and respect with subordinates resulting in increased production from committed team members (Foote, 1988).

Several studies seemed to verify that all a manager had to do was to be a (9,9) or high on both the Concern for Persons axis and Concern for Production axis to be effective (Larson, Hunt & Osborn, 1976). Yet additional analysis by Larson et al. (1976) of 2,474 samples from 14 previous studies resulted in little empirical data that the dual variable model or combined high category of team management accurately predicted employee satisfaction or performance. Rather, the authors found that the single variable model was a better predictor of outcome (satisfaction or performance) and cautioned researchers to be wary of complex models. Wagner and Hollenbeck (2002) agreed and stated that, despite the appeal of the Managerial Grid leadership model, it lacked support from scientific studies.

Despite enormous amount of research conducted, behavioral researchers failed to find a universal leadership theory. The research data failed to support correlation of leadership style to performance outcomes, and research findings were inconsistent (Avolio, 2007; Perkel, 2000). Additionally, Avolio (2007) stated that the situational or contingency theory models emerged primarily because the behavior leadership models failed to prove the link between leadership style and follower performance. However, two significant leader behavioral studies, conducted during this period by Ohio State University and the University of Michigan, made significant contributions to the continuing development of leadership theory.

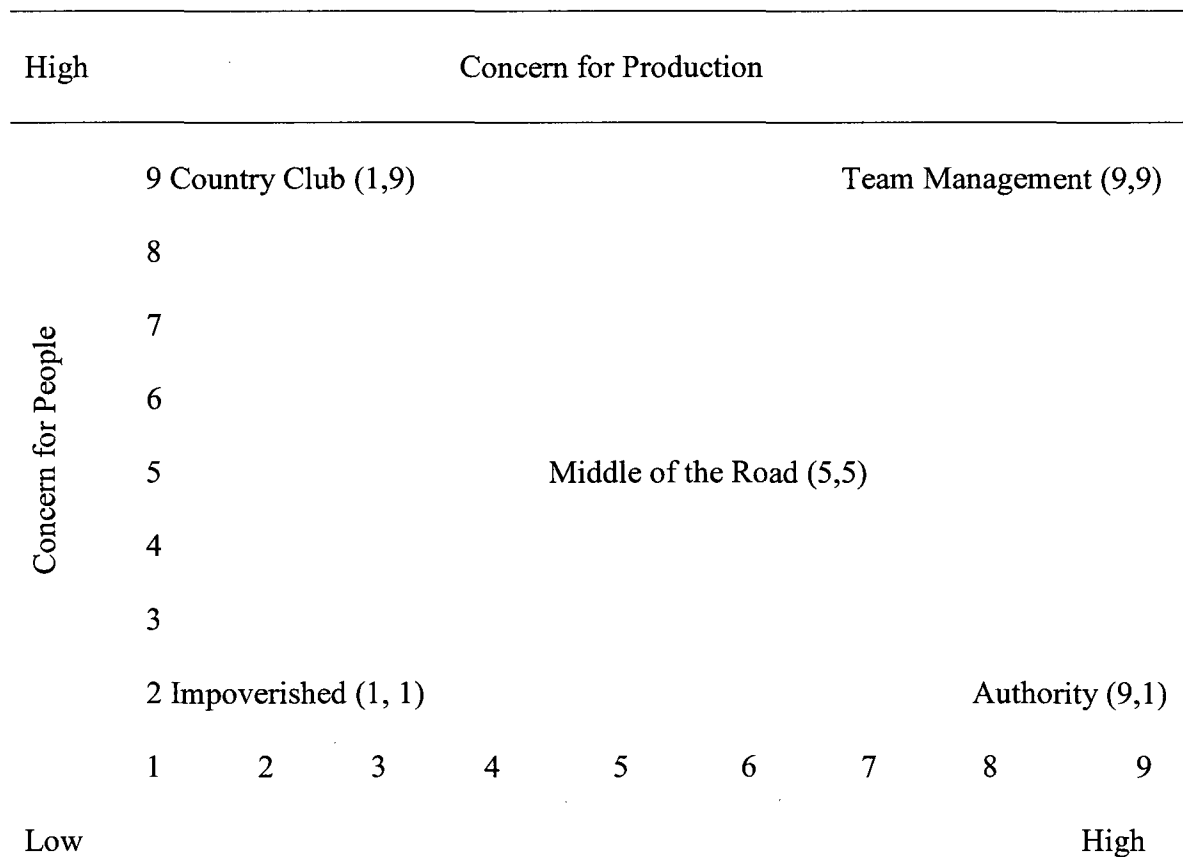


Figure 1. *Managerial Grid*

Note: From “The managerial grid for teachers: Evidence, practical applications, and directions for future research,” by T. H. Foote, 1988, paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA. (ERIC Document Reproduction Service No. ED 297442). Copyright 1988 by American Psychological Association. Reprinted with permission of the author.

### **Ohio State University Study**

Ohio State University developed a survey questionnaire named the Leader Behavior Description Questionnaire (LBDP), which was administered in industry, military, and educational settings (Halpin, 1957). The LBDP questionnaire was groundbreaking in the study of leadership as it approached leadership behavior from the subordinates’ perspective. The LBDP survey was given to the employees with instructions to rate their employer’s leadership behaviors. Results of the LBDP scored leader behavior in two fundamental leadership dimensions: consideration or initiating structure (Halpin, 1957). Halpin (1957) defined these two leadership dimensions as:

Initiating structure refers to the leader’s behavior in delineating the relationship between himself and the members of his group, and in endeavoring to establish well-defined patterns of organization, channels of communication, and was of getting the job done. Consideration refers to behavior indicative of friendship, mutual trust, respect, and warmth in relationship between the leader and members of the group (p. 1).

Halpin (1957) found that these two leadership dimensions were not correlated and were indeed independent. Additionally, Halpin found that U.S. Air Force aircraft



commanders who scored high on both dimensions were the most effective. Similar results were obtained in the educational setting at a liberal arts college (Halpin, 1957).

### **University of Michigan Study**

The University of Michigan's Institute for Social Research conducted the initial Michigan study at The Prudential Insurance Company among supervisors and clerical workers (Wagner & Hollenbeck, 2002). The researchers followed up this initial research with an additional study at the General Electric Turbine and Generator Plant, which yielded similar results. According to Safferstone (2005), additional studies by the Institute for Social Research found that effective leaders tailored their leadership style to their situation, similar to the contingency leadership model.

The Michigan study differed from the Ohio State study in that it used both a survey instrument and interviewers (Yukl, 2002). Additionally, while the Ohio State study classified leadership behavior along two dimensions, the Michigan study used three dimensions labeled task-oriented, relationship-oriented, and participative leadership behavior (Yukl, 2002). According to Yukl (2002), two of the Michigan study's leadership behavior dimensions (task-oriented and relationship-oriented) are similar to the Ohio study's behavior dimensions (initiating-structure and consideration, respectively), but participative leadership was viewed as separate from relationship-oriented behaviors. Yukl suggested participative leadership was a separate category under the Michigan study because the study revealed that effective leaders participated in more group leadership activities than individual supervision.

### **Impact of the Ohio State and University of Michigan Studies**

The results obtained from the Ohio State and University of Michigan studies were significant to researchers studying leadership and to this quantitative method and correlational design correlational research project for three reasons. First, both studies measured leadership effectiveness from the employee's perspective and not from the leader's perspective. This rating, like any subjective rating, is open to influencers and rater bias. However, Salam, Cox, and Sims (1997) in their research on 360-degree performance ratings, found that the subordinate rating, not the senior raters, nor self-raters, had the strongest correlation with leader behaviors. Second, both studies used survey methods (questionnaire and interview) as their research instruments, which according to Zikmund (2003) is now the most common method of generating primary data. Third, the authors of the Michigan study concluded that leadership style could be represented on a continuum vice belonging to relationship-centered or task-centered leadership styles (Safferstone, 2005). This is similar to modern day argument by Bass (1999) that leadership styles exist across a leadership continuum with transformational at the effective end, down through transactional to laissez-faire or non-leadership style at the ineffective end of the scale. Additionally, the measurement instrument used in this quantitative method and correlational design study was a survey questionnaire research instrument that asked the employee to rate his leader's effectiveness along a Full-Spectrum Leadership continuum. According to Antonakis (2001), the survey questionnaire used in this research, the multifactor leadership questionnaire version 5X (MLQ-5X), is the most frequently used survey instrument to measure Bass and Avolio's (2004) Full-Spectrum Leadership continuum model.

## **Situational and/or Contingency Theory**

When empirical evidence failed to confirm universally accepted leadership behaviors were the most effective, researchers then attempted to build a comprehensive theory of leadership, called situational theory that encompassed the leader, the follower, and their environment or situation (Paul, Costely, Howell, & Dorfman, 2002; Wagner & Hollenbeck, 2002). Aronson (2001) stated that contingency approaches identified situational conditions under which a leader's role behavior would or would not be effective. The following situational leadership theories are pertinent to this quantitative method and correlational design study as they expanded the definition of leadership and will be reviewed here: Fiedler's Contingency Theory; Path-Goal Theory; Vertical Dyad Linkage; Hersey and Blanchard's Situational Leadership Theory; and the Vroom-Yetten Decision Tree Model.

### **Fiedler's Contingency Model**

The first situational theory was the Contingency Model of Fiedler (1967). Fiedler stated that the leader's effectiveness results from a combination of the leader's personality matched to subordinate relations; the structure of the task; and the positional power of the leader. Fiedler believed that a leader's personality is stable, so to be effective, the organization must match the leader to the appropriate leadership situation. To identify leadership styles, Fiedler developed the least preferred co-worker (LPC) questionnaire. Low scoring responses to the LPC questionnaire would identify task-oriented leadership style while high scoring responses would identify relationship-oriented leadership style (Kest, 2006). Safferstone (2005) stated that in Fiedler's Contingency Model group performance is contingent upon the leader's style and the

degree that the situation allowed the leader to influence subordinates. The ability to influence subordinates was a function of three variables: leader-subordinate relations, task structure, and positional power (Maslanka, 2002). The model depicted task-oriented leaders performed best in-group situations that were either extremely favorable or unfavorable and relationship-oriented leaders performed best in situations that were moderately favorable (Golding, 2003; Wagner & Hollenbeck, 2002).

Fiedler's Contingency Model was the first model that exposed leadership researchers to a different approach than the previous one-best leadership behavior or trait that can be applied universally to any leadership situation approach. However, Northouse (2000) stated that Fiedler's Contingency Model failed to explain why some similarly LPC scored leaders failed while others succeeded and criticized the lack of flexibility within the model. Nevertheless, Yukl (2002) credited Fiedler for providing valuable insights into situational leadership theory.

### **Path-Goal Theory**

House (1971) then proposed the Path-Goal model. House stated that subordinates are intrinsically motivated through awards received based on their achievement of set performance goals vice receiving rewards administered by the leader. In this model, the leader's role was to motivate subordinates and to remove obstacles that hinder their performance. House stated that the effectiveness of this model depended on situational factors. Wagner and Hollenbeck (2002) stated that the leader in the Path-Goal model manipulated follower valences, instrumentalities, and expectancies through four leadership behaviors depending on the situation.

Wagner and Hollenbeck (2002) stated that the four leadership behavioral styles in the Path-Goal Model were directive leadership; supportive leadership; participative leadership; and achievement-oriented leadership. The authors defined directive leadership as an authoritarian who provided specific directions to and whose subordinates do not participate in the decision-making process. Supportive leadership was defined by the authors as a leader who was friendly, approachable, and showed a genuine concern for their subordinates. The authors defined participative leadership as a leader who asked for and used subordinate suggestions but still makes all the decisions. Lastly, the authors defined achievement-oriented leadership as a leader that set challenging goals for subordinates and showed confidence that they will attain these goals.

According to Horner (1997), the leader chose the appropriate leadership style for the situation. For example, if the task is not well defined the leader would assume a directive leadership role. If the situation demands affiliation, then the leader would assume a supportive leadership role. The Path-Goal Model allows the same leader to change leadership styles to match the current situation.

Wagner and Hollenbeck (2002) maintained that the major contribution of the Path-Goal Model is that it provided an excellent theory for understanding the complexities involved in the leadership process. However, because the Path-Goal Model is so complex, a complete comprehensive study of all the different variables has yet to be made (Wagner & Hollenbeck, 2002). Additionally, as suggested by Gibson, Ivancevich, and Donnelly (2000) the Path-Goal Model failed to adequately address the leader-employee relationship and leadership behavior might be reactive to employee behavior.

### **Vertical Dyad Linkage**

Wagner and Hollenbeck (2002) stated that the Vertical Dyad Linkage (VDL) model focused on the dyadic measurement score of the relationship between leader behavior and individual follower vice the standard average score of all followers. The premise of the VDL position was that each supervisor-subordinate relationship is unique (Wagner & Hollenbeck, 2002). Wagner and Hollenbeck stated that empirical studies supported the premise that each supervisor-subordinate relationship was unique and had shown that the individual supervisor-subordinate relationship based on dyadic measurement scores were significantly stronger than what the average relationship of the leader to all subordinates ratings were.

Wagner and Hollenbeck (2002) stated that the initial VDL model proposed that two categories of leader–follower existed, those classified as the In-Group and those classified as the Out-Group. The In-Group was subordinates identified as those willing and able to support the leader above and beyond their normal job descriptions and were given appropriate responsibilities and recognition (Wagner & Hollenbeck, 2002). The Out-Group was identified as those subordinates either not willing or capable of performing duties beyond their normal job and were assigned mundane tasks (Wagner & Hollenbeck, 2002). However, Liden and Graen (1980) confirmed the presence of a group between the extremes of the In-Group and the Out-Group, and labeled them the Middle-Group.

Liden and Graen (1980) stated that empirical research supported the VDL model's ability to measure the relationship between the leader and individual subordinates, over average group measurements. Identifying the significance of

individual leader-subordinate relationships provided additional insight into another facet of the leadership problem. However, Wagner and Hollenbeck (2002) stated that empirical evidence also shows a criticism of the VDL model in that placement within categories is often at the whim of the leader and not solely based on the quality of dyad established between leader and subordinate. Liden and Graen (1980) also pointed out that the VDL model does not generalize down to the first-level supervisor-subordinate level, because the communications at this level are mainly engaged in repetitive daily activities.

