

**EXAMINING THE RELATIONSHIP BETWEEN LEADERSHIP STYLES AND THE  
IMPLEMENTATION OF STRATEGIC MANAGEMENT IN HIGHER EDUCATION IN  
JORDAN: A COMPARISON OF PUBLIC AND PRIVATE UNIVERSITIES**

Dissertation presented to the Faculty of the  
California School of Professional Psychology

Alliant International University

San Diego

In Partial fulfillment of the requirements for the degree

DOCTOR OF PHILOSOPHY

IN

LEADERSHIP

By

Muna O. Alsheleh

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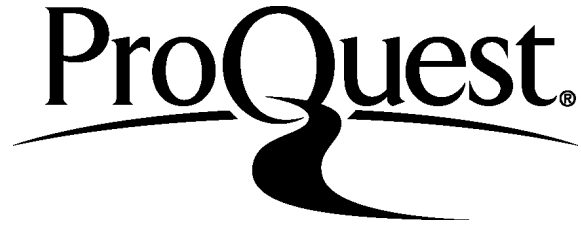
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Approved by:

John Kantor, Ph., D., Chairperson

Saba Ozyurt, Ph., D

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### **Dedication**

To my father, may God bless your soul!

To my Mom, thank you for your constant love and encouragement!

To my Husband, thank your love and patience!

To my children, Rana, Khaldoon and Anas, thank for supporting me in my goal!

To all the around the world who have lost the opportunity to go to school, I pray that the doors to education will open to you in the future!

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I would also like to thank all the faculty members in Jordanian universities who participated in my research study and who subsequently made my research possible.

Most importunately, I want to express my appreciation to my mother for all her prayers, support, and encouragement throughout my life and to my husband Hussain and children for their love and support during this challenging time. I would be remiss if I did not afford my husband and my children the credit they deserve. They have patiently waited to spend quality time with me. They have understood my objectives and made them their own by helping and reassuring me all the time that I would reach my goal.

### **Abstract**

This study examined the relationship between the implementation of strategic management (ISM) and the transformational and transactional leadership styles in higher education in Jordan. It investigated the differences that exist between public and private institutions of higher education in the implementation of strategic management. It looked at the style characteristics of both transformational and transactional leadership to see if they had different effects on the successful implementation of strategic management. It also focused on determining which of these two leadership styles was the most successful at improving the implementation of strategic management in Jordanian universities. The results showed that leaders in higher education in Jordan have features of both the transactional and transformational leadership styles and that the leadership style of the leaders in higher education in Jordan was more transformational than transactional.

The results showed that higher education in Jordan has had average success in the implementation of strategic management. However, private universities have had more success with ISM than have public universities. The results also revealed that the transformational leadership style was significantly more effective in the successful ISM than the transactional leadership style was.

*Keywords:* Transformational, Transactional, Leadership.

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## CHAPTER I

### Introduction

Today's institutions of higher education face many challenges. They function in an unstable and dynamic business environment and must work hard to maintain a competitive advantage. They have to maintain their facilities, keep up with technological developments, foster close relationships with other institutions, develop organizational policies, and promote open lines of communication between the institution's administration and academic departments (Mishra, 2007; Stukalina, 2014).

The concept of leadership styles is an important subject that has occupied the efforts of researchers and experts from ancient times until now (Yukl, 2013). Strategic management is an important challenge for Leadership whereby the leader's institution could improve the organizational performance by creating a vision, developing a mission, formulating, implementing, and evaluating strategic management to generate higher performance (Arthur & Thompson, 1998).

A leader's style of leadership impacts his/her relationship with subordinates and greatly affects the way organizations implement the strategic management processes (Al-Khasawneh, 2013). A leader is distinguished from others by his/her own traits and skills which make up his/her leadership style. Most leaders arrive in their positions through the possession of functional skills and traits that enable them to efficiently achieve the organization's goals. They have the ability to influence subordinates by urging and motivating them to work and achieve the objectives of the organization (Yukl, 2013). However, there is a mutual relationship between institutions of higher education and their leaders.

Many institutions of higher education around the world focus on developing leaders by offering specialized study programs in leadership (Hill, 2006). In turn, the leaders of these institutions of higher education also focus on improving their institutions by developing and implementing strategic management processes that will achieve their organizations' objectives.

Strategic management is a combination of science and art that raises the institution's chances of success as it involves detailed planning of each and every variable of the institution that can help in the accomplishment of objectives (Afsar, 2011). An organization cannot implement strategic management processes without an effective leader. An effective leader has the qualities of intellect, personality and character that enable him/her to develop his/her subordinates by educating and training them so that they are able to perform the tasks and functions needed for their jobs (Raisor, 2011). He/she must have training in strategic management so that he/she is capable of addressing problems and challenges in the working environment with strategic management processes. He/she must be able to control and develop the talents of the institution's employees. Doing this can result in innovative ideas, perspectives and considerations which can lead to improvements in strategic processes and bring prosperity to an institution. The relationship between the implementation of strategic management and the style of a leader is as important for institutions of higher education because of the risk that a "fit" may not exist between them. It is highly important that the style of an organization's leader align with the way it implements strategic management processes (Reid, 2005).

Al-Daboubi (2010) asserted that education in developing countries, including Arab countries, is facing crisis. Structural reform policies and political instability have strained



budgets of institutions. In addition, youth unemployment and a brain drain have undermined confidence in higher education. Masri and Wilkens (2011) have stated that there are three key challenges facing higher education in the Middle East and the North African region. The first is quality. The number of students seeking entry into the tertiary system has been increased. This has put incredible pressure on higher education systems across the region because the focus has been on increasing quantity rather than improving quality. In spite of successful efforts to increase higher education enrollment, enrollment ratios are still low in several countries, and the regional average is still low by international standards (Masri & Wilkens, 2011).

The second challenge is governance. In Middle Eastern countries, governance structures for institutions of higher education have not adapted to modern demands for change. Higher education institutions are managed as extensions of high state authoritative offices in the absence of laws that enable and facilitate autonomy and transparency in educational institutions. The third challenge is educational outcomes. Middle Eastern countries are steeped in their own cultural and linguistic traditions which has resulted in less development in higher educational institutions (Masri & Wilkens, 2011). For example, Middle Eastern countries lack clear regulations on which to build realistic, coherent educational policies. This has led to a lack of a clear strategy for higher education (Al-Rashdan, 2009). As a result, the broader goals of society has not been effectively served (Masri & Wilkens, 2011).

Higher education in Jordan needs to focus on carrying out studies to identify the cultural dimensions, values, beliefs and perceptions that will motivate administrators and faculty to develop plans and programs that can assist in the unification of the identified

values and beliefs. The anticipated result is that there will be an increase in the commitment of administrators and faculty and an improvement in their performance (Afanah, Khaireddin, Sanjuq & Qaddoumi, 2014).

Jordan is one of the smallest economies in the Middle East. Close to 15% of the population lives below the poverty line. Because it has limited natural resources, it depends on bringing in highly-skilled workers to work in industry and thus improve its economy. For the last three decades, it has invested in many sectors of education in order to be able to produce a capable workforce. It spends 6.4% of its GDP and 13.5% of its total government spending on education, which is higher than the average for countries with similar populations and income levels (Abo-Qudais, Abu Qudais, Mrayyan, & Al-Khadrawi, 2013). Higher education in Jordan began in the 1960s when numerous teacher colleges were established throughout the country. University of Jordan was the first university in Jordan. Yarmouk University followed in 1976, and several public universities have been founded in different areas of the Kingdom since that time.

In 1989, the Council of Higher Education endorsed the first document authorizing the founding of private universities, and by 1990, the first Jordanian private university was established. It was followed by twelve more private universities. Students at the undergraduate level have the option to select from 59 different programs in the Arts, Business Management, Engineering and Technology, Physical Education, Science, Medicine, Shari'a (Islamic Studies), Nursing, Agriculture, and Educational Sciences. There is graduate education for people who are interested. The Universities offer 22 doctoral programs and 61 Master's programs. There are also many other academic disciplines such as interdisciplinary Master's programs. In addition, the Universities provides 59 international programs at the

undergraduate level, and 61 international programs at the graduate level in all fields of specialization.

The universities also offer admission to individuals who wish to continue with their education while they work. Evening Studies Programs and Distance Education were established in 2001/2002 (Abu-El-Haija, n.d.). University programs combine traditional academic lecturing with the more liberal approaches of instruction that are based on dialogue, research and imaginative thinking (Abu-El-Haija, n.d.). University of Jordan has improved its Information Technologies, by adopting and implementing the principles of Total Quality Management (TQM). Thus, higher education institutions in Jordan are confronted with two important challenges i.e., increasing enrollment and decreasing financial resources (Abu-El-Haija, n.d.).

### **Statement of the Problem**

Jordan is now considered the center of the higher educations in the Middle East (El-Sheikh, Mah'd, Nassar& Al-Khadash, 2012). Increasing enrollment of students in universities in Jordan led to an increase in the number of universities in the country (Abu-El-Haija, n d), that requires administrative managers of universities to work harder to sustain a competitive advantage. Universities cannot achieve their goals without strategic management. Strategic management is the procedure of assessing both present and future environments, formulating the institutions' goals, and controlling decisions that focus on achieving these goals in the present environments (Barnat, n.d.).

However, higher education in Jordan has many barriers to the implementation of strategic management which include slowness, lack of resources, unsuitable leaders, inadequate organizational support, a lack of mechanisms for implementing change, resistance

to change among employees, and a mismatch of organizational structure with strategic management processes (Batarseh, 2014). This means that the process of strategic management has not successfully been achieved in terms of Jordan's educational objectives.

Another potential challenge for the successful implementation of strategic management in higher education that Atkinson (2006) pointed out was the effectiveness of leadership styles in terms of the strategies being implemented. Leadership styles may also play a role in both private and public higher educational universities. In other words, there may be leadership styles that are more conducive for the implementation of strategic management.

For this reason, the present study examines the impact of two styles of leadership, transformational and transactional, which this researcher believes are dominant in higher education in Jordan. The characteristics and practices of transactional and transformational leadership can contribute to raising the productivity of institutions and improving the implementation of strategic objectives (Awamleh & Al-Dmour, 2011; Judeh, 2010, Salih & Mubaideen, 2008).

### **Purpose of the Study**

This study has a three-pronged purpose. First, the study will examine the similarity and differences and how strategic management is implemented in the public and private sectors in the context of higher education in Jordan. Second, the study will explore the relationship between the successful implementation of strategic management and leadership styles. Finally, the study will examine the impact of transformational and transactional leadership styles on the implementation of strategic management.

## Research Questions and Hypotheses

The hypotheses suggest a framework for the collection and evaluation of data. It also helps in the development of knowledge by distilling evidence provided in the literature review (Armstrong, Brodie, & Parsons, 2001). The literature reviewed gave a general idea of how to formulate the hypotheses in this study.