### **Situational Leadership Theory**

Hersey and Blanchard developed the Situational Leadership Theory (SLT) model that focused, not on one best style of leading, but insisted that leaders must adapt their leadership style to fit the environment and maturity of their subordinates (Gibson et al., 2000). Wagner and Hollenbeck (2002) stated that the SLT model has two decision-making dimensions: task-oriented or relationship-oriented and four distinct types of decision styles: telling, selling, participating, and delegating. The leader matched the dimensions to the subordinate maturity level to determine the most effective leadership style.

Gibson et al. (2000) defined Telling style as the appropriate leadership style to adopt when the leader had high task and low relationship orientation and very low subordinate maturity level (i.e. the leader must tell the subordinate what to do). The Selling leader style was appropriate in situations where the leader had both high task and relationship orientation combined with a low subordinate maturity level (i.e. the leader must clarify any misunderstanding and convince the subordinate that this was the right decision; Gibson et al., 2000). Wagner and Hollenbeck (2002) stated that Participating

leader style was appropriate in low task, high relationship orientations and high maturity, whereby the leader involves subordinates in the decision-making process. Lastly, the Delegating style was most effective when task and relationship orientations are high and subordinate maturity is very high. In this style, the leader simply grants to the subordinate full decision-making authority (Wagner & Hollenbeck, 2002).

Wagner and Hollenbeck (2002) stated that, while the simplicity of the SLT (similar to the Managerial Grid) had an intuitive appeal, empirical evidence did not support the model's conclusions. Additionally, Gibson et al. (2000) challenged the model's assumption that a leader had the ability to frequently shift and adapt to different leadership styles. However, the SLT models' inclusion of the subordinate maturity variable was a valuable addition to the understanding of this dynamic involved in the leader-subordinate relationship.

### **Vroom and Yetton Decision Tree Model**

Vroom and Yetton (1973) attempted to reduce leaders' unpredictable decision-making behavior by providing a model that would help match the required leadership style to the factors within the current situation. Vroom and Yetton matched required decision-quality and decision-acceptance factors to decision-making styles of autocratic, consultative, delegative, and group based. Wagner and Hollenbeck (2002) stated that the leader would answer eight questions, five of which focused on the situation and three of which focused on the follower. The authors stated that the yes and no answer to the eight questions, when answered in sequence, would move the leader through the decision tree and would provide the leader with one or more decision-style options to execute.



Vroom and Yetton's Decision-Tree Model attempted to provide a scientific approach to achieve consistent and better decision-making from leadership. Yukl (2000) asserted that critics challenged the model's assumption that a leader can simply change leadership styles as the model required. Additionally, Vroom and Yetton (1973) noted that leaders did not follow the model's prescription as managers preferred to hold on to decision-making authority vice sharing decision-making within groups. Wagner and Hollenbeck (2002) criticized the model as too complex for practical daily use as the model had 18 different possible answers and each answer recommended a leadership solution that had used from one to five different leadership style elements.

### **Summary of Situational Leadership Theory**

Avolio (2007) noted that Fiedlers' Trait Contingency model, Vroom and Yetton's Decision Tree Normative Contingency model, House and Mitchell's Path-Goal theory, and Hersey and Blanchard's Situational Leadership theory all linked different leadership styles to specific contextual demands. These contingency models all attempted to explain how leader behavior varies from one situation to another (Yun, Cox, & Sims, 2006). According to Maslanka (2004), the contingency theories built on both the trait and behavioral leadership theories and were praised for exposing leadership researchers to other factors then simply the traits of the leaders. Yun et al. (2006) stated that intuitively it makes sense that one form of leadership would be more effective than another in specific situations, but research findings are unresponsive. Podsakoff, Mackenzie, Ahearne, and Bommer (1995) summarized 87 previous research studies and conducted 4,786 statistical tests to identify the moderating situational factors that would affect leadership-subordinate behavior and found little empirical support. Perkel (2000) stated

that the contingency theories were criticized for being too complex, vague, and difficult to verify. Despite the criticism, the situational leadership theories added to the leadership body of knowledge and forced leadership researchers to expand the definition of leadership.

### **Motivational Theories**

In addition to the previous leadership theories presented, understanding two motivational theories of equity and expectancy, are important to this quantitative method and correlational design research project as they help explain transactional leadership and the motivational factor that appeals to subordinates for increased performance. Adams' (1963, 1965) Equity Theory model focused on work force behavior and motivation, and comparison of self with others. The Equity Theory model maintained that employees hold certain beliefs about the level of their work efforts and the value of their compensation. Adams (1963, 1965) theorized that conditions of unfairness would create tension between the individual and his work environment. When an employee perceived that his or her level of inputs to rewards, as compared to the level of inputs and rewards of a coworker, was not fair or equitable, then the employee will attempt to find equilibrium. Achievement of equilibrium was through both requesting and receiving an increase in rewards, or by decreasing their level of effort.

The second motivational theory that is important to this quantitative method and correlational design research project is Vroom's Expectancy Theory (VEI) of motivation. Vroom (1964) hypothesized that a link exists between an individual's motivation and their effort and performance. Vroom (1964) identified three variables to this link, which he labeled valance, expectancy, and instrumentality. Vroom (1964) defined valance as the

importance of the reward, expectancy as the belief that an increase in effort would lead to an increase in performance, and instrumentality as the belief that when an individual performed well they would achieve the desired reward. This theory supported the basis of the Path-Goal theory.

### **Current Leadership Models-Transactional Leadership Theory**

Wagner and Hollenbeck (2002) stated that the current leadership model of Transactional Leadership is a result of melding together the previous discussed leadership and motivational theories. The authors stated that according to the Transactional Model of leadership, effective leadership required careful analysis of and reaction to three forces: the leader, the followers, and the situation. The authors maintained that the key to applying this model was the leader's honest self-assessment of their own leadership traits, their own leader behavioral tendencies, and their preferred decision-making styles. They maintained that the second key is to recognize that the appropriate leader behavior and decision-making style is contingent on both the followers and the situation, thus both of these elements also require an honest assessment (Wagner & Hollenbeck, 2002).

According to Popper and Zakkai (1994), the transactional model is still in use.

Organizations and situations where people feel secure, know the situation, and understand the game rules, the dominant expectation will be for transactional relations with the leader (Popper & Zakkai, 1994).

### **Current Leadership Model--Transformational Leadership Theory**

Ozaralli (2003) stated that while traditional or transactional leadership style has been studied by social scientists for decades, and while situational or contingency theory was under review, a new leadership theory, transformational leadership, was introduced

and is now the focus of social scientists. Judge and Bono stated that “although numerous other leadership theories continue to attract the attention of organizational researchers, it is safe to say that transformational leadership theory has garnered most of the attention in recent leadership research” (2000, p. 751). While many prior researchers have briefly discussed portions of transformational theory, James MacGregor Burns (1978) was the first researcher to make the distinction between the leader’s behavioral style, either transformational or transactional, and the impact on the motivation of their followers. Morris (2003) stated that Burns’ work was the seminal text for a new field of leadership studies and has already spawned over 600 doctoral dissertations.

Burns (1978) identified two broad areas of leadership: transactional and transformational. Burns defined transactional leadership as seeking to motivate followers by appealing to their own self-interest. Burns stated that the transactional leadership model was based on reciprocity, where the relationship between leaders and their followers was based on an exchange work-for-pay, promotions, or other rewards and management-by-exception, where the manager exerted corrective action only when the employees failed to meet performance standards.

Burns (1978) described transformational leadership being concerned with engaging the hearts and minds of all employees to pursue the larger organizational goals vice individual goals. Burns described transformational leaders as “elevating, mobilizing, inspiring, exalting, uplifting, preaching, exhorting, and evangelizing” (p. 78). The author also stated that transactional leadership relied only on rewards to motivate, while the transformational leader was capable of inspiring subordinates to achieve results they never dreamed possible. Since its inception, transformational leadership theory has

received more empirical scrutiny than any other leadership model (Barling, Slater, & Kelloway, 2000; Judge & Piccolo, 2004).

### **Full-Spectrum Leadership Model**

Many researchers have expanded on the transformational versus transactional work begun by Burns, most notably Bernard Bass (Bass, 1981, 1985, 1986, 1988, 1990b). Bass differed from Burns in that, instead of two distinct leadership styles (transformation or transaction), he believed that leadership was a continuum with transformational leadership at one end of the leadership continuum and non-leadership or *Laissez-Faire* leadership at the other (Bass, 1985). Additionally, Abshire (2001) and Bass (1986) have stated that transactional leadership is acceptable as far as it goes, but fundamentally, it was a prescription for organizational mediocrity. Moreover, effective leaders used elements of both transformational and transactional leadership styles in varying degrees and situations (Bass, 1985, 1986; Kurupparachchi, 2001; Lles, 2001; Ohman, 2000; O'shea, 2002).

Bass (1997a) and Daft (1999) also maintained that stressful environments contain much uncertainty, volatility, and turbulence. Stress arises when well being is threatened. Groups and organizations experienced stress when confronted with threats to their collective steady states of well being. In many instances, leadership made the difference in coping with the stress. Both authors stated that decision-making was likely to suffer unless effective leadership was provided that can help foster the quality of the decision; such leadership was transformational. Additionally, Bass countered charges from critics that argued transformational leaders were unethical. Bass stated that authentic

transformational leaders acted ethically and only pseudo-transformational leaders acted unethically (Bass, 1996; Bass & Steidlmeier, 1999; Hood, 2003).

Nguyen (2002) stated that Bass' 1985 Full-Spectrum theory of leadership has generated considerable research. Antonakis (2001) declared the theory presented by Bass in 1985 represented a "unifying theory of leadership that encompasses many of the philosophical and ontological assumptions of previous approaches, and unites them under a single, integrated perspective that appears to be logically derived and internally valid" (p. 53).

Bass (1985) developed the Multifactor Leadership Questionnaire (MLQ) based on the factors from the Full-Spectrum Leadership model. The original MLQ has undergone numerous revisions, based on researcher input. The current version, the MLQ-5X includes three components of transformational leadership: charisma, intellectual stimulation and individualized consideration (Bass, Avolio, Jung, & Berson, 2003). Charisma referred to ways leaders acted as role models for subordinates, provided a shared vision, instilled pride and identification with the mission, and clearly communicated expectations (Bass, et al., 2003). The authors defined intellectual stimulation as how leaders made subordinates aware of their own personal value; they also stimulated subordinates imagination and problem solving abilities. The authors described individualized consideration as how the leaders' paid personal attention to each subordinates personal and professional development and needs.

Bass et al. (2003) also summarized the different types of leader behavior in transactional leadership as contingent reward and management by exception—active. The authors identified laissez-faire, or non-leadership, behaviors as either management by

exception-passive or laissez-faire. Contingent reward referred to ways the leader tasked subordinates by promising a reward for satisfactorily completing the assigned task (Bass et al., 2003). The authors identified management by exception *active* as leaders that looked for subordinate deviations from established rules and regulations. The authors described management by exception *passive* as leaders that only engaged subordinates when organizational standards were not met. Laissez-faire leadership was identified by the authors as leaders that followed a hands-off approach, avoided decision-making and abdicated their responsibilities to their subordinates.

These six components captured the elements of the leadership continuum and are embedded in the multifactor leadership questionnaire (MLQ) originally designed by Bass and Avolio (2000, 2004). According to Antonakis (2001), the multifactor leadership questionnaire version 5X (MLQ-5X) was the most frequently used survey instrument to measure Bass and Avolio's Full-Spectrum Leadership Continuum model. The MLQ-5X has been validated by numerous researchers (Antonakis, 2001; Bass, et al., 2003; Bass & Riggo, 2006).

### **Summary**

Current research continues to examine the Full-Spectrum Leadership model across the spectrum of leadership roles. Since its inception, transformational leadership theory has received more empirical scrutiny than any other leadership model (Barling, Slater, & Kelloway, 2000; Judge & Piccolo, 2004). Black (2006) and Durante (2005) both studied the impact that leadership styles has on the U.S. military and provided recommendations in selection and training of future leaders. Bass (1997b), Derzsy (2003), and Riley (2006) studied the impact of leadership styles in sales organizations.

Garcia (2004) studied leadership styles and interpersonal conflict. Gingras (2006) studied leadership styles and the impact on critical thinking by subordinates. Lyon (2003) and Nwuneli (2006) studied leadership styles impact on teams. Nguyen (2002) studied the link between cognitive ability and transformational leadership. Perkel (2000) and Spineli (2004) studied the impact of leadership styles of hospitals and the impact to quality of patient care. Trombetta (2006) studied transformational leadership in a non-profit transactional organization.

While the literature on the Full-Spectrum Leadership model continues to grow rapidly, very few studies have examined how transformational and transactional leadership predict performance (Bass et al., 2003). The authors also stated that previous studies of the Full-Spectrum Leadership model have taken place in relatively stable environments. This quantitative method and correlational design study contributes to the body of knowledge on Full-Spectrum Leadership theory through examination of the relationship between leadership styles and recruiter production in a stressful environment.



### **Chapter 3: Research Method**

Effective leadership is a major managerial issue (Smith & Rupp, 2004).

Leadership within an organization's recruiting component is critical, as recruitment is the number one human resources challenge (Bielski, 2007; Deloitte & Touche, 2001; Leonard, 1999). Recruiting is one of the Navy's top priorities and is vital to the success of the Navy with approximately 11% of the active duty Fleet replaced each year with new recruits (United States Navy, 2007; Commander Navy Recruiting Command, 2006). According to Mullen (2007), finding qualified replacements is a tough challenge when only 30% of high school graduates meet the moral, mental, and physical fitness qualification standards of the United States Navy. This same population is actively recruited by the sister services, corporate America, and colleges and universities. Additionally, Mullen (2007) stated that finding and recruiting qualified personnel with the right mix of education, diversity, and skill sets from that limited available replacement personnel pool is further complicated in today's era of diminished propensity for military service.

This quantitative method and correlational design study examined the relationship that leadership styles had on recruiter production of U.S. Naval personnel assigned as recruiters to Commander, Navy Recruiting Command. The relationship between leadership styles of Naval recruiting leaders and recruiter production was examined quantitatively through a study employing Bass and Avolio's (2004) Multifactor Leadership Questionnaire 5X (MLQ-5X) 3rd edition. The study was designed to address the following two research questions:

1. What, if any, relationship exists between leadership style and recruiter production?
2. What, if any, relationship exists between specific leadership styles and incidents of non-successful recruiters?

The hypothesis for Research Question 1 was formulated to assess whether a relationship existed between leadership style and recruiter production. The hypothesis for Research Question 2 addressed whether a relationship existed between leadership style and incidents of non-successful recruiters. The hypotheses for Research Questions 1 and 2, in null and alternative form, are as follows:

1. What, if any, relationship exists between leadership styles and recruiter production?

H1<sub>0</sub> : No correlation exists between leadership styles and recruiter production.