The following research questions and hypotheses guide this study of leadership style in Jordan public and private institution of higher education.

**RQ1.** Is there significant difference between the successful implementation of strategic management for private and public universities in Jordan?

**H1.** The public universities are more successful at implementing strategic management than private universities.

**RQ2.** Is transformational leadership style more effective in the successful implementation of strategic management in higher education than transactional leadership style?

**H2.** The transformational leadership style is significantly more effective in the successful implementation of strategic management than the transactional leadership style.

**RQ3** Which subscale of the transformational leadership style is significantly more effective in successfully implementing strategic management?

**H3.** With the transformational leadership style, *intellectual stimulation* will be significantly more effective in successfully implementing strategic management than will idealized attributes, idealized behaviors, inspirational motivation, and individualized consideration.

**RQ4.** Which subscale of the transactional leadership style is significantly more effective in successfully implementing strategic management?

**H4.** With transactional leadership style, *contingent reward* will be significantly more effective in successfully implementing strategic management than will *active management-by-exception*.

### **Literature Review**

This literature review covers a 1960 -2014 year period of research and commentary that begins with (a) historical view of strategic management, (b) the process, implementation and success factors of strategic management, (c) strategic management in higher education, (d) the relationship between leadership styles and the implementation of strategic management, and the strengths and weaknesses of the transformational and transactional leadership styles.

### **History of Strategic Management**

The concept of strategic management started to develop in 1960 out of studies done on companies, bureaucracies, the science of work, and the roles of managers (Mahoney & McGahan, 2007; Nag, Hambrick, Chen, 2007). Scholars emphasized the importance of strategic management especially for organizations operating in increasingly dynamic environments. “Strategic management is a set of managerial decisions and actions that determines the long run performance of a corporation. It includes environmental scanning (both external and internal), strategy formulation (strategic or long-range planning), strategy implementation, and evaluation and control” (Thomas, & Hunger, 2012, p. 5).

Griffin (1990) suggested that the purpose of strategic management is to create strategic activities for organizational development, align an organization with its surrounding

environment, and achieve strategic objectives. Strategic management includes integrating an organization's vision, goals, policies, and tactics all together. Once the strategic vision and main policies have been identified, tools for implementation must be determined as they are necessary for managing the organization effectively. It is important for organizations to select suitable tools, which when implemented will cohesively integrate strategic and operational initiatives (Asan, 2007).

Johnson, Scholes and Whittington (2008) explained that strategic management activities have three dissimilar elements: strategic analysis, which is related with understanding the strategic position of the companies; strategic choice, which understands the basis and foundational guidelines for strategic decisions; and strategy implementation, which is related with translating strategy into action. "Strategic management is the process of examining both present and future environments, formulating the organization's objectives, and making, implementing, and controlling decisions focused on achieving these objectives in the present and future environments" (Barnat, 2014, p.1).

### **Process of Strategic Management**

According to Nedelea and Paun (2009), and Thompson and Strickland (2001), strategic management as a process, includes five steps. First, defining an organization's mission and vision is the basis for deciding what an organization can or cannot do and where it is headed. The vision clarifies what the organization wants to become in the future and what kind of enterprise it will be able to become. The mission focuses on its current business scope regarding what it is and what it can do. It should detail the company's capabilities, client focus activities and business framework. Second, strategic objectives and performance goals need to be established. Creating formal objectives adapts the direction of an

organization and leads it to specific performance targets to be achieved. It also protects it against deviation, mistakes over what to achieve and loss of purpose.

Third, it is necessary to formulate a strategy to accomplish the strategic goals and targeted outcomes. The task of formulating the strategy needs to take into account all of the relevant aspects of the organization's internal environment, which includes employee relationships and interactions with each other, employee relationships with shareholders, raw materials, resources, company structure and employee skills etc. It also considers its external environment, which includes political, social, economic, and technological factors. At this stage, leaders review information to choose a strategy that appropriately leads it to achieve its objectives. Formulating a strategy provides a framework for making decisions that lead the companies to create objectives and strategic plans. At this stage, the company has a mission statement. The organization knows about its strengths and weaknesses, so it must avoid threats and benefit from opportunities. It must also face obstacles such as changing technology, new products and loss of its position in the market.

Fourth, the selected strategic plan needs to be implemented and performed. Leaders need to address the issue of how to execute a formulated strategy while taking into account the impact of time constraints, the organization's financial and human resources, and its capabilities. Strategic management in this stage determines both what the strategy will be and how it should be put into effect. The fifth steps involves the evaluation of the performance of the strategic plan and the corrective adjustments in strategy that will need to be made; taking into account actual experience, changing conditions, new outlines and opportunities.



### **Strategic Management in Higher Education**

Higher education institutions are considered the primary place to educate future leaders who have a high level of technical capability and can contribute to the economic growth of a country. Stukalina (2014) noted that the idea of strategic management is to lead all the staff involved in the development of the institution and help them focus on the institution's image as well as its position in a new environment and its sustainable competitive advantage. The strategic management process also helps institutions of higher education identify what they want to attain and how they will achieve productive outcomes (Taylor, de Lourdes Machado & Peterson, 2008).

However, increased competition between institutions of higher education to attract and keep students has made top level management review their strategies for identifying elements and indicators of competitive advantage (Stukalina, 2014). This means that higher educational institutions cannot grow and evolve without strategic management. Likewise, strategic management provides a basis for strategy development in higher education institutions. However, they do not address all the pressing issues that education managers face today (Stukalina, 2014).

Higher education in Jordan includes all types of institutions at the post high school level. It refers to the level of education that is provided by universities and community colleges (Khader, 2009). In Jordan, the number of post-secondary level students has jumped from around 40,000 to 160,000 in just 17 years while the number of universities has increased from four to 26 (Jongsma, 2008). Community colleges offer specialized two- or three-year programs in several areas of education, which are completed upon passing of a comprehensive government exam at the end of the period of study. They seek to offer

practical education geared towards specific professions such as education, commerce, computer studies, medicine, pharmacology, hotel management, interior design, social work, nursing and midwifery (Champ, 2012). Through the ministry of finance, the government in Jordan has imposed a special tax, called the university tax, which is collected by the relevant governmental departments on a number of services and paid to universities. The amount of this tax is not enough to meet the needs of public universities. Public university students receive a better education than those in private universities. In Jordan, public universities accept mostly students with the highest grade point averages (El-Sheikh, Mah'd, Nassar, & Al-Khadash, 2012). According to El-Sheikh, Mah'd, Nassar, and Al-Khadash (2012), public universities in Jordan perform better than private universities. For this reason, the implementation of organizational strategies is one of the key factors in improving strategic management and organizational performance (Njagi, 2014).

### **Strategic Management Process Implementation Gap**

There has been very little research conducted on the implementation of strategic management in educational settings in across countries (Alexander, 1991; Noble, 1999). Scholars are aware of the gap between strategy formulation and strategy implementation. They have found several factors which affect the implementation of strategies related to an organization's structure, system, style, staff, skills and subordinate goals (Jiang & Carpenter, 2013). Alexander (1991) cited several reasons for the gap in the implementation of strategic management strategies in higher education institutions. It is less attractive than strategy formulation. Academics and experts tend to believe that anyone can implement strategic management. Employees are not exactly sure what strategic management process includes, where it starts and where it ends (Fariborz, Pavel & Sharp, 2005).

Kaplan and Norton (2001) discussed a study of 275 portfolio managers that showed that having the capability to implement strategy was more important than the strategy itself. These managers considered strategy implementation as a very important factor in organizational development. Jooste and Fourie (2009) agreed that strategy implementation is more important than strategy formulation in organizations and that the aptitude to implement a strategy in an organization is more important than the aptitude to formulate a strategy in an organization. In addition, strategy implementation is considered to be more difficult than strategy formulation, and weak strategy implementation is perceived to result in a high failure rate of change initiatives. Pella, Sumarwan and Daryanto. (2013) stated that well-formed strategic decision alone cannot produce value for an organization and its stakeholders if it is poorly implemented. Beer and Eisenstat (2000) also believed that formulating a strategy is easier than implementing it and that most organizational strategy failure occur in the implementation phase.

Strategy implementation has become a basic part of business strategies in today's international competition. However, it seems little attention has been given to particular issues and challenges in the area of higher education. Unfortunately, most research in this area focused on commercial organizations rather than educational institutions (Jiang, 2013). According to Eisenstat (1993), most organizations trying to develop new organizational capacities face many common barriers, including competence, coordination, and commitment. These barriers are often related to the following implementation problems: (1) ineffective coordination and implementation of strategic management processes, (2) staff lacks necessary or required capabilities, (3) staff receives inadequate training and instruction, and (4) department managers provide inadequate leadership and direction.

Cultural values need to be considered in the implementation of strategic management processes. Afaneh, Khairuddin, Sanjuq and Qaddoumi (2014) studied the impact of Hofstede's four cultural dimensions on middle management organizational commitment in private universities in Jordan. The four culture dimension examined were individualism vs. collectivism, masculinity vs. femininity, high power distance vs. low power distance and high uncertainty avoidance vs. low uncertainty avoidance. The study showed that individualism vs. collectivism and masculinity vs. femininity exist at a high level in private Jordanian universities whereas power distance and uncertainty avoidance both existed at low levels.

Moreover, Alashloo, Castka and Sharp (2005) identified four main obstacles to the implementation of strategic management processes. They include planning consequences, managerial issues, organizational issues, and individual issues as shown Table 1.

Al-Daboubi (2010) also stated that higher education in Arab countries face many barriers when implementing strategic planning. These include a lack of coordination between the upper and executive departments, a lack of financial resources, a lack of qualified human resources trained to implement strategic planning processes. Some of the challenges are duplication in the implementation of administrative work, indeterminate powers, and an absence of unity among leaders that results in a loss of responsible leadership. Higher education in Jordan has many barriers to the implementation of strategic management which include slowness, lack of resources, unsuitable leaders, inadequate organizational support, a lack of mechanisms for implementing change, resistance to change among employees, and a mismatch of organizational structure with strategic management processes (Batarseh, 2014).

Kazmi (2008) stated that there are many ways to improve upon the implementation process. First, leaders need to adopt a clear model of strategy implementation that gives specific guidelines to managers regarding how the implementation phase is to be conducted.

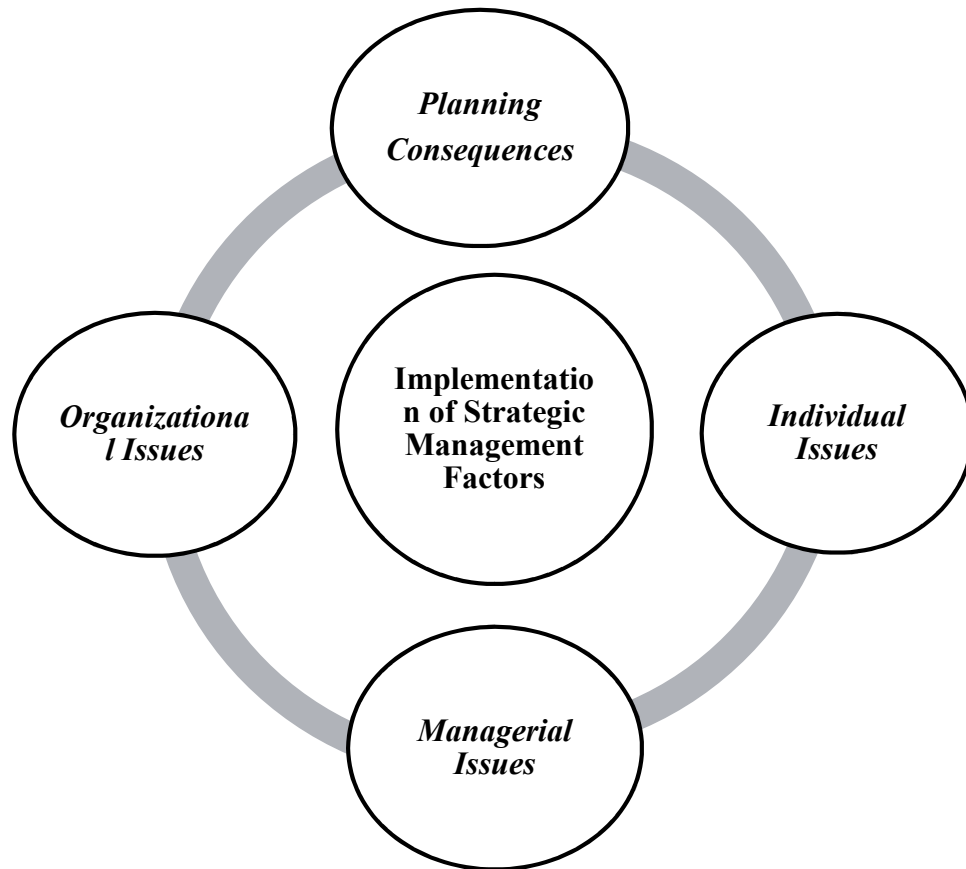
The model should lay down the elements, or at least the main topics, of the implementation process so that managers clearly understand how the process has to proceed. Likewise, there needs to be an understanding of how the numerous elements are interconnected Alexander (1991) noted that managers and supervisors who have had mostl theoretical practice have realistically not had enough practical practice to implement strategies Alexander (1991) and Noble (1999) said that managers cannot implement strategies without a good understanding of the factors that affect it and that they must have a strategic management implementation model to follow. Second, implementation always generates a need to manage change in complicated organizational environments.

Several of these areas of change are behavioral in nature rather than organizational and are, therefore, complex. For example, leadership style changes are needed to implement different types of strategies. In some instances, cultural changes are needed to facilitate the implementation of new strategies. In either case, they can be complicated matters that call for careful handling. On the other hand, managers sometimes fail to manage these multifaceted organizational issues satisfactorily creating conditions for sub-optimal strategy implementation. Third, to avoid failures in the implementation of strategies clear measures of effectiveness need to be setting down. If there are clear measures of effectiveness, the probability of success is greater.

### Implementation of Strategic Management Factors

Figure 1 illustrates the cycle of strategic management success factors. Alexander (1985) observed that “successful implementation involves preventing various implementation problems from occurring in the first place. It also involves taking quick action of resolve and address problems that do occur”, p. 97). In light of the obstacles facing the implementation of strategic management, displayed in Table 1, researchers founded that what leads the organization’s strategies from failure to success depends on resolving obstacles associated with each of the four factors, *planning consequences, organizational issues, managerial issues, and individual issues* (Alashloo, Castka, & Sharp, 2005; Alexander, 1985, 1991; Al-Ghamdi, 1998; Köseoğlu, Barca, Karayormuk, & Edas, 2009; Jiang & Carpenter, 2013).

**Planning Consequences.** Many researchers referred directly and indirectly that the success of implementation is to start with a good formulated strategy by develop strategic objectives are measurable and within period of time (Alexander, 1985, 1991; Al-Ghamdi, 1998; Alashloo, Castka, & Sharp, 2005; De Feo, & Janssen, 2001; Köseoğlu, Barca, Karayormuk, & Edas, 2009). Further than being carefully planned, the formulated idea must be basically sound (Alexander, 1991). This means that the strategy must be fitting for the institution, fitting for industry or service, fitting for specific condition. No extra time and effort expended on implementation can fix a strategy decision that is not well formulated to begin with (Alexander, 1991; Köseoğlu, Barca, Karayormuk, 2009). Successful implementation also includes doing the things that help foster success.

**Figure 1.** *Factors of Implementation of Strategic Management*

*Figure 1.* Representation of the cycle of strategic management success factors. Created by M. Alsheleh, 2015.

For example, leaders responsible for the implementation of strategic management must ensure many things such as consensus among decision making, identify problem clearly, and provide training system (Alashloo, Castka, & Sharp, 2005; Alexander, 1985; Alghamdi, 1998; Noble, 1999; Pechlaner & Sauerwein, 2002; and Köseoğlu, Barca, Karayormuk, & Edas, 2009).

**Table 1. Obstacles to Strategy Implementation**

No.	Obstacles	No.	Obstacles
	<b>Planning Consequences</b>		<b>Managerial Issues</b>
1	Lack of exact strategic planning	15	Unsuitable leadership
2	Insufficient strategy to goals links	16	Inadequate organizational support
3	Time limitation	17	Lack of adequate manger commitment
4	No consensus among decision makers	18	Fear of insecurity among managers
5	Lack of identification of major problems	19	Political factors in regard to power
6	Lack of effective role for formulators	20	Unsuitable personal management
7	Unsuitable training system	21	Uncontrollable Factors
8	Unclear regulation & executive policies		
	<b>Individual Issue</b>		<b>Organizational Issues</b>
9	Not enough capabilities of employees	22	Incompatible structure with strategy
10	Resistance to change among people	23	Unsuitable resources allocation
11	Resistance to change among units	24	Lack of adequate communication
12	Fear of insecurity in the new territory	25	Ineffective coordination
13	Lack of understanding of the strategy	26	Lack of adequate information system
14	Inadequate connection to the vision	27	Incompatible organizational culture
		28	Competing activities among people
		29	Competing activities among units
		30	Unsuitable evaluation/control systems
		31	Unsuitable compensation system

*Note.* Adapted from Alashloo, Castka and Sharp (2005), Towards understanding the impeder of strategy implementation in higher education (HE): A case of HE institutes in Iran. *Quality Assurance in Education*, 13(2), p.136.



**Organizational Issues.** A critical step in the successful implementation of a strategy is ensuring that organizational capabilities are compatible with the organizational structure, resources, capabilities of employees, and rewards used to motivate employees (Alexander, 1991; Noble, 1999; Sterling, 2003). Many authors focused on communication because strategies must be clearly understood by employees before actions can be implemented. Two-way communicating between managers and employees is important because it leads to understanding of the strategy, quick-feedback and correct reaction (Aaltonen & Ikävalko 2002; Alexander, 1991; Noble, 1999). According to Alexander (1985), top management must provide sufficient resources (i.e., money, power, technical expertise or knowledge, time), specifically hire new employees and train existing ones to help execute the new strategy. He also-urged managers to pay attention to-competing tasks among employees and department that lead to working hard together. Thus, success implementation is based on coordination among staff and across functions (Alashloo, 2005; Atkinson, 2006). Success is also the extent to which information systems and physical facilities are utilized which make strategic management easier to implement (Alashloo, Castka, & Sharp, 2005; Alexander, 1985; Alghamdi, 1998; Hambrick, Cannella, 1989; Köseoğlu, Barca, Karayormuk, & Edas, 2009; Noble, 1999; Pechlaner & Sauerwein, 2002).

**Managerial Issues.** A strategy must be fit and suitable for the managers implementing the strategic management process. The strategic consensus between managers might affect the success (Alexander, 1999; Noble, 1999). Leaders must serve as a resource by showing effective support for the strategy and being commitment to help during its implementation (Alexander, 1999). The implementation of strategic planning efforts at both kinds of institutions (public and private) is unlikely to succeed without the effective support

of administrators (Al-Omari & Salameh, 2009). Successful implementation needs strategic control systems in place that confirm the amount of effort put into formulating lengthy and detailed strategic plans interpreted into action (Bungay & Gold, 1991).

**Individual Issues.** According to Thompson (2006) and Aaltonen (2002), for strategy implementation to be successful depends on the organization's workforce needs and the development of capabilities and expertise. An increased opportunity to successful strategy implementation is also based on reduced resist change among academics. Leaders must be aware of resistance between employees (Alexander, 1985). Some academics resistant implementing a new strategic because they are concerned about their capabilities' failure that may affect their reputation (Jiang & Carpenter, 2013). For the most part, implementing strategies successfully is all about matching how well all the employees understand the strategic connection to their activity and the strategic vision (Aaltonen & Ikävalko 2002; Alexander, 1985; Alghamdi, 1998).

### **Leadership and the Implementation of Strategic Management**

David (2009) defined "strategic management as the art and science of formulating, implementing, and evaluating cross-functional decisions that enables an organization to achieve objectives" (p. 8). Richard and Engle (1986) stated that "leadership is about articulating visions, embodying values, and creating the environment within which things can be accomplished" (p. 206). The relationship between strategic management and leadership is crucial. Leaders need to use their skills to implement strategic management processes and accomplish their duties. According to Thompson, Gamble and Strickland (2006), strategy implementation requires managers to answer two questions. First, what part of the implementation of the strategic plan depends on the managers, and what managers do to get tasks accomplished efficiently and effectively.

Noble (1999) reported that the leadership style of senior managers has an effect on implementation elements such as decision-making and the delegation of authority. He also discussed the relationship between business unit strategies, general managers' characteristics and strategy implementation effectiveness. Good strategies are nothing if they cannot be implemented skillfully. A lack of leadership skills led to less than 50% of formulated strategies being implemented (Hornsby & Warkoczeski, 2000). These researchers found that leaders influenced the strategic management, decision making, and facilitated the strategic management process starting from the conceptual framework for strategy formulation to the evaluation. Therefore, strategy implementation fully depends on leaders being responsible and making efficient decisions.

Successful decision making and action in the implementation of strategic management that lead to the achievement of organizational objectives.