H1a: Correlation exists between leadership styles and recruiter production.

2. What, if any, relationship exist between specific leadership styles and incidents of non-successful recruiters?

H2<sub>0</sub> : No correlation exists between specific leadership styles and incidents of non-successful recruiters.

H2a: Correlation exists between leadership styles and incidents of non-successful recruiters.

The focus of this chapter is on the research method employed for this quantitative method and correlational design study that examined the relationship between leadership style and recruiting production within the U.S. Navy Recruiting Command. The chapter

will begin with an overview of the research design, participants, the survey instrument, and the operational definitions used. Next, the chapter will discuss the specific data collection and analysis procedures used. Methodology assumptions, limitations, and delimitations are then discussed. The chapter will conclude with an ethical assurance discussion and a chapter summation.

### **Research Methods and Design**

The weakness, as Antonakis (2001) stated, in dealing with leadership research is that leadership has been difficult to measure. The vast majority of research reviewed in Chapter 2 that has studied the effects different leadership styles has on worker productivity has been through the use of quantitative method and correlational design research survey instruments. These surveys have been either questionnaire or with interviewers. This research also used a survey questionnaire because it is relatively inexpensive and quick. The use of interviewers, including telephonic interviews, are both too time consuming and expensive. Direct observation is also too time consuming, expensive, and inserting an observer into these small recruiting offices becomes obvious, resulting in a change of normal behavior (Zikmund, 2003).

The strength of a questionnaire approach is in the response speed and the relatively low cost to obtain results. However, Zikmund (2003) pointed out that “a manager evaluating the quality of a survey-based research project must estimate the accuracy of the survey . . . the two major sources of survey error are random sampling error and systematic error” (p. 176). Zikmund (2003) further explained that systematic error consists of respondent error or administrative error.

Random sampling error was minimized in this study through increased sample size, geographically separated respondents, and a selection participant mix of 50% from fleet concentration areas and 50% from non-fleet concentration areas. Geographical separation was obtained by selection of two East Coast NRDs, two Midwest NRDs, and two West Coast NRDs. Three of the recruiting districts (Richmond, Chicago, and San Diego) are located within Fleet Concentration areas. The other three recruiting districts (Miami, Houston, and Portland) are from non-fleet concentration areas.

According to Zikmund (2003), systematic errors consist of respondent errors and administrative errors. Zikmund (2003) further stated that respondent errors consists of nonresponse error and response bias. As this study will potentially benefit Navy Recruiting, Navy Recruiting District leadership and sample recruiter population were requested to participate by the Commander of Navy Recruiting (Appendix C). Historically, Navy Recruiting Command has experienced low response rates of approximately 30% during previous surveys (John Noble, personal communication, July 28, 2008). Support from the higher headquarters yielded significant higher responses that reduced, but did not eliminate, the nonresponse error.

As respondents were rating the leadership style of their superior, they may not have answered the questions honestly, but could have provided answers that they believed would not reflect badly on themselves, their superiors, or their recruiting district, unwittingly introducing response bias (Trochim, 2001). To mitigate this response bias effect, the Procedures Document (Appendix D), stressed to each participant that honesty was crucial and no leadership style was preferred. Additionally, the primary researcher

included his contact information in the Informed Consent Letter (Appendix E) to enable potential respondents to ask for clarifying information.

Zikmund (2003) stated administrative errors included data processing errors and interviewer errors and bias. Administrative data processing errors were minimized as only the primary researcher had access, processed, and compared MLQ-5X survey results to the established recruiter production numbers. Interviewer errors and bias were minimized through use of the MLQ-5X survey instrument and comparing survey results to the already established recruiter production numbers.

Zikmund (2003) also discussed several errors that must be controlled to have internal and external validity. Research duration for this quantitative method and correlational design study was 120 days. This short research duration minimized the internal validity threats of history, maturation, and mortality (Zikmund, 2003). Additionally, this quantitative method and correlational design study only used the MLQ-5X and the 33-Item Emotional Intelligence survey instruments, which reduced the internal validity threat of instrumentation, and the study did not administer pretest or posttest questionnaires reducing the internal validity testing effect threat (Zikmund, 2003). Lastly, this quantitative method and correlational design study minimized internal validity selection threat by using a large sample population geographically dispersed across the U.S. (Zikmund, 2003).

External validity was controlled through use of the MLQ survey in the actual field environment vice lab results. It is anticipated that these results will generalize beyond the Navy Recruiting population to the recruiting populations of the similar structured sister services recruiting populations. Additionally, it is anticipated that these results will

generalize to other recruiting populations in government agencies, colleges and universities, corporate America and to organizations with widely disbursed sales-forces.

### **Participants**

Trochim (2001) stated that researchers use power analysis to determine the minimum number of samples required to be obtained to conduct a meaningful study. Moreover, as stated by High (2000) and the University of California at Los Angeles (UCLA) (Statistical Computing Seminars, n.d.), if the study contains too little data it is considered low powered and the results are indecisive. The low-powered study will lack the precision to provide reliable answers to the questions the researcher was investigating and may cause chaos in the literature base by report conflicting results with similar studies.

Zikmund (2003) stated that the formula for determining minimum sample size is  $n = \frac{Z^2 pq}{E^2}$ . The formula is defined as n is the minimum number of samples; Z (squared) is the desired confidence level; p is the estimated number of successful samples; q is the number of estimated failures; and E (squared) is the desired error rate. With a 95% confidence level, and an average effect level of .5, an error rate of  $\pm 5$  percent, the minimum sample size is  $n = \frac{1.96^2 * 0.5 * 0.5}{0.05^2}$ , n = 385.

Zikmund (2003) and UCLA (Statistical computing Seminars, n.d.) both offer advice that a literature review might provide a better effect size number than the arbitrary standard average effect of 0.5 used by most researchers. Reviewing the study conducted by Masi and Cooke (2000) on leadership effect in U.S. Army recruiting, the authors found significant effect between leadership style and production. According to Coe

(2002), a significant effect size is the equivalent of 0.80. Substituting a significant effect of 0.8 into the equation results in a required sample size of 683.

For this qualitative correlational study, the population is not infinite but rather the sum of all Navy recruiters was approximately 5,000 (Commander Navy Recruiting Command, 2007). Zikmund (2003) stated the formula for determining minimal sample

size for finite populations is  $n = \frac{n_0}{1 + \frac{(n_0 - 1)}{N}}$ , where  $n_0$  is equal to number of successful

samples and  $N$  is the finite population. Substituting 683 for  $n_0$  and 5000 for  $N$ , the minimum sample size is 601.

Six NRDs, Richmond, Miami, Chicago, Houston, San Diego, and Portland were selected to participate for geographic separation and for a 50% mix of Fleet and non-Fleet concentration areas. Commander, Navy Recruiting Command (2007) stated that the total qualified recruiters onboard these six NRDs and the leadership at their respective NRDs totaled approximately 1,200 personnel. The MLQ-5X survey instruments was issued to 100% of assigned qualified recruiters. Commander, Navy Recruiting Command, estimated a response rate of 70% (John Noble, personal communication, October 6, 2008), which would provide the researcher 960 successfully completed surveys. The actual results returned were 706 usable surveys, which exceeded the power analysis requirement to conduct a meaningful study.

### **Materials/Instruments**

The primary survey instrument used in this study was the Multifactor Leadership Questionnaire (MLQ-5X) developed by Bass and Avolio (2000, 2004), Appendix A. Combined with the recruiter production currently tracked by each recruiting district, the

MLQ-5X survey results answered the primary research question. The 45 question MLQ-5X survey took approximately 15 minutes to complete (Commander Melanie O'Brien, personal communication, January 16, 2009). The MLQ has been in use for the last 25 years and has been updated several times (Bass & Avolio, 2004). The current version, the MLQ-5X 3rd edition, was last updated in 2004 (Bass & Avolio, 2004) and was purchased from Mind Garden, Inc.

According to Bass and Avolio (2004), the MLQ-5X identifies leadership style along the Full-Spectrum Leadership continuum by measuring nine factors, five factors associated with transformational leadership style, two factors associated with transactional leadership style, and two factors associated with laissez-faire or non-leadership style on an interval scale (Bass & Avolio, 2004). The authors stated that the MLQ-5X measures idealized attributes, idealized behaviors, inspiration, individual consideration, and intellectual stimulation as the factors associated with transformational leadership. Additionally, the authors stated that the MLQ measures contingent reward and management-by-exception (active) as the two factors associated with transactional leadership and management-by-exception (passive) and laissez-faire as the two factors associated with non-leadership.

According to Bass and Avolio (2000), the reliability of the factors measuring transformational, transactional and laissez-faire behaviors in the MLQ ranged from .74 to .94. Durante (2005) stated that this "reliability for all scales are greater than the standard cut-off for internal consistency of  $>.70$ " (p. 55). In addition to Bass and Avolio, the MLQ-5X has also been validated by other researchers (Antonakis, 2001; Bass, et al., 2003; Bass & Riggo, 2006).



The secondary instrument in this study is the 33-item Emotional Intelligence Scale developed by Schutte, Malouff, Hall, Haggerty, Cooper, Golden, and Dronheim (1998), Appendix B. The authors allow free use of the 33-item Emotional Intelligence Scale by researchers (Schutte et al., 1998). The intent of this second instrument was not to directly answer research questions, but rather to screen participants and eliminate data that might skew MLQ-5X survey results to recruiter production comparisons.

The 33-item Emotional Intelligence Scale was used to help verify recruiter morale issues identified by the Navy Recruiting District. Each recruiting district conducts an annual organizational assessment. This assessment measures the command's climate through review of equal opportunity, sexual harassment, ethical performance of superiors, discrimination, and general morale issues (Chief of Naval Operations [OPNAV], 2001).

The 33-item Emotional Intelligence Scale (Schutte et al., 1998) measures an individual's ability to monitor one's own emotions and feelings and to observe and react to others' displayed emotions. Some of the traits that emotions impacts are an individual's self-control, zeal, persistence, and the ability to motivate themselves, which in turn influence an individual's productivity (Goleman, 1995; Law, Wong, & Song, 2004). Emotional Intelligence has been identified as an individual's ability to monitor, evaluate, and make appropriate changes in one's own mood, which not only affects that individual's morale but also the morale of coworkers, especially subordinates (Abraham, 1999; Barling, Slater, & Kelloway, 2000). Abraham also stated that the 33-item Emotional Intelligence Scale has established reliability value of .78 and internal consistency estimates ranged from .87 to .90.

The combination of the annual organizational assessment with the 33-item Emotional Intelligence Scale survey instrument helped screen selection of recruiters that participated. Screening was performed after the participating recruiters completed both survey instruments. Leadership attributes and perceived outcomes survey scores along with recruiter production data from identified recruiters with morale issues were removed from the data analysis to reduce skewing results.

### **Operational Definitions of Variables**

In this quantitative method and correlational design study, the MLQ-5X survey instrument measured constructs of recruiter production, leadership styles, and incidents of non-successful recruiters. According to Bass and Avolio (2004), the MLQ-5X survey instrument measures the full range leadership spectrum. Table 1 summarizes these three constructs and following Table 1 is a definition of each attribute.

Table 1

#### *Operational Variables*

Construct	Variable	Abbreviation
Production	Recruiter Production	Y <sub>1</sub>
Leadership	Leadership Styles	X <sub>1</sub>
Non-successful recruiter	Number of non-successful recruiters	Y <sub>2</sub>

<sup>x</sup> Denotes independent variable

<sup>y</sup> Denotes dependent variable

*Note: Recruiter production: Dependent Variable (Y<sub>1</sub> ). For this quantitative method and correlational design research, recruiter production was defined as the number of new*

recruits contracted per month (Commander Rich Soucie, personal communication, July 27, 2006). Measurement of recruiter production is on an absolute zero or ratio scale.

*Leadership Style: Independent Variable ( $X_1$ ).* For this quantitative method and correlational design research, leadership style was defined using Bass and Avolio (2004) Full-Spectrum Leadership model, with transformational leadership at one end of the spectrum, down through transactional to non-leadership at the opposite end of the spectrum. Leaders who measure high on the interval scale of the MLQ-5X scale surveys' five transformational factors of Idealized Influence, Idealized Behaviors, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration are defined as Transformational leaders (Bass & Avolio, 2004). Transactional leaders are leaders who measure high on the interval scale of the MLQ-5X surveys' two transactional factors of Contingent Reward and Management-by-Exception (Active). Non-leadership consists of leaders who measure high on the interval scale of the MLQ-5X surveys' Management-by-Exception (Passive) and laissez-faire factors (Bass & Avolio, 2004).

*Non-successful Recruiter: Dependent Variable ( $Y_2$ ).* For this quantitative method and correlational design research, non-successful recruiter was defined as a recruiter that failed to consistently recruit 0.8 new recruits per month (Rear Admiral Robin Braun, Deputy Commander, Navy Recruiting Command, personal communication, August 24<sup>th</sup>, 2008). Similar to recruiter production, this is an absolute zero based measurement.

### **Data Collection, Processing, and Analysis**

Research data was collected by means of two survey instruments, the MLQ-5X and the 33-item Emotional Intelligence Scale. This data was supplemented by each respective NRD's annual organizational assessment and their recruiter production

records. Commander, Navy Recruiting has requested the specified NRD's participate in this investigation, Appendix C.

The surveys were forwarded to the Commanding Officer of each participating NRD. Included with the surveys were the participants' informed consent agreement form, Appendix E, and a cover letter from the Commander of Navy Recruiting explaining the purpose of this research, Appendix C. An additional letter, Appendix D, from the researcher detailed the exact procedures on how to administer the surveys to maintain confidentiality. The Commanding Officer for each participating NRD administered the survey instruments during their quarterly training conference which included all members of the command. The surveys took approximately 15 minutes to complete and accomplished without severely impacting the NRD training schedule.

Included in the researcher's letter to the Commanding Officer was a request that the Commanding Officer forward the enclosed survey instruments to their Educational Services Officer (ESO) and stress to the ESO the need to maintain confidentiality. According to the Chief of Naval Operations (OPNAV, 2005), one of the ESO's roles in the command is to administer promotion exams which require safeguarding. Therefore, the ESO is already trained in proper procedures to protect the completed survey instruments. The ESO was instructed to mail the completed survey instruments directly to the researcher.