Salih and Mubaideen (2008) conducted studies on administrative leadership which looked at the impact of transactional and transformational leadership on the implementation of strategic objectives in the Jordanian Ministry of the Environment. Their study focused on the effect of transactional and transformational leadership styles on the implementation of strategic objectives for the Jordanian Ministry of Environment. The study included 13 industrial companies. The researchers found that the effect of the transformational leadership approach was more than the effect of the transactional leadership style in the implementation of the strategic goals of the Jordanian Ministry of Environment.

Both the transformational and transactional leadership styles have characteristics and practices that contribute to raising the productivity of companies and improving the implementation of strategic objectives. This leads to competitiveness in market positions.

Williams and Clowney (2007) concluded that senior institutional leadership is responsible for guiding institutional changes in higher education. Leaders in higher education cannot implement organizational changes without successful strategic management processes. Likewise, successful strategic management processes need effective leaders who have skills and leadership qualities needed to implement them.

### **Leadership Styles**

There is no one best leadership style for all situations. Leaders often use different styles in different situations (Al-Khasawneh & Futa, 2013). According to Khan, Khan, Qureshi, Khan, Jan, and Khan (2015) “the concept of leadership style is simple to define: it is the style that a leader adopts in their dealings with those who follow them” (p. 48). Hitt (1988) believed that there is no one best leadership style. Style is flexible and might depend on the situation. Magrath and Hitt (1988) are united in their opinion that there is no right style for leaders. Smith and Piele (2006) also argued that “style is the characteristic way in which a leader uses power, makes decisions, and interacts with others” (p. 77).

### **Theoretical Leadership Framework**

Transformational and transactional leadership theories are the most popular leadership theories (Odumeru & Ogbonna, 2013). Many researchers consider transactional and transformational leadership dissimilar in idea and in practice. They believe that transformational leadership augments transactional management and obtains high levels of follower performance. The main difference is in the process by which the leader motivates followers and the types of objectives that are set. (Bass & Avolio, 1994; Howell & Avolio, 1993; Lowe, Kroeck, & Sivasubramaniam, 1996). Other research studies considered transactional leadership as a subset of transformational leadership (Wehrich et al, 2008).

Martin (2002) stated that "in the collegial frame, the president's role is more participative with a democratic decision-making style that reflects a servant-leader style" (p. 21).

In addition, research suggests there are two basic leadership styles: transactional and transformational leadership. Both of these styles explain the relationship between leaders and their followers (Gadot & Beeri, 2012). Sadeghi and Pihie (2013) stated that the concepts of transactional and transformational leadership are very popular among the current approaches to leader effectiveness. At the same time, the largest known and simplest classification of leadership styles was made by Kurt Lewin in 1939 which has three categories: autocratic, democratic and laissez-faire leadership (Haita & Raus, 2011).

Leaders in academic institutions must have a particularly unique set of characteristics to be effective. They are not necessarily the same as those in business, military or government settings. This is partly due to the fact that colleges and universities have unique objectives in society and are concerned with the generation of knowledge and enhancement of learning and behavior (Kalargyrou, Pescosolido, & Kalargiros, 2012).

A lot of research has been done on transformational and transactional leaders in higher education around the world. For example, Khan, Ramzan, Ahmed and Nawaz (2011) conducted research on the transformational, transactional, and laissez-faire style leadership styles as seen in faculty members. They looked to see whether their style contributed satisfaction among students and encouraged them to make a greater effort to study. The findings of the study suggested that educational professionals should be more transformational or transactional to satisfy their subordinates' needs and avoid the laissez-faire style.

In Jordan, there has been considerable research conducted on leadership styles. Al-Khasawneh and Futa (2013) examined the impact of leadership styles used by faculty in Jordanian public universities on modification of student behavior. The authors focused on three leadership styles: autocratic, laissez-faire and democratic. Their study found that only the democratic leadership style had a positive impact on modifying students' behavior. Another study conducted by Awamleh and Al-Dmour (2011) examined the effects of both transformational and transactional leadership styles on the banking industry in Jordan, and found that both transformational and transactional leadership styles exist in the banking sector and produce a high of level performance.

A study conducted by Khali, Jarallah and Al-Tamimi (2008) examined the effect of transformational leadership and transactional leadership styles in organizational learning in Jordanian industrial sector. They found that both the transformational and transactional leadership styles had an effect on organizational learning. In addition, they found that the level of transformational leadership in organizational learning in the Jordanian industrial sector was high e. The *intellectual stimulation* factor for transformational leadership had the highest effect on organizational learning and contingent reward factor for transactional leadership had highest effect.

Other studies show that transformational and transactional leadership styles exist in many organizations in Jordan. Judeh (2010) investigated gender differences in transformational leaders' behaviors in private universities in Jordan. He concluded that there was a significant difference between Jordanian female and male leader behaviors, where male leaders scored higher on intellectual stimulation. No significant differences were evident between male and female transformational leaders regarding idealized influence,

inspirational motivation, or individual consideration. He also found a significant difference between female and male transformational leaders in terms of intellectual stimulation. In fact, Jordanian managers, male and female used the same leadership behaviors with subordinates.

Salih and Mubaideen (2008) conducted studies on administrative leadership that looked at transactional and transformational leadership and the impact it has on the implementation of the strategic objectives in the Jordanian Ministry of the Environment. The study showed that the effect of the transformational leadership style was greater than the effect of the transactional leadership style on the implementation of strategic goals in the Jordanian Ministry of Environment. It also showed that the transformational and transactional leadership styles had characteristics and practices that contributed to raising the productivity of companies and improving the implementation of strategic objectives.

A clear understanding of the way of institutions of higher education implement strategic management is important because both the transformational and transactional leadership styles can lead to improvements in the implementation of strategic management processes in Jordanian institutions of higher education. The literature reviewed provided a general idea regarding how strategic management can be implemented in institutions of higher education in light of the transformational and transactional leadership styles of the participants in the present study.

### **Transformational Leadership Style**

The transformational leader is motivated and interested in how he/she can get subordinates to view their work from new perspectives. He/ she creates an awareness of the vision of the organization, moves subordinates to higher levels of performance, and inspires

them to look beyond their own interests toward those that will benefit the team. Key behaviors include empowerment, role modeling, generating a vision, acting as change agents, and making the norms and values clear to all (McLaurin & Amri, 2008). Odumeru and Ogbonna (2013) suggested that transformational leaders pay attention to the concerns and developmental needs of subordinates. In other words, transformational leaders can change subordinates' awareness of matters by helping them look at old problems in new ways. They have the capability to create, excite and inspire subordinates to increase their efforts to achieve group objectives.

Transformational leadership is the process of pursuing collective objectives through the mutual tapping of leaders' and subordinates' motivational bases to accomplish change that can be seen when leaders and subordinates make each other progress to a higher level of moral and motivational activity (Burns, 1978). Bass (1990) asserted that transformational leadership occurs when leaders expand and raise the interests of their subordinates, create awareness and acceptance of the purposes and mission of the group, and stir their subordinates to look beyond their own self-interests for the good of the team. Highly successful transformational leaders inspire their subordinates when their vision is very strong, and when they demonstrate absolutist behavior (Giampetro, 1998). Yukl (2013) noted that with transformational leadership, the subordinates feel trust, admiration, loyalty, and respect for the leader, and they are motivated to do extra work. The leader transforms and motivates subordinates by (1) making them more conscious of the importance of productivity, (2) encouraging them to make their organization more important than their self-interest and (3) "activating their higher-needs" (p. 313). Aydogdu and Asikgil (2011)



referred to findings throughout the years, and identified the features of transformational leaders follows:

1. They modify the main values of subordinates for the benefit of the common interest by obligating employees, and seeing them as ends not as means.
2. They encourage subordinates to go beyond their own self-interests for a good of the institutions with their vision (Avolio & Bass, 2004).
3. Leaders are proactive, increase subordinates awareness for superior collective interests, and motivate subordinates to achieve out- of-range objectives (Antonakis, Avolio & Sivasubramaniam, 2003).
4. Leaders are capable of having thoughtful and extraordinary influences on people by causing turns in the beliefs, the needs, and the values of subordinates, so subordinates can become leaders themselves (Kuhnert & Lewis, 1987).
5. Leaders increase the awareness of subordinates with vision they create and the strategies for reaching them (Avolio & Bass, 2004).
6. Leaders try empowering subordinates by helping them to create self-confidence.
7. Transformational leaders tend to direct specific activities as much as to alter moods that raise symbolic images and expectations for subordinates that inspire desires and goals (Egri & Herman, 2000).
8. Transformational leaders create a new tactics to long-standing problems, as well as advance higher level needs for subordinates such as accomplishment, autonomy, and affiliation, which can be both work and not work-related (Avolio & Bass, 2004).

## **Transformational Leadership Practices**

Furthermore, leaders tend to exhibit five behavioral components synonymous with transformational leadership practices. Bass and Avolio, (2014) addressed the five components of transformational leadership that include: (1) *idealized attributes*, (2) *idealized behaviors*, (3) *inspirational motivation*, (4) *intellectual stimulation*, and (5) individualized consideration.

**Idealized Attributes.** This transformational components refers to the respect and trust that subordinates have for leaders (Avolio & Bass, 2004), whether or not the leader is seen as charismatic, powerful and confident, and if the subordinates would like to be related with him, in other words, the attribution subordinates give to their leaders (Aydogdu & Asikgil, 2011).

**Idealized Behaviors.** According to Antonakis, Avolio, and Sivasubramaniam (2003), “idealized behaviors refer to charismatic actions of the leader that are centered on values, beliefs, and a sense of mission” (p. 264). This behavior allows leaders to serve as role exemplars for their subordinates. In addition to respecting, admiring and trusting them, subordinates identify with the leaders and want to follow them. Subordinates believe that their leaders have unusual capabilities, persistence, and determination. Leaders who exhibit idealized influence are willing to take risks and are consistent, and they can be counted on to do the right thing as they demonstrate high standards of ethical and moral conduct (Bass & Riggo, 2006).

**Inspirational Motivation.** This is motivation created by leaders when they offer vision and articulate an attractive future and create work as team heartiness and optimism (Avolio & Bass, 2004). They include their subordinates by clearly communicating

expectations subordinates are to meet, and also manage commitment to objectives and a shared vision. These leaders are able to express a compelling vision of the future (Bass & Riggo, 2006).

**Intellectual Stimulation.** Leaders who encourage subordinates to practice critical thinking perpetuate intellectual stimulation (Avolio & Bass, 2004). Transformational leaders inspire creativity and innovation by discussing assumptions, reformulating problems, and managing old circumstances in new ways. Likewise, this style component of leadership is open to new ideas and finds new solutions problems from subordinates, who are included in the process of solving problems and producing solutions. When subordinates make mistakes, leaders do not publicly criticize them because subordinates may have different and new ideas (Bass & Riggo, 2006).

**Individual Consideration.** When leaders help subordinates to achieve objectives and grow by acting as a coach or monitor, leaders display this component of transformational leadership (Bass & Avolio, 1994). For instances, leaders pay individual attention to each subordinate's needs for accomplishment and development. Individualized consideration happens when new knowledge opportunities are generated in an interactive and supportive climate. Leaders are also able to delegate tasks as a means of progressing subordinates, and monitoring to determine whether the subordinates want extra guidance or support, and to evaluate development (Bass & Riggo, 2006).

However, there is a dark side to transformational leaders. Leaders of this type, although effective, may lack discernment and perspective, and accordingly unlikely to yield to ethical behavior within their organizations. Transformational leaders may be overly narcissistic and

self-centered, which may in turn enable them to direct subordinates toward doubtful objectives (Giampetro, 1998).

### **Weaknesses of Transformational Leadership**

There are a lot of weaknesses represented by transformational leadership behavior that appears to be based typically on an inductive process, and the theoretical aspects for differentiating between the behaviors are not obviously explained (Yukl, 1999). On one hand, the components of transformational behavior consist of diverse behaviors, which make the definition more ambiguous (Yukl, 1999). On the other hand, the scale of individualized consideration relative to supporting and developing required from leaders has different effects on subordinates. Developing is related to mentoring and coaching, whereas supporting is related to being helpful, friendly, considerate, and thankful of each followers (Bradford & Cohen, 1984; Kim & Yukl, 1995; Yukl & Nemeroff, 1979; Yukl, Wall & Lepsinger, 1990). However, there does not appear to be a useful logic to include supporting as a main transformational behavior (Yukl, 1999).

Intellectual stimulation is identified as causing a follower to question traditional beliefs, to view problems in a diverse way, and to find creative new solutions for problems. The content is different and ambiguous (Yukl, 1999). There is no description of what the leader actually says or does to effect the cognitive processes or behavior of subordinates (Yukl, 1999). For instance, what does the leader do to inspire inventive problem solving? Another source of ambiguity is that some sides of intellectual stimulation appear to overlap with sides of inspirational motivation or individualized consideration (Yukl, 1999). The scale on idealized influence also has very different content. It is not clearly discriminated from inspirational motivation, and there seems to be considerable overlap between these two behavior constructs (Bass & Avolio, 1990 and Yukl, 1999).

Thus, the prominence of transformational leadership depends to on interaction between leaders and subordinates. For example, Bass (1985) claimed said that “transformational leadership is more likely to reflect social values and to emerge in times of distress and change while transactional leadership is more likely to be observed in a well-ordered society” (p. 154).

### **Transactional Leadership Style**

Transactional leaders focus on motivating subordinates with a system of punishments and rewards. Bass (1985) proposed states that transactional leaders work within the present system or culture, do not take risks, pay attention to time constraints and efficiency, and generally prefer process over substance as a means for maintaining control. In transactional leadership, the emphasis is on the role of supervision, organization, and team performance. It is a style of leadership in which the leader fosters the obedience of his subordinates through two different things rewards and punishments (Odumeru & Ogbonna, 2013). Transactional leaders are not required to have a perspective that changes the future of organization like their transformational counterparts. Transactional leaders consider their subordinates' work in order to find mistakes and deviations. This kind of leadership is effective in crisis and emergency situations, as well as when projects need to be executed in a specific fashion (Odumeru & Ogbonna, 2013).

Burns (1978) commented that transactional leadership involves an exchange between leader and subordinate. Subordinates gain confirmed valued rewards (e.g. wages, prestige) when they working according to their leader's wishes (Hartog, Muijen & Koopman, 1997). Transactional leadership concepts are all started on the idea that leader-subordinate relations are based on a sequences of exchanges or implied transaction between leaders and

subordinates (Hartog, Muijen & Koopman, 1997). On the other hand, Tichy and Devanna, (1986) pointed out that transactional leaders are concerned about a further stable environment with few competition. In a stable climate, transactional leaders manage the things they notice and disregard what much as they found them once they go forward. However, the existing competitive situation requires a new leadership style to achieve high level of the performance (Hartog, Muijen & Koopman, 1997).

According to Odumeru and Ogbonna (2013) some features of transactional leaders can be described in two ways. First, transactional leaders use reward and punishments to gain compliance from their subordinates. Transactional leaders-are extrinsic motivators who bring minimal acquiescence from subordinates. They accept objectives, structure, and the culture of the institutions. These leaders tend to be directive and action-oriented. Second, transactional leaders are ready to work within current systems, and negotiate to attain objectives of the institutions. Finally, transactional leadership seems passive and behaviors related to establishing the criteria for rewarding subordinates and maintaining the status quo. There are two components which form the foundation for this system. They are *contingent reward* and *management-by-exception*.

1. **Contingent reward** offers rewards physical or psychological for effort and recognizes outstanding performance, thus, contingent reward behavior contains aspects that are clearly involved in an impersonal exchange process; for example, explaining reward contingencies, providing incentives, and rewarding good outcomes (Yukl, 1999). It also involves offering recognition to followers, which is a different kind of behavior (Yukl, 1998).

2. **Management-by-exception** allows leaders to maintain the current situation.

They intervene when subordinates are not performing at acceptable levels and begin corrective actions to improve performance, which helps decrease the workload of managers as they are only called in when workforces deviate from their course (Malos, 2012).

### **Weaknesses of Transactional Leadership**

Transactional leadership is considered as a process of leader-follower exchange, but the concept does not succeed in making a strong association between this process and each of the transactional behaviors. In other words, transactional leadership includes a varied collection of mostly ineffective leader behaviors that lack any clear common denominator (Yukl, 1999). Leader behavior is not included in the theoretical rationale part of transactional leadership. It is undoubtedly reactive behavior rather than an exchange process. In addition, the measurement for contingent reward and management-by-exception do not explain how these leaders solve problems. One response (contingent punishment) that may require exchange processes is not explicitly measured (Yukl, 1999). Active management-by-exception is another response that is identified operationally in terms of observing mistakes or applying rules to avoid mistakes. However, there is no explanation of what the leader does to correct problems or mistakes when they are found. Monitoring of follower performance can be done in diverse ways that can facilitate transformational leadership as well as transactional leadership. Furthermore, Yukl (1999) stated that “the theoretical rationale for including active management-by-exception as part of transactional leadership is not clearly explained and is not evident” (p. 289).

### Summary

An organization cannot implement strategic management processes without effective leadership, i.e., individuals capable of addressing problems and challenges in the working environment with strategic management. Leaders in academic institutions must have a particularly unique set of characteristics to be effective in closing the gap in the implementation of strategic management.

The present research is about the relationship between the transformational and transactional leadership styles and the implementation of strategic management in public and private higher education institutions in Jordan. Only a few studies with a similar focus have been conducted in the higher educational sector in countries such as the U.K and Iran. In Jordan, studies of this type have been done in the commercial and government sectors. However, no research has investigated leadership styles and the implementation of strategic management in the Jordanian higher education sector to date. Consequently, the results from the present study will fill a gap that exists in literature on this topic.



## CHAPTER II

### Methods

This study examined the relationship between the implementation of strategic management and the transformational and transactional leadership styles in higher education in Jordan. It looked to see what differences exist between public and private institutions of higher education, leadership styles, implementation of strategic management, and whether the characteristics of each leadership style differs because no two leaders lead in the same way. Leaders with the right set of characteristics can help an organization implement strategic management that can result in innovative ideas, new perspectives and considerations which stimulate improvements in the implementation of strategic management processes and bring prosperity to an institution. To develop a clear understanding of the ways in which institutions of higher education implement strategic management is important. Both the transformational and transactional leadership styles can lead to improvements in the implementation of strategic management processes in Jordanian institutions of higher education.

Studies show that transformational and transactional leadership styles exist in many organizations in Jordan. For example, Salih & Mubaideen (2008) conducted studies on administrative leadership which looked at transactional and transformational leadership and their impact in the implementation of the strategic objectives in the Jordanian Ministry of the Environment. The study found that the effect of the transformational leadership style was greater than the effect of the transactional leadership style in the implementation of strategic goals in the Jordanian Ministry of Environment. It also showed that the transformational and transactional leadership styles had characteristics and practices that contributed to raising the productivity of companies and improving the implementation of strategic objectives.

A study done by Awamleh and Al-Dmour (2011) examined the effects of both transformational and transactional leadership styles on the banking industry in Jordan. It found that both transformational and transactional leadership styles exist in the banking sector and produce a high of level performance.

### Research Design

This quantitative study used a multi-step procedure design to collect data to answer the research questions and test hypotheses. There were two independent variables. The first is leadership style, and the second is type of institution in the private and public sector of universities in Jordan. The dependent variable was success the implementation of strategic management (ISM). The reason for using a quantitative approach was that most of studies that investigated these variables followed this approach. In addition, using a quantitative approach prevents bias from entering into the results of the study, limits the possibility of alternative explanations, and makes the findings generalizable and repeatable (Creswell, 2013).

Table 2

#### *Study Variables*

	Leadership Style	
	Transactional	Transformational
Private universities	Implementation of Strategic Management Planning Consequences Organizational Issues. Managerial Issues Individual Issues	Implementation of Strategic Management Planning Consequences Organizational Issues. Managerial Issues Individual Issues
Public universities	Implementation of Strategic Management Planning Consequences Organizational Issues. Managerial Issues Individual Issues	Implementation of Strategic Management Planning Consequences Organizational Issues. Managerial Issues Individual Issues

It is also considered to be the more “scientific” approach to social science. The focus is on using certain definitions and accurately evaluating what special concepts and variable means represent (Tewksbury, 2009).

### **Variables and Operational Definitions**

Under investigation in this study are three variables. Two of these variables are independent and one is dependent. The first independent variable is leadership style. This study focused specifically on two leadership styles: transactional leadership style and transformational leadership style. The second independent variable was the Jordanian universities which could be in either the public sector or the private sector. The third variable was dependent. It was the implementation of strategic management in Jordanian universities.

The transactional leadership style was characterized by two variables. They were contingent reward and active management-by-exception (Bass & Avolio, 2014). *Contingent reward* identifies leaders who were able to reward subordinates accomplishments (Avolio & Bass, 2004).

*Active management-by-exception* focuses on high scoring leaders to determine their commitment levels, compliance standards, inefficient performance behaviors and sanctions for not respecting set standards for carefully monitoring deviations, mistakes and errors and implementing quick and thorough corrective measures. Leaders practicing an active management-by-exception use a transactional leadership style to avoid mistakes and accomplish objectives (Avolio & Bass, 2004). Transactional leadership style in this study was measured using the Multifactor Leadership Questionnaire (MLQ). It uses a five-point Likert scale where four indicates *frequently if not always*, and zero indicates *not at all*. The

maximum score is 40. A higher score indicated frequent transactional leadership behaviors whereas a low score indicated an absence of transactional leadership behaviors.