The Commanding Officer read a short letter explaining the purpose of the investigation, stressed the confidentiality of the investigation, and then turned over the proceedings to the ESO. Upon completion of the surveys, the ESO collected and sealed all surveys and then mailed the completed surveys back to the researcher. The researcher

requested the additional recruiter production documentation and the Command Climate survey from each participating NRD's Commanding Officer. The researcher then collated the survey results to the additional data and began analysis.

The statistical methodology used is determined by the research questions and the chosen research design (Trochim, 2003). For this study, to answer research question 1:

1. What, if any, relationship exists between leadership styles and recruiter production?

H1<sub>0</sub>: No correlation exists between leadership styles and recruiter production.

H1a: Correlation exists between leadership styles and recruiter production.

The MLQ-5X 3rd edition survey instrument (Bass & Avolio, 2004) was used. The participants' responses to the MLQ-5X survey questions identified the independent variable of which leadership styles exist within Navy Recruiting. The researcher then examined the relationship between identified leadership styles within Navy Recruiting and the dependent variable of recruiting production that the respective recruiting districts already track.

To answer the second research question:

2. What, if any, relationship exist between specific leadership styles and incidents of non-successful recruiters?

H2<sub>0</sub>: No correlation exists between specific leadership styles and incidents of non-successful recruiters.

H2a: Correlation exists between leadership styles and incidents of non-successful recruiters.

Again the participants responded to the MLQ-5X survey questions, which identified the independent variable of which leadership styles exist within Navy Recruiting. The researcher then examined the relationship between identified leadership styles within Navy Recruiting and the dependent variable of non-successful recruiters that the respective recruiting districts already track.

The first statistical procedure used was simple descriptive statistics. According to Aczel and Sounderpandian (2006), descriptive statistics allow the researcher to report the distribution, central tendency and the dispersion between multiple groups. Finding significantly higher production differences between recruiting stations and recruiting districts with one leadership style versus those recruiting stations and recruiting districts displaying the other leadership styles was a strong indicator that particular leadership style is positively correlated with recruiter production. Additional analysis of a Chi-Squared test for goodness of fit analysis was conducted to compare observed values to expected values and to test whether the two variables are correlated or are independent (Aczel & Sounderpandian, 2006).

The next statistical procedure used was Analysis of Variance (ANOVA). Aczel and Sounderpandian (2006) stated that ANOVA allows the researcher to compare means of two or more groups with only one independent variable. For this research, ANOVA procedures were used to test the significance of the means between the six widely geographically disbursed recruiting districts.

The Pearson Product Moment Correlation followed the ANOVA procedure. Aczel and Sounderpandian (2006) stated that correlation analysis is a statistical technique that allows the researcher to model the relationship between two variables. This statistical test

measured the covariation between two variables and provides indication of the magnitude and direction of the linear relationship between the variables (Aczel & Sounderpandian, 2006).

The last statistical procedure used was the Partial Correlation test. Zikmund (2003) stated this test determines the percentage of variance in the dependent variable attributed to an independent variable while holding other independent variables constant. This procedure allowed the researcher to determine the correlation of one leadership style to perceived outcomes of extra effort, effectiveness, and job satisfaction while holding the other two leadership styles constant.

#### **Methodological Assumptions, Limitations, and Delimitations**

Two assumptions were made in this proposed research. First, that the participants would understand and honestly answer the questions contained in the two survey instruments. Second, that recruiting conditions are similar across all six Navy Recruiting Districts studied.

In addition to the two assumptions in this research, there are three limitations. These limitations are generalization, use of self-report questions, and the potential for omission of potentially significant moderating or extraneous variables from the data analysis. Regarding the ability to generalize outside of U.S. Navy Recruiting, there are several concerns to address. First, the research design of this proposed research is non-experimental and a cross-sectional study vice a longitudinal study. The cross-sectional study is necessitated by the 33% annual turnover in recruiting personnel. Because this study used the non-experimental and cross-sectional study elements, questions of causality could not be addressed. Second, leadership style in a bureaucracy as large as the

U.S. Navy may be radically different from the private sector. This potentially includes the definition, understanding, and perception of both leaders and subordinates regarding the leadership factors the MLQ-5X survey instrument is attempting to identify.

The standard concerns using self-report surveys to assess the relationships between variables apply in this research. These concerns include relying on voluntary responses and situational bias. The rating tendencies of those recruiters who elect not to participate may be more or less liberal than the trend from those recruiters who participated. Additionally, as the survey is a snapshot in time, the current recruiting situation, whether that recruiting group is ahead or behind their recruiting goals may affect current perceptions of leadership style.

Lastly, the potential exists that additional moderating or extraneous variables might be omitted from the study. These variables might have a greater impact on recruiter production than leadership style. Variables like national advertising and marketing, budgetary constraints, market-share formula, or other production related tools might make the entire recruiting organization more productive.

The delimitations were the population and the sample. The population was limited to only the current U.S. Navy recruiters. The sample was limited to approximately 25% of the available U.S. Navy recruiters and to recruiting production for the past fiscal year.

### **Ethical Assurances**

### **Researcher Concerns**

According to the Institutional Review Board (IRB) of San Diego State University (SDSU), for proper ethical research the primary researcher must determine, acknowledge, and manage all potential risk to the research participants (San Diego State University, 2008). For a social and behavioral science research, such as this research project, the



Institutional Review Board of San Diego State University also considers that the two primary risks to participants are violation of their privacy and breach of confidentiality. The key to minimizing the violation of participant privacy is to obtain informed consent (San Diego State University, 2008). For this qualitative correlational study, it involved surveying U.S. Navy recruiters with the MLQ-5X survey instrument and with the 33-item Emotional Scale. As this study will potentially benefit Navy Recruiting, participation from the Recruiting District leadership and sample recruiter population was requested by the Commander of Navy Recruiting. However, as explained by Commander Len Friddle (personal communication, April 2, 2008) often when a senior officer makes a request, enlisted sailors translate that request as a directive and that participation is not voluntary.

To prevent undue influence over this captive audience (i.e. Naval personnel only), all communications from either the researcher or the organization being researched, stressed that participation was voluntary and any participant was free to withdraw from the survey at any time for any reason. Additionally, for this research project, written communication stressed that no one particular leadership style is preferred. Lastly, all communication clearly spelled out that any potential benefits eventually realized will probably not benefit those recruiters who completed the surveys. According to Commander Len Friddle (personal communication, April 2, 2008), approximately one-third of assigned recruiters change out each year. It is anticipated that the research process, including presenting conclusion to the Commander of Navy Recruiting Command, will take at least one year. Consequently, at least one-third of those recruiters who participated in the research will have transferred back to the Fleet and will not benefit from any potential leadership changes made.

The second primary risk, breach of confidentiality, is a serious concern in this type of study because the participants must be confident that their personal data is properly safeguarded. If a participant feels that their personal data or opinions is not adequately protected then the participant faces potential embarrassment and perhaps opens them up for a superior's retribution. The participant would either refuse to be included in the research or would not be truthful in answering questions in the survey instrument skewing the results of the research (Zikmund, 2003).

To minimize the breach of confidentiality risk, the researcher contacted each NRD Commanding Officer and ESO and briefed them on the purpose and procedures of this research project. The researcher requested that the NRD Commanding Officer introduce the research to their entire command during that NRD's quarterly training conference. The researcher forwarded the required number of survey instruments directly to the ESO and stressed to the ESO the need to maintain confidentiality. According to the Chief of Naval Operations (OPNAV, 2005), one of the ESO's roles in the command is to administer promotion exams which require safeguarding. Therefore, the ESO is already trained in proper procedures to protect the completed survey instruments. The ESO was instructed to mail the completed survey instruments directly to the researcher. The researcher also safeguarded the completed survey instruments by locking them in a file drawer and only publishing collated results.

### **Northcentral University IRB Concerns**

For all proposed Northcentral University (NCU) research involving human subjects, the researcher must complete the NCU Institution Review Board (IRB) application and must receive NCU IRB approval prior to proceeding with proposed research (Northcentral University, 2007). The NCU IRB reviewed the researcher's IRB

application to assure the safety of participants and protection of their rights (Trochim, 2001). Specifically, the NCU IRB evaluated the IRB application on the research methodology and participant selection criteria. This research abided by the three principles of: respect for persons; beneficence; and justice (San Diego State University, 2008). The NCU IRB ensured the principle of respect for persons was achieved through the primary researcher's process of informed consent and through special protection of subjects with limited decision-making ability. Informed consent includes any special caveats of deliberate deception, primary researcher or subject financial interests, and support from the cooperating institution (Northcentral University, 2007). Additionally, the researcher described the procedures used to ensure confidentiality of participant information.

The researcher also demonstrated that the proposed research achieved the principle of beneficence by limiting risk and maximizing potential benefits and justified to the NCU IRB that the principle of justice was met by selecting participants without bias (Appendix F). NCU IRB approved this research project January 22, 2009.

### **Summary**

This chapter discussed the methodology employed in this research. Similar to research discussed in Chapter 2, this study was also a quantitative method and correlational design research conducted via questionnaire survey instruments. The participants, instruments, data collection, processing, and analysis procedures used were discussed. Two methodological assumptions, three limitations, and one delimitation were presented. This chapter concluded with an assurance that no deception was employed in this research. All communication between the participants and higher headquarter

leadership, Navy Recruiting District leadership, or the researcher stressed the voluntary nature of study. Additionally, all participants were informed of the purpose, confidentiality procedures in place, and ultimate use of this research via the signed informed consent form.

## Chapter 4: Findings

Bielski (2007) stated that recruiting is one of the top human resource challenges facing organizations today. The U.S. Navy annually recruits approximately 11% of their active duty force (Commander Navy Recruiting Command, 2006). Masi and Cooke (2000) stated that leaders motivate subordinates to work more effectively and achieve increased production. This study was designed to investigate the leadership styles of the recruiting leaders in six U.S. Navy Recruiting Districts (NRD) in terms of transformational (TF), transactional (TA), and laissez-faire (LF) characteristics, by utilizing Bass's 2004 Multifactor Leadership Questionnaire. The relationship between these identified leadership styles and recruiting effectiveness were then examined.

This chapter begins with an introduction to the issue of the importance of leadership in an organization's recruiting component. Then the description of the instrument and rate of return will be discussed. Afterwards statistical analysis of the data is presented.

The primary goal of the data collection in this study was to determine what relationship exists between leadership style and recruiting production. Leadership styles displayed by the first, second, and third-level supervisors, within the six participating Navy Recruiting Districts (NRD) were explored to determine what relationship exists between leadership style and recruiter production. Bass and Avolio's (2004) Multifactor Leadership Questionnaire (MLQ-5X 3rd ed.) was the survey instrument used to identify leadership characteristics of the first three management levels of each recruiting district. The recruiter production results already tracked by each recruiting district were compared to the survey results.

The secondary goal of this study was to determine whether a relationship existed between leadership styles and incidents of non-successful recruiters. The production data received was combined at the recruiting station, zone, and district level. This data showed that 57 of the 251 recruiting stations failed to achieve production goals. However, only 19 of these recruiting stations Recruiters-in-Charge (RINC) were identified and included in the leadership survey. Additionally, in order to protect privacy, individual recruiter production data was not included. The researcher could not ascertain the specific number of non-successful recruiters assigned to these 19 recruiting stations. The recruiting district Commanding Officers denied a separate request for this data, despite reassurances that the privacy of all participants would be protected. Consequently, the second hypothesis in this study could not be investigated.

The MLQ-5X Rater and Leader Surveys along with the 33-Item Emotional Intelligence Surveys (Appendix A and B) were distributed in bulk to the participating districts. Accompanying the surveys were three amplifying letters. The survey cover letter (Appendix D) explained specific procedures to follow. The Navy Recruiting Headquarters (Appendix C) letter stressed the importance of the research to Navy Recruiting and requested personnel in these districts participate. The Participation Consent letter (Appendix E) emphasized the voluntary nature of the survey.

Due to the sensitive nature of subordinates rating seniors within the military (Black, 2006), the methodology employed ensured that respondents remained anonymous. Specifically, Navy recruiters at these six NRDs were asked to anonymously complete the MLQ-5X and only identify the leader they were rating. Managers at these six NRDs completed a self-rating leader survey in addition to rating their supervisor.

Participants were asked to anonymously rate the frequency of different leader behaviors via the MLQ-5X on a 5-point Likert scale. The responses available began at 4.0 (frequently, if not always); and descended down through 3.0 (fairly often); 2.0 (sometimes); 1.0 (once in a while); to 0.0 (not at all). Upon completion, each district's Educational Services Officer sealed and mailed the gathered surveys and forms to the pre-arranged address.

Respondent characteristics are not available for each survey because surveys were anonymous with no demographic data collected. Additionally, Bass and Avolio (2004) maintained that demographic differences of age, race, or ethnicity do not indicate systematic differences in MLQ ratings. To reduce errors caused by difference in recruiter proficiency, survey instruments were issued only to fully trained and qualified recruiters in accordance with procedures detailed in Appendix D.

The surveys were scored using the MLQ-5X scoring key provided by Mind Garden, Inc., Appendix G. Of the 45 questions in the MLQ-5X survey, 36 questions dealt with leadership style and nine questions dealt with perceived outcomes. Participants answered four questions for each of the five transformational leadership attributes of idealized influence (attributed), idealized influence (behavior), inspirational motivation, intellectual stimulation, and individual consideration. Participants also answered four questions for both transactional leadership attributes of contingent reward and management by exception (active) and for both of the laissez-faire leadership attributes of management by exception (passive) and laissez-faire. Scores were averaged within each leadership attribute. Then the leadership attribute scores were averaged to obtain transformational, transactional, or laissez-faire leadership style scores.

Participants answered three questions on extra effort (EE), four questions on effectiveness (EFF), and two questions on job satisfaction (SAT). Perceived outcome scores were also averaged. However, these categories were not averaged to arrive at one overarching perceived outcome score.

## **Results**

The six participating NRDs were sent 1,200 MLQ-5X and 33-Item Emotional Intelligence surveys. A total of 830 MLQ-5X surveys and 33-Item Emotional Intelligence surveys were returned. After screening participants for morale issues and removing surveys that were only partially completed there remained 706 usable surveys. This represented a 59% percent response rate. This result exceeded the power analysis requirement of 601 to conduct a meaningful study with a finite population (Zikmund, 2003). The 706 usable surveys rated the leadership style attributes of 47.5% (146 of the 307) of the total leaders within the six NRDs. Of the 251 Recruiters in Charge (RINC) first-level leaders at Navy Recruiting Stations (NRS) within these 6 NRDs, 101 (40%) were rated. Of the 47 Zone Supervisors (second-level leaders) in these six NRDs, 27 (57%) were rated. All of the 18 leaders from the 6 District Headquarters (third-level leaders) were rated. Data in Appendix H summarizes the response rate.