The transformational leadership style is characterized by five variables which include idealized attributes, idealized behaviors, inspirational motivation, intellectual stimulation, and individualized consideration. *Idealized attributes* refers to the respect and trust that subordinates have for leaders (Avolio & Bass, 2004). *Idealized behaviors* refers to “charismatic actions of the leader that are centered on values, beliefs, and a sense of mission” (Antonakis, Avolio, & Sivasubramaniam, 2003, p. 264). *Inspirational motivation* is created by leaders when they offer vision and articulate an attractive future. *Intellectual stimulation* is created by leaders who encourage subordinates to practice critical thinking (Avolio & Bass, 2004). *Individual consideration* is displayed by leaders working to help subordinates develop and achieve objectives and helping them grow by acting as a coach or mentor (Bass & Avolio, 1994).

Transformational leadership style was measured using the Multifactor Leadership Questionnaire. It uses a five-point Likert scale where four indicates *frequently if not always* and zero indicates *not at all*. The maximum score was 100. A higher score indicated frequent transformational leadership behaviors whereas a low score indicated an absence of transformational leadership behaviors.

The second independent variable is the Jordanian universities which could be in either the public sector or the private sector. Public universities are managed under special Jordanian laws, specifically Jordanian Universities Law No. 29 of 1987 (Burke & Al-Waked, 1997). Every public university has a council of deans that is headed by the president of university who is responsible for managing the university, the faculty council for each

college, and the departmental councils. Each university has a university council which is advisory rather than administrative. It contains lay representatives and interacts with the public. In addition, each public university has governmental teaching faculty regulations which are specific to the university and which cover matters such as academic freedom. Public universities are funded mostly from earmarked taxes which include customs duties and license fees. There is a specific “university tax” collected by the Ministry of Finance and collected yearly as determined by the Higher Education Council (Burke & Al-Waked, 1997). Each public university enjoys its autonomy and independence both financially and administratively (El-Sheikh, Mah’d, Nassar, and Al-Khadash, 2012).

Private universities are managed under special Jordanian laws for private universities, specifically the Private Universities Act No. 19 of 1989. They also fall under the regulation of the Company Law as public or private shareholding companies (Burke & Al-Waked, 1997). Private universities do not receive any financial support from the government. They must pay a one-time accreditation fee of J\$10,000 per each department, and under the Company Law, they must pay an annual tax of 25 % of their profits to the government. Each private university enjoys financial and administrative autonomy, which allows it to own assets and operate legally (El-Sheikh, Mah’d, Nassar, and Al-Khadash, 2012).

The third dependent variable is the *implementation of strategic management (ISM)*, which consists of four dependent success variables: planning consequences, organizational issues, managerial issues, and individual issues. *Planning consequences* are defined as the formulation of the strategic management processes that are carefully planned and must be basically sound. They include the identification of major problems and how to create consensus among decision makers. It also helps support formulators and training systems to

ensure that regulations and executive policies are in place. Therefore, it is important that enough time allotted for all the steps in the sequence (Alashloo, Castka, & Sharp, 2005; Alexander, 1985; Alghamdi, 1998; Hambrick, Cannella, 1989; Köseoğlu, Barca, Karayormuk, & Edas, 2009; Noble, 1999; Pechlaner & Sauerwein, 2002).

*Organizational issues* clearly identify the structure of the organization that should be compatible with the implementation of the strategic management processes. The leaders should provide suitable resources and integrate an information system that is compatible with organizational culture (Alashloo, Castka, & Sharp, 2005; Alexander, 1985; Alghamdi, 1998; Hambrick, Cannella, 1989; Köseoğlu, Barca, Karayormuk, & Edas, 2009; Noble, 1999; Pechlaner & Sauerwein, 2002).

*Managerial issues* include adequate organizational support and management training fosters commitment and mutual trust among managers, as well as the use of power judiciously and hiring suitable staff to implement strategic management processes ((Alashloo, Castka, & Sharp, 2005; Alexander, 1985; Alghamdi, 1998; Hambrick, Cannella, 1989; Köseoğlu, Barca, Karayormuk, & Edas, 2009; Noble, 1999; Pechlaner & Sauerwein, 2002).

*Individual issues* include the abilities and skills of employees, the receptivity to change among employees in different departments, and the creation of an organizational climate that will make sure all staff understand the organization's strategy (Alashloo, Castka, & Sharp, 2005; Alexander, 1985, 1991; Alghamdi, 1998; Hambrick, Cannella, 1989; Köseoğlu, Barca, Karayormuk, & Edas, 2009; Noble, 1999; Pechlaner & Sauerwein, 2002).

The ISM in this study was measured using the Planning, Organizational, Managerial, and Individual (POMI) instrument. The (POMI) instrument score obtained was based on

respondents' ratings of 35 items measured on a five point Likert scale as follows: planning consequences where four indicates very successful, zero indicates unsuccessful and the maximum score is 40. Organizational issues, managerial issues, and individual issues are based on a Likert-type scale where four indicate completely agree and zero indicate completely disagree. The maximum score for organization issues is 70, managerial issues 30, and the maximum score for individual issues 30. A high score reflected successful implementation of strategic management processes and a lower score unsuccessful implementation of strategic management.

### **Participants**

The target population for this study was educational administrators and faculty at institutions of higher education in Jordan in both public and private four-year institutions. To qualify for participation in proposed study, participants had to be part of academic institutions of higher education in Jordan. They had different levels of experience implementing strategic management in different positions such as a dean, vice dean, department head, lecturer, or senior lecturer currently working in either public and private four-year institutions of higher education in Jordan. Academic participants with a Ph.D. have more authority and power than faculty with a master's degree.

There are 28 universities in Jordan, 11 of which are public universities and 17 of which are private universities. Questionnaires were distributed to participant at all 28 of these universities. A convenience sampling method was used because the intention was to reach the target population quickly. The participants selected were the deans, vice-deans,

department heads and faculty members in Jordanian universities and as such are responsible for the implementation of strategic management.

There were 256 participants that contributed to this study. A G\*power analysis (multiple regression sample and independent T-test) revealed that the study needed a minimum of 130 participants which would generate a power of .8 and an effect size of .25, using a critical alpha of .05. After determining the number of participants required by power analysis, the researcher increase the number of participants to make a larger sample size which would give greater statistical power (Suresh & Chandrashekara, 2012).

### **Instruments**

This section describes and explains the rationale for the two instruments that collected quantitative data in this study. The instruments are sequenced to emphasize the four aspects of the implementation of strategic management, to identify the components of transformational or transactional leadership styles of respondents at each of the research sites, and to comply demographic information about the respondents. All the instruments were administered in Arabic and English, with each question being written in both Arabic and English, and distributed in the public and private educational settings of higher education in Jordan.

The first instrument is the Multifactor Leadership Questionnaire (MLQ). This questionnaire were used to collect and assess data that pertains to the transformational and transactional leadership style variables. Permission to use the MLQ will be obtained from Mind Garden, Inc., the creator of the MLQ. This company was also hired for the translation of the questionnaire into Arabic. Permission to use the survey in the present research appears in Appendix (A). Two hundred copies of the MLQ were purchased and administered by the



researcher in paper/pencil format to respondents at 28 public and private universities in Jordan.

Avolio and Bass (2004) advanced the use of the MLQ, and granted students and researchers permission to use the questionnaire through Mindgarden.com (Mind Garden, 2015). The MLQ allows researchers to distinguish and measure essential leadership styles and effectiveness of behaviors (Bass & Bass, 2008). It covers 28 items using nine conceptually distinct leadership elements and two leadership outcomes. It creates five scales that measure features of transformational leadership (i.e., idealized attributes, idealized behaviors, inspirational motivation, intellectual stimulation, individualized consideration); and two scales that measure the key features of transactional leadership (i.e., contingent reward and management-by-exception-active). This instrument has shown strong evidence for validity and has been used in many of research programs, doctoral dissertations, and master's theses, along with several constructive outcomes for transformational leadership (Avolio & Bass, 2014; Bass & Avolio, 2014).

The second instrument that collected quantitative data to measure the successes implementation of the strategic management process is the Planning, Organizational, Managerial and Individual (POMI) Survey. The rationale for the present study required an instrument to collect quantitative data in order to examine the features of the successful implementation of strategic management. For the purposes of this study, the survey developed by Larry D. Alexander in 1985 and modified in 1991 was selected because it was designed to address both the obstacles and successes of the implementation of strategic management. I created that POMI survey by adapting Alexander's instrument (Appendix A).

Found in literature were a number of studies that adopted and utilized Alexander's survey to explore the obstacles associated with implementation of strategic management ((Alashloo, Castka, & Sharp, 2005; Alexander, 1985; Alghamdi, 1998; Hambrick, Cannella, 1989; Köseoğlu, Barca, Karayormuk, & Edas, 2009; Noble, 1999; Pechlaner & Sauerwein, 2002). However, the present study focuses attention on the successes rather than the obstacles involved in implement strategic management processes. ((Alashloo, Castka, & Sharp, 2005; Alexander, 1985; Alghamdi, 1998; Hambrick, Cannella, 1989; Köseoğlu, Barca, Karayormuk, & Edas, 2009; Noble, 1999; Pechlaner & Sauerwein, 2002).

This survey instrument contains approximately 35 items and uses a five-point Likert-type scale with scale values ranging from zero to four to produce a composite ISM score from participants' responses to the four variables defined herein as planning consequences, organizational issues, managerial issues and individual issues. The first part of the survey collected general demographic information about the participants.