Analysis of variance (ANOVA) was used to test the null hypotheses that mean values did not differ for variables of production, transformational leadership attributes, transactional leadership attributes, and laissez-faire leadership attributes among the six recruiting districts. In each case, the obtained value of F was less than the critical value of F, all null hypotheses were not rejected, and therefore there were no differences in these variables among the six recruiting districts. Additionally, Tukey pair wise comparison of



group means revealed no significant differences between the sample data obtained from the six NRDs for production, transformational leadership attributes, transactional leadership attributes, and laissez-faire leadership attributes.

Kruskal-Wallis test compared the results from the NRD sample ( $N = 146$ ) against the normative sample ( $N = 27,285$ ) obtained from Bass and Avolio (2004). According to Aczel and Sounderpandian (2006) the Kruskal-Wallis test is sensitive to differences in the locations of the populations. The null hypothesis used was the NRD sample data has a normal distribution. The Kruskal-Wallis test resulted in  $\chi^2(1, N = 146) = 0.286, p = 0.593$  for TF leadership style,  $\chi^2(1, N = 146) = 0.157, p = 0.692$  for transactional leadership attributes, and  $\chi^2(1, N = 146) = 1.033, p = 0.309$  for laissez-faire leadership attributes. The p-values of 0.286 and higher indicated the null hypotheses are not rejected, and sample data is normally distributed (Aczel & Sounderpandian, 2006).

Chi-square goodness-of-fit test compared results obtained from the NRD sample ( $N = 146$ ) to expected results derived from the normative sample ( $N = 27,285$ ) obtained from Bass and Avolio (2004). The null hypothesis used was the NRD sample data has a normal distribution. The chi-square goodness-of-fit test resulted in  $\chi^2(3, N = 146) = 2.78, p = 0.25$  for TF;  $\chi^2(3, N = 146) = 2.67, p = 0.875$  for transactional leadership attributes; and  $\chi^2(3, N = 146) = 1.00, p = 0.607$  for laissez-faire leadership attributes. The score yielded a p-value of 0.25 and higher indicating null hypotheses are not rejected, and sample data is normally distributed (Aczel & Sounderpandian, 2006).

The average score of the combined recruiting leadership study ( $N = 706$ ) for each leadership attribute and the total score for each leadership style were compared to the leadership attributes and styles scores contained in Bass and Avolio (2004) normative

sample ( $N = 27,285$ ). Perceived outcomes from the combined recruiting leadership study were compared against the Bass and Avolio (2004) normative sample (Appendix I). Overall the NRD leaders were scored slightly higher in both transformational and laissez-faire leadership styles and significantly higher in transactional leadership style than the leaders from the normative sample. The NRD leaders were also scored slightly higher in perceived outcome of extra effort, scored similarly in efficiency and slightly lower in job satisfaction than the leaders from the normative sample.

Individual recruiting districts leadership style scores were compared to the 2004 normative sample. The perceived outcomes from individual recruiting districts were compared to the 2004 normative sample. The transformational and laissez-faire leadership style means for individual recruiting districts were higher than the 2004 normative sample for five of the six districts. All six of the transactional leadership style means for individual recruiting districts were higher than the 2004 normative sample. The six individual recruiting districts had higher perceived outcome scores than the 2004 normative sample for extra effort. For perceived outcomes of efficiency, four of the six districts had higher perceived outcome scores than the 2004 normative sample. However, for perceived outcome of job satisfaction, only two districts had higher scores than the 2004 normative sample. Data is displayed in Appendix J.

Leadership style and perceived outcome scores for the first, second, and third-level leadership positions were compared to the average leadership style scores from the 2004 normative sample. Third-level leadership position of CO scored significantly higher in all categories than the 2004 normative sample. First-level leadership position of RINC scored higher in five of the six categories than the 2004 normative sample. For the

second-level leadership position of ZS and for both of the third-level leadership positions of CR and EPO, leadership style scored at or above the 2004 normative sample; however, perceived outcome scores varied from significantly above to significantly below the 2004 normative sample. Data is displayed in Appendix K.

Navy recruiting leadership styles were compared by leadership hierarchy to the combined sample. Navy recruiting third-level leadership positions of CO scored significantly higher than the combined NRD mean for transformational and transactional leadership styles and for all three perceived outcomes. Additionally, the CO position has the highest recruiting production average. First-level leadership positions of RINC had high perceived outcome scores but similar leadership style means as the combined Navy recruiting survey mean. Additionally, the RINC recruiting production averages were lower than the combined recruiting survey averages. The second-level leadership positions of ZS had the lowest leadership style, perceived outcomes, and average recruiting production. Data is contained in Appendix L.

The leadership styles, independent of leadership level, were compared to recruiting production averages. The observed leadership styles were categorized as high combined transformational and transactional attributes; high transformational attributes; high transactional attributes; and no strong leadership attributes identified. Transformational leaders ( $N = 39$ ) obtained the highest perceived outcome scores and the highest recruiting production averages (125.35). Transactional leaders, augmented with transformational leadership attributes ( $N = 69$ ), scored the second highest in perceived outcomes scores, but scored the lowest in recruiting production averages (115.8). Leaders that displayed no strong leadership attributes of any style ( $N = 34$ ) had the highest

laissez-faire leadership scores with the lowest transformational and transactional leadership styles and perceived outcome scores. This group also had the second lowest recruiting production score (115.97). Only 3% of the leaders were classified as transactional leaders (4 of 146). These transactional leaders had the lowest perceived outcomes scores but had the second highest production averages (119.23). Comparison data is presented in Appendix M.

Leadership styles of RINC leaders ( $N = 101$ ) were further categorized by leadership attributes and leadership attributes that scored at or above 3.5. Comparison between leadership attributes and similar very high scoring attributes was conducted. The very high transformational and transactional category ( $N = 22$ ) had the highest transformational and transactional leadership style scores with very high perceived outcome scores, yet this category had the second lowest recruiting production average. The combined very high transformational and very high transformational and transactional category ( $N = 30$ ) also had very high transformational and transactional leadership style scores with correspondingly high perceived outcome scores. This category had the second highest recruiting production average, however recruiter production remained 10% below the recruiter production average from the transformational only leadership style ( $N = 34$ ) category. The very high transformational category ( $N = 5$ ) had the highest perceived outcome scores but the lowest recruiting production averages. The transformational leadership style category ( $N = 34$ ) had significantly lower transformational leadership and perceived outcome scores than the very high categories, but had the highest recruiting production average. The transformational and transactional leadership style category ( $N = 47$ ) had the lowest

leadership and perceived outcomes scores, but recruiting production was the medium. Comparison of RINC leadership styles to production is depicted in Appendix N.

### Research Question 1

Correlation tests were conducted to answer the research question what, if any, relationship exists between leadership styles and recruiter production. Pearson Product Moment Correlation data is displayed in Table 2. Analysis of aggregated leadership styles of RINCs indicates that transformational leadership style were significant with  $p < 0.01$  and had a relatively strong positive relationship with recruiter production ( $r = 0.840$ ). Transactional leadership styles had a relatively weak but positive relationship with recruiter production ( $r = 0.211$ ). In contrast, the non-leadership style had a strong negative relationship with recruiter production ( $r = -0.924$ ).

Table 2

*Pearson Product Moment Correlation*

Variable	TF	TA	LF	EE	EFF	SAT	Production
Correlation							
TF	1.000						
TA	0.708**	1.000					
LF	-0.984**	-0.569*	1.000				
EE	0.999**	0.671**	-0.992**	1.000			
EFF	0.998**	0.656**	-0.994	0.999	1.000		
SAT	0.944**	0.626**	-0.997	0.998	0.999	1.000	
Production	0.840**	0.211	-0.9240	0.867	0.876	0.894	1.000

*Note.* \*\* Correlation is significant at the  $p < 0.01$  (2-tailed)

\* Correlation is significant at the  $p < 0.05$  (2-tailed).

Partial correlation analysis of RINC leadership style to recruiter production and performance outcomes are displayed in Table 3. Similar to the Pearson product-moment correlation coefficient, transformational leadership style displayed a strong positive relationship with all performance outcomes, but displayed relatively weak positive relationship to production ( $r = 0.127$ ) when the effects of transactional and laissez-faire leadership styles were controlled. Transactional leadership style returned relatively weak negative relationship with production ( $r = -0.157$ ) and perceived outcomes of efficiency and satisfaction when the effects of transformational and laissez-faire leadership styles were controlled. With the exception of efficiency ( $r = -0.262$ ), laissez-faire leadership style showed almost zero relationship to recruiter production or performance outcomes ( $r = 0.028$ ).

Table 3

*Partial Correlations*

Variable Correlation	Prod	EE	EFF	SAT
TF (controlling TA & LF attributes)	0.127	0.736	0.789	0.809
TA (controlling TF & LF attributes)	-0.157	0.068	-0.048	-0.207
LF (controlling TF & TA attributes)	0.028	-0.054	-0.262	0.012

The results of these correlation tests indicate that relationships exist between leadership styles and recruiter production. Consequently, the null hypotheses that no correlation exists between leadership styles and recruiter production are rejected in favor of the alternative hypotheses. The results support the alternative hypotheses that

relationships exist, both positive and negative, between the differing leadership styles and recruiter production.

### **Evaluation of Findings**

The primary goal of the data collection in this study was to determine what relationship exists between leadership style and effective recruiting. Leadership styles displayed by the first, second, and third-level supervisors, within the six participating Navy Recruiting Districts (NRD) were explored to determine what relationship exists between leadership style and recruiter production. The results of this study demonstrated that 47% (69 of the 146) of the leaders surveyed demonstrated both strong transformational and transactional leadership styles. Approximately one-third of those transformational and transactional leaders (22 of the 69) scored very high in both transformational and transactional leadership attributes. An additional 27% (39 of the 146) of the leaders surveyed demonstrated strong transformational leadership attributes with five of these leaders scoring very high on transformational leadership attributes. Only 3% (4 out of 146) of Navy recruiter leadership identified with the transactional leadership style. While no Laissez-faire only leaders were identified, 23% (34 of the 146) of the leaders surveyed did not identify strongly with any leadership styles.

When comparing Navy Recruiting leadership to the Normative sample (n=27,285) obtained from Bass and Avolio (2004), the Navy Recruiting sample ranks near the Mean of the Normative sample (Appendix I). The major difference is in Appendix K, where the six Commanding Officers rank in top 75% for subordinates extra effort, 70% for subordinates effectiveness and 60% for subordinates job satisfaction. RINC's scored in the top 60% for extra effort, 40% for efficiency, and 55% in job satisfaction. Zone

Supervisors scored the lowest in terms of subordinate performance as compared to the Meta analysis with 55% ranking in extra effort, 35% ranking in efficiency, and only a 25% ranking in job satisfaction.

The recruiting production performance and perceived outcomes ranking by leadership traits was significantly higher for the transformational only leaders than other leadership styles, including combination of leadership styles (Appendix M). Transformational leaders scored in the top 70% of the Normative Sample (Bass & Avolio, 2004) for all three-performance outcomes. Leaders with both strong transformational and transactional leadership attributes scored in the top 65% for both extra effort and efficiency, and 55% for job satisfaction. Transactional leaders scored in the top 60% for subordinate extra effort but only scored 35% in efficiency and 25% in job satisfaction. Leaders without strong leadership traits ranked in the bottom 15% for extra effort and efficiency, and 11% for job satisfaction.

The results of this study support the Full-Spectrum Leadership model. The data in Appendix M and N supports that transformational leaders' recruiting production numbers were above leaders who demonstrate other leadership styles, including leaders that scored high in both transformational and transactional leadership styles. One deviation was those Navy Recruiting Leaders who displayed very high transformational leadership attributes, but have the lowest recruiting production of all categories. However, with only 5% of all RINCs in this Navy recruiting sample classified as very high transformational leaders, the low recruiting production may be an anomaly that warrants further investigation.

The results of this study did not support previous research that the best of leadership is both transformational and transactional (Bass, 1985, 1986, 1996;



Kurupparachchi, 2001; Lles, 2001; Ohman, 2000; O'shea, 2002). The findings in Appendix M and N indicated that recruiting leaders high in both transformational and transactional leadership attributes produced at the same level as those recruiting leaders without any strong leadership attributes. Both of these categories were significantly lower in recruiting production than either the leaders with dominant transformational leadership style or transactional leadership style.

The Navy Recruiting sample on RINC leaders indicate that leaders with combined very high in transformational and transactional leadership attributes do have higher subordinate perceived outcomes of extra effort, effectiveness and job satisfaction than other leaders (Appendix N). These results were consistent with Bass and Avolio (2004) findings that augmenting transactional leadership with transformational leadership increased the subordinate perceived outcomes of extra effort, effectiveness, and job satisfaction. The recruiting production of these combined very high transformational and transactional leaders is the same as the moderate combined transformational and transactional leaders and 10 % below the recruiting production of the moderate transformational only leaders. As the data in Appendix N posited, the leaders with very high transformational leadership attributes, without regard to other leadership attributes observed, display high-perceived outcome results. The low recruiting production performance, coupled with the correlation analysis (Tables 2 and 3), suggested it was singularly the transformational leader that drove recruiting production vice a transactional leader augmented with transformational leadership attributes.

## **Summary**

According to Commander, Navy Recruiting Command (2009), Navy Recruiting employs a transactional reward system. Navy Recruiting leaders would be expected to display some transformational behaviors but most actions would be more transactional. The findings of this study generally support that the majority of Navy Recruiting leaders exhibit both transformational and transactional leadership styles.

The findings also supported previous research that leaders exhibiting strong transformational attributes have subordinates with strong perceived outcomes of extra effort, effectiveness, and satisfaction. This study supported the Full-Spectrum Leadership model that the recruiting production was greatest with transformational leaders. The findings did not support an augmentation effect when transactional leaders also use transformational leadership attributes.

## **Chapter 5: Implications, Recommendations, and Conclusions**

Recruiting has become more complicated over the years, and attracting top talent from a shrinking pool of available talent is a global challenge for all sectors, private, public and non-profit (Bielski, 2007; Lieb, 2003; Pollitt, 2004). Sharkey (2005) stated that, for businesses to compete successfully in the 21<sup>st</sup> century, they need to become efficient, which is in turn reliant on effective leadership. Leadership within an organization's recruiting component is critical, as recruitment is the number one human resources challenge (Leonard, 1999). The purpose of this quantitative method and correlational design study was not to explore causation, but to examine the relationship that leadership styles has on recruiting production.