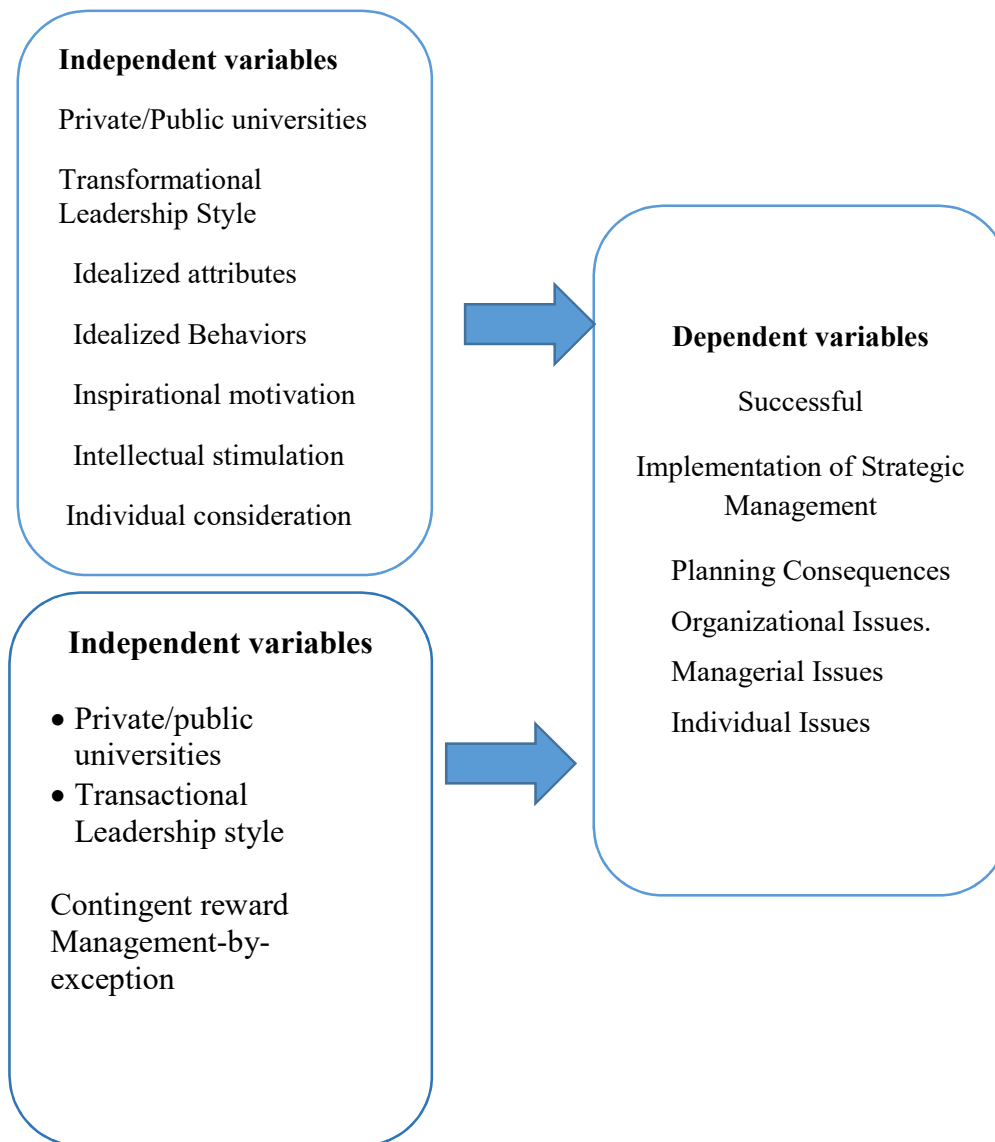
The survey was translated from English to Arabic by a native speaker of Arabic, and presented in both Arabic and English for review by faculty members in Jordan. Accordingly, Creswell (2005) and Neuman (2003) recommended obtaining feedback from experts in the field of organizational management to ensure the validity of the survey items. The reason for this is because different opinions can result in further modifications and consistency of the survey items. **The POMI survey** was distributed to (five) academic colleagues of the researcher at universities in Jordan. They were asked to review the POMI survey items and to check whether the statements are clear and linked appropriately with each other. The survey items were revised or removed based on the comments and feedback of the reviewers. This ensured the validity and consistency of the survey.

### Reliability and Validity

The reliability and validity of the instruments in this study are based on the evidence presented by researchers in six different countries (i.e., Iran, India, Saudi Arabia, Turkey, the United Kingdom, and the United States). These researchers also adopted, adapted and/or modified Alexander's (1985, 1991) original survey that addressed both the challenges and successes of the implementation of strategic management for organizational and institutional entities in business and educational contexts. ((Alashloo, Castka, & Sharp, 2005; Alexander, 1985; Alghamdi, 1998; Hambrick, Cannella, 1989; Köseoğlu, Barca, Karayormuk, & Edas, 2009; Noble, 1999; Pechlaner & Sauerwein, 2002).

The Cronbach' alpha values for each factor of *implementation of strategic management (ISM)*, planning consequences ( $\alpha = 0,841$ ), organizational issues ( $\alpha = 0,837$ ), managerial issues ( $\alpha = 0,816$ ), and individual issues ( $\alpha = 0,848$ ) (Köseoğlu, Barca, Karayormuk, & Edas, 2009, p. 85). In addition, a review of the MLQ manual indicated strong validity and several beneficial outcomes for transformational and transactional leadership styles in other studies that utilized the Multifactor Leadership Questionnaire (MLQ) (Avolio & Bass, 2014). Reliabilities for the total items for each leadership factor scale in the MLQ ranged from 0.74 to 0.94 (Avolio & Bass, 2004).

**Figure.** *Relationship between Leadership Style and the Implementation of Strategic Management (LISM) Model*



*Note:* Avolio, B. J., & Bass, B. M. (2014). Multifactor Leadership Questionnaire (MLQ). *Statistics Solutions Advancement through Clarity*. Retrieved from

### Procedures

The sample in this study consisted of approximately (350) faculty members from 28 Jordanian universities. The survey was conducted in Jordan over a (90) days period from the first of August (2015) to first of November 2015. First, the researcher obtained permission to

conduct the study at the research sites after explaining the purpose of the study, how the survey and questionnaire were administered and answered, assuring confidentiality to protect the identity of participants, and describing ways the researcher planned to track and to maintain the internal and external validity of the study. Next, the teacher/researcher met and consulted with personal contacts and educational colleagues at each of the research sites to obtain their cooperation and voluntary consent to assist in the distribution and collection of data at their public and/or private university. The Multifactor Leadership Questionnaire MIQ questionnaire and POMI survey were then distributed and administered to the participants by either the researcher or educational colleagues of the researcher. Participants were given a brief description of the study and instructions for completing and returning it. In addition, each person who participates in the study was given a detailed explanation of the two questionnaires. For the MIQ questionnaire, they were all asked to rate the same dean in their college. For the POMI questionnaire, they were asked to base their answers on a recent strategic decision implemented in their college such as updating of the curriculum, the infusion of technology or the introduction of a new program. Then, they were asked to complete and return the questionnaires to the researcher within (1-8) days.

### **Statistical Analysis**

After receipt of survey data, independent-samples t-test were used to test Hypothesis one relative to private and public universities in Jordan in that it is a popular statistical procedure for testing the difference in means. Hypotheses two, three and four were tested by multiple regression analysis and were administered to assess the influence of the variables (independent and dependent) to determine if a predictor variable could be established on order to determine an acceptable method for analyzing the strengths of predictor variables to

criterion variables (Cohen et al., 2007; Miles & Shevlin, 2001). This analysis is suitable for survey research and allows for quantification features of variables to assess associations between predictor and standard variables (Noorossana et al., 2010; Vogt et al., 2012).

In this study, the Statistical Package for Social Sciences was used for to analyze the data, scale analyses and descriptive statistics in the study (Norusis, 2002). Transformational and transactional leadership styles and successful implementation of strategic management (ISM), serve as the independent variables. The independent variables include: contingent reward, management-by-exception-active, idealized attributes, idealized behaviors', inspirational motivation, intellectual stimulation, individualized consideration planning consequences, organizational issues, managerial issues, and individual issues.

With regard to data analysis for research questions 1 and 2, independent-samples t-test were used to test hypotheses 1 and examine difference between Jordanian private and public universities in the successful implementation of strategic management.

With regard to data analysis for research questions 2, 3 and 4, Multiple Regression were used to test hypotheses 2, 3 and 4. Multiple regression could be used to address a variety of research questions. It tells the researcher how well a set of variables is able to predict a particular outcome (Pallant, 2010).

## CHAPTER III

### Results

This chapter focuses on the analysis of the quantitative data collected in this study. It examined the relationship between the implementation of strategic management and transformational and transactional leadership styles in higher education in Jordan. It explored the differences that exist between public and private institutions of higher education in the implementation of strategic management. It looked at the style characteristics of both transformational and transactional leadership to see if they had different effects on the implementation of strategic management. It also focused on determining which of these two leadership styles was the most successful at improving the implementation of strategic management in Jordanian institutions of higher education.

Three hundred fifty questionnaires were personally handed out to participants in 28 universities in Jordan, 11 of which were public universities and 17 of which were private universities. A total of 256 or 73% of the questionnaires were returned, and 249 were deemed usable because they had no missing or wrongly reported data.

Chapter 3 includes (1) a demographic profile of participants, (2) the results of reliability analysis for the independent and dependent variables, (3) descriptive statistics for the independent and dependent variables, (4) the results of the statistical analysis of data that addressed the study's four research questions and hypotheses tests, and (5) a summary of the results.

### **Demographic Profile of Participants**

The first section of the questionnaire collected demographic information. Participants were asked to state their position, gender, employee status, citizenship, highest level of educational, age and number of years of work experience in higher education. This provided general information about the 249 respondents. The demographic information regarding the positions of the participants showed that 8.4% were vice deans, 25.7% were administrators (department heads), and 65.9% were faculty members. In terms of gender, the participants were 85.5% male and 14.5% female. The ratio of male to female participants was little more than 5 to 1.

With regard to employee status, 99.6 percent the participants were full-time employees and the remaining 0.4% were part-time. In terms of citizenship, 92 percent of the participants were Jordanian represented the largest group, and remaining 8 percent, accounted for other countries.

Table 3 shows the distribution of subjects according to their highest level of education. The results indicated that 9.6% of the participants had master's degrees and 9.6% and 90.4 percent had doctoral degrees. With regard to age, 4.8% of the participants were 22-32 years old, 30.5 % were 33-43 years old, 41.4% were 44-54 years old, 18.5% were 55-65 years old, and 4.8% were over 65. It also shows the distribution of subjects according to their length of work experience in higher education. The results showed that two percent had worked 0-1 years, 24.5% had worked 2-5 years, 36.5% had worked 6-10 years, and 36.9% had worked over 10 years.



Table 3

*Demographic Variables: Sample Characteristics*

Participant Status	Demographic Information	Frequency	Percentage
Position	Vice Dean	21	8.4%
	Administrator	64	25.7%
	Faculty members	164	65.9%
Gender	Male	213	85.5%
	Female	36	14.5%
Employee Status	Full time	248	99.6%
	Part time	1	.4%
Citizenship	Jordan	229	92.0%
	Other Country	20	8.0%
Education Level	Master	24	9.6%
	Doctorate	225	90.4%
Age	22-32 years	12	4.8%
	33-43 years	76	30.5%
	44-54 years	103	41.4%
	55-65 years	46	18.5%
	65 over	12	4.8%
Experience	0-1 year	5	2.0%
	2 - 5 years	61	24.5%
	6-10 years	91	36.5%
	+ 10 years	92	36.9%
Private/Public Universities	Private	131	52.6%
	Public	118	47.4%

In summary, the statistics of the seven demographic areas showed that the study was based on data collected from a rich and diversified group of respondents.