The scope of this study was limited to six geographically-separated Navy Recruiting Districts. The personnel from these six recruiting districts participated using Bass and Avolio's (2004) Multifactor Leadership Questionnaire, version 5X, as the survey instrument used to examine leadership styles employed by those Navy Recruiting leaders. The study focused on the immediate leader-subordinate relationship and did not examine the additive impact of the entire leadership hierarchy.

The remainder of this chapter will be devoted to discussing the implications drawn from this study, including comparisons between the current study and the results from previous studies and literature in Chapter 2. Specific recommendations to the U.S. Navy Recruiting Command will be presented. This chapter will conclude with recommendations for future research and summary.

## Implications

Recruiting is one of the Navy's top priorities; recruiting is vital to the success of the Navy with approximately 11% of the active duty Fleet replaced each year with new recruits (United States Navy, 2007; Commander Navy Recruiting Command [CNRC], 2006). To address this problem, a quantitative method and correlational design study was conducted that examined the association between leadership style and recruiting production within the U.S. Navy Recruiting Command.

The research question which guided this quantitative method and correlational design research project was what relationship did transformational (TF), transactional (TA), and laissez-faire (LF) leadership styles within the U.S. Navy Recruiting Command have on recruiter production. Due to the sensitive nature of subordinates rating superiors within the military (Black, 2006), the methodology employed ensured that respondents remained anonymous. This research question examined *What, if any, relationship exists between leadership styles and recruiter production?*

Correlation tests (Table 2) answered the research question what, if any, relationship exists between leadership styles and recruiter production. Results of this study indicated that transformational leadership style had a relatively strong positive relationship with recruiter production ( $r = 0.840$ ;  $p < 0.01$ ). Transactional leadership styles had a relatively weak but positive relationship with recruiter production ( $r = 0.211$ ). Although no laissez-faire leadership styles were evident within Navy Recruiting, several leaders displayed an absence of a strong tendency towards any one leadership style. This non-leadership style, labeled as LF, had a strong negative relationship with recruiter production ( $r = - 0.924$ ).

### **Additional Findings**

Leadership traits of the Navy Recruiting District (NRD) leaders were compared to the data found in Bass and Avolio's (2004) normative sample. The results of this study found that the cumulative Navy Recruiting District (NRD) leadership scored higher on average in transformational leadership than the average attained from Bass and Avolio's (2004) normative sample (2.98 versus 2.85) and significantly higher on transactional leadership (2.84 versus 2.27). This study also found zero laissez-faire leaders among the 144 Navy Recruiting leaders that were rated. Additionally, the study found that the NRD leadership achieved slightly higher average perceived outcomes than the 2004 normative sample in terms of extra effort (EE), 2.94 versus 2.74, effectiveness (EFF), 3.09 versus 3.07), but slightly lower perceived outcome in job satisfaction (SAT), 2.94 versus 3.08.

Leadership traits for each leadership tier of participating Navy Recruiting Districts were compared to the Bass and Avolio's (2004) normative study (Appendix I). These results found that the third-tier level Commanding Officers average score was extremely high on transformational traits (3.44) and high on transactional traits (2.99) and had corresponding high averages on extra effort, efficiency, and job satisfaction, 3.45, 3.56, and 3.55 respectively. These scores were well above the 2004 normative average (Bass & Avolio, 2004) and the scores of both the first and second-tier Navy recruiting leadership (Appendix I). This third-tier leadership also had the highest recruiting production with an average of 125.68% of assigned goal.

The Navy recruiting first-tier leadership scored higher on both transformational (3.04) and transactional (2.82) leadership attributes than did their second-tier superiors. The Navy recruiting second-tier leaders averaged transformational score was 2.86 and

transaction average was 2.73. Correspondingly, the Navy recruiting first-tier leaders had higher perceived outcomes than did their second-tier superiors with extra effort average scores of 3.17 versus 2.98, efficiency average scores of 3.25 versus 3.05, and job satisfaction average scores of 3.25 versus 2.98. The Navy recruiting first-tier leaders had higher recruiting production on average than the second-tier leaders, 117.88% versus 115.96% of assigned goals. These results support the assertion that effective leaders use elements of both transformational and transactional leadership styles in varying degrees and situations (Bass, 1985, 1986; 1999; Kuruppuarachchi, 2001; Lles, 2001; Ohman, 2000; O'shea, 2002).

Leadership style of the first-tier recruiting leaders were categorized as high combined transformational and transactional attributes; high transformational attributes; high transactional attributes; and no strong leadership attributes identified. Navy recruiting leaders that scored high only in transformational attributes, average of 3.23, had average perceived outcome scores of extra effort 3.34, efficiency 3.49, and job satisfaction 3.49. Navy recruiting leaders that scored high in both transformational attributes (3.26) and transactional attributes (3.16) had similar average perceived outcome scores of extra effort 3.28, efficiency 3.38, and job satisfaction 3.27.

The Navy recruiting leaders that scored high only in transformational attributes had the highest recruiting production (Appendix M). The Navy recruiting leaders that showed strong transformational and transactional attributes had the lowest recruiting production averages. Interestingly, the 34 of the 146 Navy recruiting leaders who did not identify strongly with any one leadership style and had the lowest Navy recruiting subordinate perceived outcomes of extra effort, efficiency, and job satisfaction, had

almost identical production results of those Navy recruiting leaders with transactional leadership styles augmented by transformational leadership attributes.

These results indicate that, while the augmentation effect that transformational leadership has on transactional leaders as asserted by Bass and others (Bass, 1985, 1986; Kurupparachchi, 2001; Lles, 2001; Ohman, 2000; O'shea, 2002) does indeed support subordinates perceived outcomes, these perceived outcome scores may not be accurate predictors of recruiting performance. Indeed, Bass and Avolio (2004) hypothesized that someone's loyalty to the organization might generate adequate performance similar to the effort achieved by subordinates of transactional leaders. Additionally, Bass and Avolio (2004) cited several large studies that found transactional leadership often leads to lower performance.

Detailed examination of leadership styles within Navy recruiting first-tier leadership confirms the previous results and disputes the transformational augmentation effect. Separating Navy recruiting leaders with very high transformational and transactional attributes from those Navy recruiting leaders with strong transformational and transactional attributes did result in dramatic increase in perceived outcomes (Appendix N) from 62 percentile up to 78 percentile as compared to the normative sample (Bass & Avolio, 2004). These perceived outcome scores are now higher than the rated scores of the Navy recruiting transformational leaders. Recruiting production of those Navy recruiting leaders with strong transformational and transactional attributes remains virtually unchanged at 115% of assigned goal and still over 11 percentage points lower than the recruiting production from those Navy recruiting transformational leaders.

The lower recruiting production, coupled with the correlation analysis (Table 2), suggest that it is singularly the transformational leader that drives recruiting production vice the augment effect previously asserted. This finding supports Bass' (1999) assertion that in stressful and unpredictable situations, like Navy recruiting is, transformational leadership helps groups to maintain high performance standards.

One limitation that potentially skews these results is respondent bias. Due to the voluntary nature of this study, the returned and usable surveys allowed the researcher to evaluate the leadership styles of approximately one-half (146 of the 307 leaders) of the Navy Recruiting Districts production leadership in these six districts. Additionally, according to the production reports received, 62 of those leaders missed recruiting production goal. Only 24 leaders that missed production goal were able to be examined and reported.

### **Recommendations**

The following recommendations are offered to the U.S. Navy Recruiting Command. The first recommendation is that leaders need a clear understanding of their leadership attributes (Bass & Avolio, 2004). Surveying all Navy Recruiting leaders and subordinates with an instrument similar to the MLQ-5X will provide this baseline. The baseline will identify strengths and weaknesses of specific transformational leadership attributes. Manager training and development programs, which include coaching or training in transformational leadership skills, will address identified weaknesses. Several studies show improved unit perceived outcomes and production within six months of completing transformational leadership training (Bass, 1997a; Bass & Avolio, 2004; Bass et al., 2003).



The U.S. Navy Recruiting Command should prioritize identifying leadership attributes by first surveying all second-tier leaders throughout their claimancy. Second-tier leaders had the lowest leadership scores, perceived outcomes scores, and production results. Additionally, fully one-third of the second-tier leaders surveyed (9 of 27) demonstrated no strong leadership style.

The second recommendation is that the Navy Recruiting human resource department should screen and identify leaders for transformational leadership skills prior to placement into recruiting positions of authority. Bielski (2007) stated that human resource officers should build a template that details the position requirements and ask the applicant both behavior-related and achievement-oriented questions to predict actual work performance. Early identification of transformational leadership deficiencies could be corrected through appropriate training programs prior to the leader being assigned to a leadership position with potential negative impact to recruiter production.

Three future research areas are recommended. The first recommendation for future research is to replicate this study with a longitudinal study. The survey results in this study measured leadership attributes as perceived from a single point in time. Averaging perceptions of leadership attributes over time would provide a clearer picture of the leader's actual leadership style in order to fully examine the relationship between leadership style and recruiting production. Additionally, an interview procedure, which would query all leaders and subordinates that failed to achieve production goals, would reduce respondent bias of collecting data predominately from successful recruiters.

The second recommendation for future research is to conduct a quasi-experimental design research that controls the composition of the leadership hierarchy.

Align leaders with similar strengths to examine the additive impact of the entire leadership hierarchy on production. Additionally, explore causation of leadership style to recruiting production through introduction of specific leadership attribute training to these quasi-experimental groups.

The third recommendation for future research is to examine the relationship of leadership attributes to recruiter production of all four branches of the military. Including the recruiting components of the Army, Navy, Marine Corps, and Air Force recruiters within a single geographic area would increase the sample size, while maintaining regional demographics of education, propensity to serve, etc. Comparison of leadership attributes to recruiter production across the four recruiting branches of the military could potentially identify extraneous variables previously unaccounted for within the recruiting branch of a single service.

## **Conclusions**

The findings of this study concurred with previous findings that transformational leaders are more effective than transactional leaders. The data reported here disputes previous reports that transformational leadership had an augmentation effect on transactional leadership. This study found that leaders with both strong transformational and transactional leadership attributes achieved average production. Additionally, perceived outcomes of extra effort, effectiveness, and job satisfaction were not accurate predictors of recruiting performance. This research adds to the growing body of evidence of the importance of transformational leadership. This research may be extrapolated to other large recruiting organizations: military, governmental, academia, and corporate.

This research may also apply to leaders across the U.S. military given the current dynamic and stressful wartime environment.

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## Appendix A: MLQ-5X Sample Survey

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## Multifactor Leadership Questionnaire

### Leader Form

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

Duty Station (NRS/Zone/HQ): \_\_\_\_\_

Position (RINC/ZS/CR/EPO/CO) \_\_\_\_\_

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:

**0 -Not at all**

**1- Once in a while**

**2 - Sometimes**

**3 - Fairly often**

**4- Frequently, if not always**

- |   |           |
|---|-----------|
| 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 |
| 16. I make clear what one can expect to receive when performance goals are achieved.....          | 0 1 2 3 4 |
| 17. I show that I am a firm believer in "If it ain't broke, don't fix it." .....                  | 0 1 2 3 4 |
| 18. I go beyond self-interest for the good of the group .....                                     | 0 1 2 3 4 |
| 19. I treat others as individuals rather than just as a member of a group.....                    | 0 1 2 3 4 |
| 20. I demonstrate that problems must become chronic before I take action.....                     | 0 1 2 3 4 |
| 21. I act in ways that build others' respect for me.....  | 0 1 2 3 4 |
| 22. I concentrate my full attention on dealing with mistakes, complaints, and failures .....      | 0 1 2 3 4 |
| 23. I consider the moral and ethical consequences of decisions.....                               | 0 1 2 3 4 |
| 24. I keep track of all mistakes .....  | 0 1 2 3 4 |
| 25. I display a sense of power and confidence .....   | 0 1 2 3 4 |
| 26. I articulate a compelling vision of the future.....   | 0 1 2 3 4 |
| 27. I direct my attention toward failures to meet standards .....                                 | 0 1 2 3 4 |
| 28. I avoid making decisions.....   | 0 1 2 3 4 |

29. I consider an individual as having different needs, abilities, and aspirations from others..... 0 1 2 3 4
30. I get others to look at problems from many different angles..... 0 1 2 3 4
31. I help others to develop their strengths..... 0 1 2 3 4
32. I suggest new ways of looking at how to complete assignments..... 0 1 2 3 4
33. I delay responding to urgent questions ..... 0 1 2 3 4
34. I emphasize the importance of having a collective sense of mission ..... 0 1 2 3 4
35. I express satisfaction when others meet expectations ..... 0 1 2 3 4
36. I express confidence that goals will be achieved ..... 0 1 2 3 4
37. I am effective in meeting others' job-related needs ..... 0 1 2 3 4
38. I use methods of leadership that are satisfying..... 0 1 2 3 4
39. I get others to do more than they expected to do ..... 0 1 2 3 4
40. I am effective in representing others to higher authority..... 0 1 2 3 4
41. I work with others in a satisfactory way..... 0 1 2 3 4
42. I heighten others' desire to succeed ..... 0 1 2 3 4
43. I am effective in meeting organizational requirements..... 0 1 2 3 4
44. I increase others' willingness to try harder ..... 0 1 2 3 4
45. I lead a group that is effective ..... 0 1 2 3 4

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## Multifactor Leadership Questionnaire Rater Form

Your Name \_\_\_\_\_ Duty Station \_\_\_\_\_

Name of Leader: \_\_\_\_\_ Date: \_\_\_\_\_

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

This questionnaire is used to describe the leadership style of the above-mentioned individual as you perceive it. 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 the person you are describing. Use the following rating scale:

**0 - Not at all**

**1- Once in a while**

**2 - Sometimes**

**3 - Fairly often**

**4- Frequently, if not always**

### *The Person I Am Rating. . .*

1. Provides me with assistance in exchange for my efforts ..... 0 1 2 3 4
2. Re-examines critical assumptions to question whether they are appropriate..... 0 1 2 3 4
3. Fails to interfere until problems become serious ..... 0 1 2 3 4
4. Focuses attention on irregularities, mistakes, exceptions, and deviations from standards .. 0 1 2 3 4
5. Avoids getting involved when important issues arise..... 0 1 2 3 4
6. Talks about his/her most important values and beliefs..... 0 1 2 3 4
7. Is absent when needed..... 0 1 2 3 4
8. Seeks differing perspectives when solving problems ..... 0 1 2 3 4
9. Talks optimistically about the future..... 0 1 2 3 4
10. Instills pride in me for being associated with him/her..... 0 1 2 3 4
11. Discusses in specific terms who is responsible for achieving performance targets ..... 0 1 2 3 4
12. Waits for things to go wrong before taking action..... 0 1 2 3 4
13. Talks enthusiastically about what needs to be accomplished..... 0 1 2 3 4
14. Specifies the importance of having a strong sense of purpose ..... 0 1 2 3 4
15. Spends time teaching and coaching ..... 0 1 2 3 4
16. Makes clear what one can expect to receive when performance goals are achieved..... 0 1 2 3 4
17. Shows that he/she is a firm believer in "If it ain't broke, don't fix it." ..... 0 1 2 3 4
18. Goes beyond self-interest for the good of the group..... 0 1 2 3 4
19. Treats me as an individual rather than just as a member of a group ..... 0 1 2 3 4
20. Demonstrates that problems must become chronic before taking action..... 0 1 2 3 4
21. Acts in ways that builds my respect ..... 0 1 2 3 4
22. Concentrates his/her full attention on dealing with mistakes, complaints, and failures ..... 0 1 2 3 4
23. Considers the moral and ethical consequences of decisions ..... 0 1 2 3 4
24. Keeps track of all mistakes ..... 0 1 2 3 4
25. Displays a sense of power and confidence..... 0 1 2 3 4
26. Articulates a compelling vision of the future..... 0 1 2 3 4
27. Directs my attention toward failures to meet standards ..... 0 1 2 3 4

28. Avoids making decisions.....	0	1	2	3	4
29. Considers me as having different needs, abilities, and aspirations from others.....	0	1	2	3	4
30. Gets me to look at problems from many different angles .....	0	1	2	3	4
31. Helps me to develop my strengths.....	0	1	2	3	4
32. Suggests new ways of looking at how to complete assignments .....	0	1	2	3	4
33. Delays responding to urgent questions.....	0	1	2	3	4
34. Emphasizes the importance of having a collective sense of mission .....	0	1	2	3	4
35. Expresses satisfaction when I meet expectations .....	0	1	2	3	4
36. Expresses confidence that goals will be achieved.....	0	1	2	3	4
37. Is effective in meeting my job-related needs.....	0	1	2	3	4
38. Uses methods of leadership that are satisfying .....	0	1	2	3	4
39. Gets me to do more than I expected to do .....	0	1	2	3	4
40. Is effective in representing me to higher authority .....	0	1	2	3	4
41. Works with me in a satisfactory way.....	0	1	2	3	4
42. Heightens my desire to succeed.....	0	1	2	3	4
43. Is effective in meeting organizational requirements.....	0	1	2	3	4
44. Increases my willingness to try harder .....	0	1	2	3	4
45. Leads a group that is effective .....	0	1	2	3	4

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### Appendix B: 33-Item Emotional Intelligence Scale

- (1) I know when to speak about my personal problems to others
- (2) When I am faced with obstacles, I remember times I faced similar obstacles and overcame them
- (3) I expect that I will do well on most things I do
- (4) Other people find it easy to confide in me
- (5) I find it hard to understand the non-verbal message of other people\*
- (6) Some of the major events of my life have led me to reevaluate what is important and not important
- (7) When my mood changes, I see new possibilities
- (8) Emotions are one of the things that make my life worth living
- (9) I am aware of my emotions as I experience them
- (10) I expect good things to happen
- (11) I like to share my emotions with others
- (12) When I experience a positive emotion, I know how to make it last
- (13) I arrange events others enjoy
- (14) I seek out activities that make me happy
- (15) I am aware of the non-verbal messages I send to others
- (16) I present myself in a way that makes a good impression on others
- (17) When I am in a positive mood, solving problems is easy for me
- (18) By looking at their facial expressions, I recognize the emotions people are experiencing
- (19) I know when my emotions change
- (20) When I am in a positive mood, I am able to come up with new ideas
- (21) I have control over my emotions
- (22) I easily recognize my emotions as I experience them
- (23) I motivate myself by imagining a good outcome to tasks I take on
- (24) I compliment others when they have done something well
- (25) I am aware of the non-verbal messages other people send
- (26) When another person tells me about an important event in his or her life, I almost feel as though I have experienced this event myself
- (27) When I feel a change in emotions, I tend to come up with new ideas
- (28) When I am faced with a challenge, I give up because I believe I will fail\*
- (29) I know what other people are feeling just by looking at them
- (30) I help other people feel better when they are down
- (31) I use good moods to help myself keep trying in the face of obstacles
- (32) I can tell how people are feeling by listening to the tone of their voice
- (33) It is difficult for me to understand why people feel the way they do\*

Note: The authors permit free use of the scale for research and clinical purposes.

\*These items are reverse scored

Respondents use a 5-point Likert-scale where “1” represented “strongly disagree” and 5 represented “strongly agree”.

Appendix C: Letter from N5, Commander, Navy Recruiting Command

**DEPARTMENT OF THE NAVY**  
**NAVY RECRUITING COMMAND**  
**5722 INTEGRITY DR.**  
**MILLINGTON, TENNESSEE 38054-5057**

Ser N5B/09091  
29 Jul 08

From: Director, Strategic Plans, Research and Analysis (N5)

Subj: RESEARCH STUDY ON RECRUITING LEADERSHIP STYLE AT NAVY  
RECRUITING DISTRICTS

Encl: (1) Dissertation Proposal by Captain David A. Murray of  
May 08

1. Commander, Navy Recruiting Command (CNRC) often claims the success or failure of a Navy Recruiting District (NRD) is due to its leadership, however there has been no research to validate this claim. To investigate this, CNRC N5 is partnering with Captain Dave Murray, Commanding Officer, NROTC Houston Consortium and former Commanding Officer, NRD Miami, to conduct research measuring the leadership styles within your individual NRD's and correlate those results with recruiter performance. I ask that you fully support Captain Murray in the conduct of this research project.

2. Captain Murray will be contacting you in the near future to implement his study plan. In brief, the study will survey six geographically separated NRD's (Richmond, Miami, Chicago, Houston, Portland and San Diego) with the Multi-factor Leadership Questionnaires (MLQ). Captain Murray will coordinate directly with each of the listed NRD Commanding Officer's and have the questionnaire administered during your annual fall meetings and award's banquet. The MLQ will identify individual leadership styles, from transformational down through Laissez-faire of the CO's, XO's, EPO's, CR's, Zone Supervisors and RinC's. It is our hope that comparing leadership style to recruiter production will provide an indication of which leadership style is most effective in the dynamic and challenging recruiting environment.

3. The results of this study could be extremely beneficial and evolve our leadership training programs within CNRC. If we understand what leadership style(s) is most effective within recruiting (i.e., transformational, transactional, or a combination of both), then we can place additional emphasis on our training and influence assignments of Recruiting managers based on leadership style. The additional training will provide a higher likelihood of success and improved productivity. Thank you in advance for supporting this research project.

4. Should you have additional questions not answered in this letter, please contact Commander Lepine at (901) 874-9461, email: [brian.m.lepine@navy.mil](mailto:brian.m.lepine@navy.mil), Mr. John Noble, N5 Director of Research (901) 874-9290, email: [john.noble@navy.mil](mailto:john.noble@navy.mil), or Captain Murray (713) 348-4825, email: [david.a.murray@rice.edu](mailto:david.a.murray@rice.edu).



B. M. LEPINE  
CDR USN  
By direction

## Appendix D: Procedures Document

From: Captain Dave Murray, USN, Principal Investigator  
To: Educational Services Officer, participating NRDs.  
Via: Commanding Officer, participating NRDs.

Subj: Procedures for administering the Multifactor Leadership Questionnaire (MLQ-5X) surveys.

The following procedures should be used when administering the MLQ-5X and the 33-item Emotional Intelligence Survey (if required).

1. Distribute Informed Consent Document. While this study is expected to benefit Navy Recruiting, it still requires voluntary participation. During this first step, stress the voluntary nature of this study.
2. Distribute the MLQ-5X rater survey to all recruiters.
3. Distribute both the MLQ-5X rater and leaders surveys to all RINC's, Zone Supervisors, Chief Recruiter; Enlisted Production Officer, and Commanding Officer.
4. Distribute, if notified in advance by the primary researcher, the 33-item Emotional Intelligence Survey to all.
5. State that this is an exploratory study and no one leadership style is preferred. Request honest answers to all questions.
6. Collect all surveys.
7. Seal, safe guard and mail all surveys to the primary researcher at:  
CAPT Dave Murray  
Commanding Officer  
NROTC Houston Consortium  
6100 Main Street, MS-556  
Rice University  
Houston, Texas 77005-1892

Marked: Leadership Survey Enclosed

8. If you have any questions, please call CAPT Murray at 281-667-5215.

Thanks for your assistance!

D. A. Murray

Appendix E: Informed Consent Letter  
**INFORMED CONSENT DOCUMENT**

Exploring and Examining the Relationship between Leadership Styles and Recruiting Effectiveness within the U.S. Navy Consent Form.

You are invited to be in this research study because of your experience as a U.S. Navy Recruiter. We ask that you read this document and ask any questions you may have before agreeing to be in the study. This study is being conducted by Captain D.A. Murray, USN as partial fulfillment of Northcentral University PhD requirements and in support of Navy Recruiting Command.

**Background Information:** The purpose of this study is to explore the relationship between leadership styles and recruiter effectiveness beginning from the first-level supervisory position and continuing through the commanding officer position. As this study is exploring the relationship between leadership style and recruiter effectiveness, no one leadership style is preferred.

**Procedure:** If you agree to be in this study, we will ask you to answer the 45 questions listed in the multifactor leadership questionnaire version 5X (MLQ-5X) for raters. If you are in a leadership position, we ask you to answer both the MLQ-5X rater survey and the MLQ-5X Leader survey. Additionally, if identified by the researcher, answer the 33 questions listed in the emotional intelligence scale survey.

**Risks and Benefits of Being in the Study:**

The study has the following risks: Mental stress and breach of confidentiality. While the risks to subjects participating in this study are low, one of the potential risks to subjects in this study is the possibility of increased mental stress. A part of cooperating in this study, you will be asked questions regarding your superior's leadership style. While the results of these questions will be coded for confidentiality and only available to the researcher, the potential for increased mental stress does exist.

**Confidentiality:** The records of this study will be kept private. The published report will not include any information that will make it possible to identify a subject. Only the primary researcher will have access to completed surveys and scoring key.

**Benefits:** While the potential exists that this study will eventually benefit Navy Recruiting, it is doubtful that survey participants will receive any immediate benefits.

**Voluntary Nature of the Study:** Your decision whether or not to participate will not affect your current or future relations with your recruiting district nor with Commander, Navy Recruiting Command. If you decide to participate, you are free to withdraw at any time without affecting those relationships.

**New Information:** None at this time

**Contacts and Questions:** If you have any questions or concerns regarding the study contact the principal researcher Captain D.A. Murray, USN, Commanding Officer, NROTC Houston Consortium at 281-667-5215 or his Northcentral University's faculty advisor, Dr. Janice Spangenburg at [jspangenburg@ncu.edu](mailto:jspangenburg@ncu.edu)

You may ask any questions you have now.

If you decide to participate, you are free to withdraw at any time without affecting those relationships.

If desired, you will be given a copy of this form to keep for your records.

Statement of Consent:

I have read the above information. I have asked questions and have received answers. I consent to participate in the study.

Signature \_\_\_\_\_ Date \_\_\_\_\_

Signature of Investigator or Person Obtaining Consent \_\_\_\_\_  
Date \_\_\_\_\_

### Appendix F: IRB Application

## APPLICATION FOR THE REVIEW OF RESEARCH INVOLVING HUMAN SUBJECTS

This form should be completed by NCU Learners, Mentors, and Staff planning to conduct dissertation or other research involving human subjects. This includes any research in which data from human subjects will be or have been collected. Thus, researchers using secondary data (e.g., survey archives or archived records) must complete this application. **Your proposed research may not proceed unless approved by the IRB.**

**Submission Instructions:** E-mail an electronic copy of the completed IRB Application, proposal, and attachments to [irb@ncu.edu](mailto:irb@ncu.edu) in the following format:

- IRB Application should be saved as:** Last name of Principal Investigator)\_IRB\_year.  
*Example = Hernandez\_IRB\_2007.* Note: For dissertation research, the Learner is the Principal Investigator.
- Email subject heading:** IRB Application LastName.
- Attachments:** Include all attachments.
- You may submit these materials via postal or an express mail service. Please use the e-mail instructions to notify the IRB that the application has been mailed.**  
*Submit the original and 2 copies..*
- DO NOT SUBMIT IN PDF FORMAT OR AS ZIPPED FILES.**

**Allow at least two weeks and as long as five weeks for the IRB to review your application. Because you may be asked to submit a revised application, submit your materials well in advance of the time that you plan to begin your research. Before research starts the PI must take the Ethics Tutorials and submit certification.**

---

### SECTION I: Type of Research (Refer to Attached Description) CLICK ON CHECK BOX

Category 1: Exempt Review       Category 2: Expedited Review       Category 3: Full Review

### SECTION II:

<b>1. Name of Principal Investigator:</b>	<b>Phone:</b>	<b>Email:</b>
David A Murray	281-667-5215	Dave-jane_murray@msn.com
<b>2. Responsible Supervising Faculty Mentor:</b>	<b>Phone:</b>	<b>E-mail:</b>
Janice Spangenburg		jsspangenburg@ncu.edu

<b>3. Program / Major:</b> Ph.D. Business Administration - Management	<b>4. Sponsoring Organization (if applicable):</b> Commander, Navy Recruiting Command (CNRC)
<b>5. Contact at Sponsoring Organization:</b> CDR Brian Lepine, Director, Strategic Plans, Research and Analysis (N5)	

<b>7. Title of Project (i.e., Dissertation Title or Title Provided to Subjects)</b> Examining the Relationship between Leadership Style and Navy Recruiting Effectiveness.	<b>Project Start Date:</b> January 1, 2009	<b>Planned End:</b> March 31st, 2009
---	---	---

8. Principle Investigator is (CLICK ON CHECK BOX):  Graduate Learner  Faculty/Staff  Undergraduate

9. This application is for (PLEASE SELECT FROM LIST BY CLICKING ON TEXT): New Project

10. Age Range of Subjects: 22-45      11. Estimated # of Subjects/Participants: 1375

12. Type of subject:  Adult  Non-student  Minor  College Student  Other (describe):

13. Subjects:  Normal Volunteers  In-patients  Out-patients  
 Pregnant women & fetuses  Prisoners  Mental disability  DSM diagnosis:

### APPLICATION FOR THE REVIEW OF RESEARCH INVOLVING HUMAN SUBJECTS

#### SECTION III:

**DIRECTIONS:** Please check the appropriate response for questions 14 to 17. Please be brief and concise in your responses to each of these questions. Failure to respond to any questions will cause significant delays.

14. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Will subjects receive payment or extra credit point compensation for participation? If yes, detail amount, form, and conditions of award.
---	---

Explanation:

15. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Will access to subjects be gained through cooperating institution? If yes, indicate cooperating institution and attach copy of approval letter from that institution. (e.g. Copy of institution's IRB approval, copy of approval letter from school board, etc.)
---	--

Explanation: Commander, Navy Recruiting Command (letter attached)

16. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Does this project involve investigator(s) at another institution? If yes, identify investigator(s) and institution and attach copy of agreement to cooperate.
---	---

Explanation:

17. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Will the subjects be deceived, misled, or have information about the project withheld? If so, identify the information involved, justify the deception, and describe the debriefing plan if there is one.
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**Explanation:**

**DIRECTIONS:** In a total of no more than four pages, please answer the questions 18-23. Please be brief and concise in your responses to each of these questions. Failure to respond to any questions will cause significant delays.

**Research Protocol Description (Please attach surveys and instruments to the IRB Application - separate files are acceptable):**

**18. Describe the objectives and significance of the proposed research below.**

The purpose of the proposed quantitative method and correlational design study is to examine the relationship of transformational and transactional leadership styles, within the existing hierarchal levels of Navy Recruiting, has on recruiting production.

Leadership within an organization's recruiting component is critical, as recruitment is the number one human resources challenge. For the United States Navy, the recruiting challenge is one of the Navy's top priorities and is vital to the success of the Navy with approximately 11% of the active duty Fleet replaced each year with new recruits. According to Admiral Mike Mullen, then Chief of Naval Operations, finding qualified replacements is a tough challenge when only 30% of high school graduates meet the moral, mental, and physical fitness qualification standards of the United States Navy. This same population is actively recruited by the sister services, corporate America, and colleges and universities. Additionally, Admiral Mullen stated that finding and recruiting qualified personnel with the right mix of education, diversity, and skill sets from that limited available replacement personnel pool is further complicated in today's era of diminished propensity for military service

**19. Describe methods for selecting subjects and assuring that their participation is voluntary. Attach a copy of the consent form that will be used. If no consent form will be used, explain the procedures used to ensure that participation is voluntary. Note: This information is particularly important in determining that there is no actual or implied coercion to participate. (See attached information on consent forms)**

This proposed dissertation will study U.S. Naval personnel assigned as recruiters to Commander, Navy Recruiting Command. Six of the 26 Naval Recruiting Districts (NRD), Richmond, Miami, Chicago, Houston, San Diego, and Portland were selected to participate for geographic separation and for a 50 percent mix of Fleet and non-Fleet concentration areas. Participants from each NRD will be screened for morale issues with the annual internal organizational climate survey instrument each NRD conducts along with the 33-item Emotional Intelligence Scale (attached). Production data from identified recruiters with morale issues will be removed from the data analysis to reduce skewing results. The attached consent form will be used.

**20. Describe the details of the procedures that relate to the subject's participation below. Attach copies of all questionnaires or test instruments.**

Research data will be collected by means of the MLQ-5X survey instrument (attached). The survey will be forwarded to the Commanding Officer of each participating NRD, with a cover letter from the Commander of Navy Recruiting explaining the purpose of this research (attached). An additional letter from the primary researcher will detail the exact procedures on how to administer the surveys to maintain



confidentiality (attached). As mentioned in Item 19 included with the surveys will be the participants' informed consent agreement form (attached). It is anticipated that the Commanding Officer for each participating NRD will administer the survey instruments during either their annual training conference or their quarterly production conferences.

The participants simply place their name on the answer sheet and then shade in their Likert scale answer for each of the 45 questions of MLQ5X survey. The surveys take approximately 15 minutes to complete and can be done without severely impacting the NRD training or production schedule. After completing the survey, the participants turn in both their surveys and their answer sheets to an officer designated by their Commanding Officer, sealed and returned to the primary researcher.

**21. Describe below the methods that will be used to ensure the confidentiality of all subjects' identities and the stored data (include how data will be handled after research is completed). Confidentiality of data is required.**

Included in the primary researcher's letter to the Commanding Officer will be a request that the Commanding Officer forward the enclosed survey instruments to their Educational Services Officer (ESO) and stress to the ESO the need to maintain confidentiality. According to the Chief of Naval Operations, one of the ESO's roles in the command is to administer promotion exams, which require safeguarding until both the test and the answers are returned to the national headquarters for scoring. Therefore, the ESO is already trained in proper procedures to protect the completed survey instruments. The ESO will be instructed to mail the completed survey instruments directly to the primary researcher.

The Commanding Officer will read a short letter explaining the purpose of the investigation, stress the volunteer nature of the research, the confidentiality of the investigation, and that no-one particular leadership style is preferred. The Commanding Officer will then turn over the proceedings to the ESO. Upon completion of the surveys, the ESO will collect and seal all surveys and then will mail the completed surveys back to the researcher.

The primary investigator will request the additional recruiter production documentation and the Command Climate survey from each participating NRD's Commanding Officer. The primary investigator will then collate the survey results to the additional data to begin analysis. Confidentiality will be maintained, as only the primary investigator will have access to the scoring key, completed surveys, and production data.

**22. Describe below the risks to the subjects and precautions that will be taken to minimize the risks to the subjects. Risk goes beyond physical risk and includes risks to the subject's dignity and self-respect, as well as psychological, emotional, employment, legal, and/or behavioral risk. (Note: There is always minimal risk (s) associated with a project.)**

The two primary risks to participants in this research are violation of participant privacy and breach of confidentiality. To prevent undue influence over this captive audience, Naval personnel only, the primary researcher will obtain informed consent. The consent form will stress that participation is voluntary. Additionally, the consent form will address breach of confidentiality, by informing the participant that the primary researcher will maintain confidentiality as only the primary researcher will have access to

the survey instrument scoring key, the completed surveys, and recruiter production data. Published results will not include participant identifying data.

**23. Describe below the benefits of the project to science and/or society. Also describe benefits to the subject, if any exist. The IRB must have sufficient information to make a determination that the benefits outweigh the risks of the project.**

This proposed study is expected to add to the body of leadership knowledge by identifying the correlation between leadership styles and recruiting production in an increasing challenging recruiting environment. All recruiting organizations, including college and universities or corporate America and large organizations with widely disbursed sales-forces will gain a solid foundation with which to base manager selection requirements or institute manager training programs to improve recruiting or sales production.

However, it is anticipated that the research process, including presenting conclusion to the Commander of Navy Recruiting Command, will take at least one year. Consequently, at least one-third of those recruiters who participated in the research will have transferred back to the Fleet and will not benefit from any potential subsequent leadership style training or changes in leadership.

The proposed study's findings could be used to potentially compliment and contribute to the knowledge gleaned from four previous studies. The first study by Masi and Cooke (2000) was a limited study of leadership styles and recruiter productivity within the U.S. Army Recruiting Command. Exploring and examining the association of leadership styles on employee productivity by proximity to their leaders will provide insights applicable to other organizations with geographically disbursed leaders and employees and will compliment the studies Avolio, Zhu, Koh, and Bhatia, (2004) and Klienman (2004) and the study by Lyon (2003) on virtual team leadership. The proposed study could also compliment the study by Mackenzie, Podiakoff, and Rich (2001), of leadership and salesperson performance, as recruiting is similar to sales in that both the recruiter and the salesperson are exercising influence over individuals. Lastly, the proposed study could compliment the study by Trombetta (2006) of transformational leadership applied in a transactional-based organization.

## **APPLICATION FOR THE REVIEW OF RESEARCH INVOLVING HUMAN SUBJECTS**

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### *SECTION IV – INVESTIGATOR ASSURANCES*

This protocol review form has been completed and typed. I am familiar with the ethical and legal guidelines and regulations (i.e. The Belmont Report, The Code of Federal Regulations Title 45 Part 46, and NCU Policy) and will adhere to them. Should material changes in procedure involving human subjects become advisable, I will submit them to the IRB for review prior to initiating the change. I understand that I am to notify the IRB when the project is completed. Furthermore, if any problems involving human subjects occur, I will immediately notify the IRB. I understand that IRB review must be conducted annually and that continuation of the project beyond one year requires resubmission and review.

Principal Investigator \_\_\_\_\_ / Date \_\_\_\_\_ Supervising Faculty Mentor \_\_\_\_\_ / Date \_\_\_\_\_  
End of Application

## Appendix G: MLQ-5X Scoring Key

Attribute	Abbreviation	Questions
Transformational Leadership	TF	
Idealized Influence (Attributed)	IIA	10, 18, 21, 25
Idealized Influence (Behavior)	IIB	6, 14, 23, 34
Inspirational Motivation	IM	9, 13, 26, 36
Intellectual Stimulation	IS	2, 8, 39, 32
Individual Consideration	IC	15, 19, 29, 31
Transactional Leadership	TA	
Contingent Reward	CR	1, 11, 16, 35
Mgmt by Exception (Active)	MBEA	4, 22, 24, 27
Laissez-faire Leadership	LF	
Mgmt by Exception (Passive)	MBEP	3, 12, 17, 20
Laissez-faire	LF	5, 7, 28, 33
Extra Effort	EE	39, 42, 44
Effectiveness	EFF	37, 40, 43, 45
Satisfaction	SAT	38, 41

## Appendix H: Survey Response Rates

NRD	Number Recruiters Surveyed	Number responded	Usable Surveys	Effective Response Rate
Chicago	270	194	194	72%
Houston	180	136	116	64%
Miami	160	75	34	21%
Portland	105	103	70	67%
Richmond	190	190	172	91%
San Diego	295	132	120	41%
Total	1200	830	706	59%

## Appendix I: Comparison of Normative Sample to Navy Recruiting Sample

Leadership	Normative		NRD	
Style & Attribute	Sample Mean / SD		Sample Mean / SD	
IIA	2.94	0.78	3.03	0.66
IIB	2.77	0.77	3.03	0.60
IM	2.92	0.76	3.15	0.64
IS	2.78	0.71	2.75	0.60
IC	2.85	0.78	2.80	0.63
TF Total	2.85		2.98	
CR	2.87	0.70	3.04	0.59
MBEA	1.67	0.88	2.53	0.50
TA Total	2.27		2.84	
MBEP	1.03	0.75	1.31	0.52
LF	0.65	0.67	0.87	0.58
LF Total	0.84		1.01	
EE	2.74	0.86	2.94	0.70
EFF	3.07	0.72	3.09	0.64
SAT	3.08	0.83	2.94	0.77

## Appendix J: Comparison of Normative Sample to Individual NRD Samples

Leadership style	2004 Normative Sample	NRD Chicago	NRD Houston	NRD Miami	NRD Portland	NRD Richmond	NRD San Diego
TF	2.85	3.06	3.08	2.99	2.83	2.97	3.03
TA	2.27	2.83	2.92	2.96	2.58	2.85	2.84
LF	0.84	0.95	0.82	1.26	1.11	1.00	1.21
EE	2.74	3.08	3.04	2.87	2.76	2.93	3.00
EFF	3.07	3.23	3.15	3.22	2.95	3.06	3.19
SAT	3.08	3.08	3.08	3.11	2.86	2.98	3.11

## Appendix K: Comparison of Normative Sample to Leadership Levels Samples

Leadership style	2004 Normative Sample	RINC (1 <sup>st</sup> – tier), (n=101)	ZS (2 <sup>nd</sup> – tier), (n=27)	CR (HQ), (n=6)	EPO (HQ), (n=6)	CO (HQ), (n=6)
TF	2.85	3.01	2.88	3.08	2.85	3.44
TA	2.27	2.80	2.80	2.99	2.68	2.99
LF	0.84	1.03	1.04	1.00	1.01	0.91
EE	2.74	2.98	2.85	3.09	2.70	3.46
EFF	3.07	3.16	2.92	3.35	3.12	3.52
SAT	3.08	3.08	2.81	2.89	3.03	3.47



## Appendix L: Comparison of Leadership Positions to Production

Leadership Style	Combined (n=146) Mean	RINC (1 <sup>st</sup> -tier) (n=101) Mean	ZS (2 <sup>nd</sup> -tier) (n=27) Mean	CO (HQ)(n=6) Mean
TF	3.00	3.04	2.86	3.44
TA	2.81	2.82	2.86	2.99
LF	1.03	1.02	1.11	0.91
EE	2.97	3.17	2.98	3.55
EFF	3.14	3.25	3.05	3.56
SAT	3.03	3.25	2.98	3.55
Production	118.45	117.88	115.96	125.68

## Appendix M: Comparison of Leadership Styles to Production

Leadership Styles	Combined (n=146)	High TF & TA (n=69)	High TF (n=39)	High TA (n=4)	No strong leadership attributes (n=34)
	Mean SD	Mean D	Mean SD	Mean SD	Mean SD
TF	3.00	3.26	3.23	2.72	2.26
TA	2.81	3.16	2.61	3.23	2.27
LF	1.03	0.93	0.83	1.00	1.44
EE	2.97	3.28	3.34	2.92	1.93
EFF	3.14	3.38	3.49	2.84	2.26
SAT	3.03	3.27	3.49	2.66	2.09
Production	118.45	115.80	125.35	119.23	115.97

## Appendix N: Comparison of RINC Leadership Styles to Production

RINC Leadership Styles	TF & TA (n=47)	Very High TF & TA (n=22)	TF (n=34)	Very High TF (n=5)	Combined Very High TF and Very High TF & TA (n=30)
	Mean	Mean	Mean	Mean	Mean
TF	3.07	3.67	3.17	3.64	3.67
TA	3.00	3.50	2.60	2.67	3.42
LF	1.10	0.59	0.88	0.66	0.59
EE	3.09	3.68	3.27	3.81	3.70
Effectiveness	3.19	3.79	3.45	3.79	3.77
Satisfaction	3.07	3.72	3.43	3.90	3.75
Production	115.90	115.57	127.30	112.10	117.61