### Results of Reliability Analysis

A reliability analysis was executed to explore the internal consistency (Cronbach's Alpha) of the scales used in this research. The first instrument used in this study was the 28-item Multifactor Leadership Questionnaire (MLQ). The results showed an overall items reliability coefficient of 0.97 (see Table 4).

The second instrument used in this study was the 35-item implementation of the strategic management process is the Planning, Organizational, Managerial and Individual (POMI). The results showed an overall items reliability coefficient of 0.96 (see Table 4).

Table 4

#### *Reliability Statistics*

	Cronbach's Alpha	N of Items
(MLQ)	.956	28
(POMI)	.964	35

### Descriptive Research of Variables

The data was entered and coded into SPSS 22.0 for the purpose of making statistical analyses. Descriptive statistics were performed for minimum, maximum, mean and standard deviations for research items, questions, and hypotheses related to the independent and dependent variables. The first independent variable is leadership style. This study focused specifically on two different leadership styles: transformational leadership and transactional leadership style.

The MLQ, which was used to measure transformational leadership style, consisted of five subscales predictor variables. It used a five-point Likert-type scale that ranged from zero to four. Zero indicated *not at all*, one indicated *once in a while*, two

indicated *sometimes*, three indicated *fairly often*, and four indicated *frequently if not always*.

There was a statistically significant difference among the subscales. The difference was,  $F(2, 1240) = 9.4, p < .05$ , (see Table 5).

Table 5

*Analysis of Variance for the Subscale of Transformational Leadership*

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	23.83	2	5.96	9.40	.00
Within Groups	785.84	1240	.63		
Total	809.68	1244			

Table 6 explains the post-hoc comparisons of transformational subscales using the Tukey HSD test. It indicates that the mean score for *idealized influence attributes* ( $M = 2.98, SD = .82$ ) has a significantly different higher mean score from the mean scores of *intellectual stimulation* ( $M = 2.70, SD = .89$ ) and *individual consideration* ( $M = 2.65; SD = .81$ ).

*Idealized influence behavior* ( $M = 2.95, SD = .71$ ) has a significantly different higher mean score from the mean scores of *intellectual stimulation* ( $M = 2.70, SD = .89$ ) and *individual consideration*, ( $M = 2.65; SD = .81$ ).

*Inspirational motivation* ( $M = 2.94, SD = .74$ ) has a significantly different higher mean score from the mean scores of *intellectual stimulation* ( $M = 2.70, SD = .89$ ) and *individual consideration*, ( $M = 2.65; SD = .81$ ) (see Tables 6 and 7). The high score in this mean reflects a higher usage of this characteristic among leaders that use the transformational leadership style.

Table 6

*Tukey HSD, Multiple Comparisons for the Subscale of Transformational Leadership*

(I) Subscales	(J) Subscales	Mean Difference		
		(I-J)	SDE	Sig.
Idealized Influence Attributes	Idealized Influence Behavior	.03	.07	.99
	Inspirational Motivation	.04	.07	.98
	Intellectual Stimulation	.27*	.07	.01
	Individual Consideration	.32*	.07	.00
Idealized Influence Behavior	Idealized Influence Attributes	-.03	.07	.99
	Inspirational Motivation	.02	.07	1.00
	Intellectual Stimulation	.25*	.07	.005
	Individual Consideration	.30*	.07	.000
Inspirational Motivation	Idealized Influence Attributes	-.04	.07	.99
	Idealized Influence Behavior	-.02	.07	1.00
	Intellectual Stimulation	.23*	.07	.01
	Individual Consideration	.29*	.07	.01
Intellectual Stimulation	Idealized Influence Attributes	-.27*	.07	.01
	Idealized Influence Behavior	-.25*	.07	.01
	Inspirational Motivation	-.23*	.07	.01
	Individual Consideration	.056	.07	.93
Individual Consideration	Idealized Influence Attributes	-.33*	.07	.00
	Idealized Influence Behavior	-.30*	.07	.00
	Inspirational Motivation	-.29*	.07	.01
	Intellectual Stimulation	-.06	.07	.93

Table 7

*Subscale Statistics of the Transformational Leadership Instrument*

	N	Min	Max	Mean	SD
Idealized Influence Attributed	249	.00	4.00	2.98	.82
Idealized Influence Behavior	249	.75	4.00	2.95	.71
Inspirational Motivation	249	.25	4.00	2.94	.74
Intellectual Stimulation	249	.00	4.00	2.70	.89
Individual Consideration	249	.00	4.00	2.65	.81
Transformational Leadership	249	.35	4.00	2.84	.68

The MLQ, which was used to measure transactional leadership style, consisted of two predictor variables. It used a five-point Likert-type scale that ranged from zero to four. Zero indicated *not at all*, one indicated *once in a while*, two indicated *sometimes*, three indicated *fairly often*, and four indicated *frequently if not always*. An independent t-test was conducted to compare *contingent reward* and *management by exception (active)* subscales of transactional leadership. There was a statistically significant difference between these two subscales. The difference was,  $t(496) = -2.11, p < .05$ , (see Table 8).

Table 8

*Independent Samples T-Test for Subscales of Transactional Leadership*

	T	df	Sig. (2-tailed)
Transactional Leadership	-2.11	496	.04
Contingent Reward vs. Management by Exception (Active)			

These results indicated that the leadership style of the leaders in higher education in Jordan of more transformational ( $M = 2.84$ ,  $SD = .68$ ) than transactional ( $M = 2.71$ ,  $SD = .72$ ) (see Tables 7, 9). The differences are statically significant,  $t(496) = 2.06$ ,  $p < .05$ , (see Table 10).

Table 9

*Subscale Statistics of the Transactional Leadership Instrument*

	N	Min	Max	Mean	SD
Contingent Reward	249	.00	4.00	2.63	.89
Management by Exception (Active)	249	.00	4.00	2.79	.72
Transactional Leadership	249	.00	4.00	2.71	.72

An independent samples t-test was also conducted to compare the leadership style scores for transformational and transactional. The results indicated that the leadership style of the leaders in higher education in Jordan are more transformational than transactional. The differences are statically significant,  $t(496) = 2.06$ ,  $p < .05$ , (see Table 10).

Table 10

*Independent Samples T-Test for Research Model for MLQ Leadership Instrument*

	T	df	Sig. (2-tailed)
Leadership Style Transformational vs. Transactional Leadership	2.06	496	.04

### Comparison of Public and Private Universities in Jordan

The second independent variable is the Jordanian universities which can be in either the public sector or the private sector (see Table 3).

An independent samples t-test was also conducted to compare the scores of the public and private universities in terms of leadership styles. The results indicated that there were no significant differences between the transformational leadership style scores for the public and private universities  $t(247) = -.09, p > .05$ , (see Table 11). In addition, the results showed that there were no significant differences between the transactional leadership style scores for the public and private universities  $t(247) = -.25, p > .05$ , (see Table 11).

Table 11

*Independent Samples T-Test for Comparing Public and Private Universities in Terms of Leadership Styles*

	T	df	Sig. (2-tailed)
Transformational Leadership Style Public vs. Private Universities	-.09	247	.93
Transactional Leadership Public vs. Private Universities	-.25	247	.80

The dependent variable implementation of strategic management (ISM) consisted of four outcome variables: (a) planning consequences, (b) organizational issues, (c) managerial issues, and (d) individual issues. *Planning consequences* used a five-point Likert scale where zero indicated *failed*, one indicated *unsuccessful*, two indicated *average*, three indicated *successful*, and four indicated *very successful*. *Organizational*

*issues, managerial issues, and individual issues* all used a five-point Likert scale where zero indicated *completely disagree*, one indicated *mostly disagree*, two indicated *slightly agree*, three indicated *mostly agree*, and four indicated *completely agree*.

### Public Universities

The results for the dependent variable implementation of strategic management (ISM) in public universities using one-way between-groups analysis of variance was indicated that there was a statistically significant difference among the four ISM subscales (planning consequences, managerial issues, organizational issues, and individual issues). The difference was,  $F(3, 468) = 28.30, p < .05$  (see Table 12).

Table 12

*Analysis of Variance for the Subscale of the POMI Instrument-Public Universities*

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	48.74	3	16.25	28.30	.00
Within Groups	268.72	468	.574		
Total	317.46	471			

Table 13 shows the post-hoc comparisons of the ISM subscales using the Tukey HSD test for public universities. It indicates that the mean score for *planning consequences* ( $M = 2.31, SD = .79$ ) had a significantly different higher mean score from *organizational issues* ( $M = 2.05, SD = .77$ ) and a significantly different lower mean score from *managerial issues* ( $M = 2.93, SD = .73$ ). *Managerial issues* ( $M = 2.93, SD = .73$ ) had a significantly different higher mean score from *planning consequences* ( $M = 2.31, SD = .79$ ), *organizational issues* ( $M = 2.05, SD = .77$ ), and *individual issues* ( $M = 2.47,$



SD=.74), (see Tables 13 and 14). The high score in this mean reflects successful implementation of strategic management in higher education in Jordan.

Table 13

*Tukey HSD, Multiple Comparisons-Subscale of the POMI Instrument-Public Universities*

(I) Subscale-ISM	(J) Subscale-ISM	Mean Difference		
		(I-J)	SDE	Sig.
Planning Consequences	Managerial Issues	-.63*	.10	.00
	Organizational Issues	.25	.10	.05
	Individual Issues	-.16	.10	.36
Managerial Issues	Planning Consequences	.63*	.10	.00
	Organizational Issues	.88*	.10	.00
	Individual Issues	.47*	.01	.00
Organizational Issues	Planning Consequences	-.25	.10	.051
	Managerial Issues	-.88*	.10	.00
	Individual Issues	-.41*	.10	.00
Individual Issues	Planning Consequences	.16	.10	.36
	Managerial Issues	-.47*	.10	.00
	Organizational Issues	.41*	.10	.00

Table 14

*Subscale Statistics of the POMI Instrument-Public Universities*

	Mean	SD	SDE	Min	Max
Planning Consequences	2.31	.79	.07	.38	4.00
Managerial Issues	2.93	.73	.07	.50	4.00
Organizational Issues	2.05	.77	.07	.29	4.00
Individual Issues	2.47	.74	.07	.33	4.00
Total	2.44	.82	.04	.29	4.00

### Private Universities

The results for the dependent variable implementation of strategic management (ISM) in private universities using one-way between-groups analysis of variance was indicated that there was a statistically significant difference among the four ISM subscales (planning consequences, managerial issues, organizational issues, and individual issues). The difference was,  $F(3, 520) = 3.57, p < .05$  (see Table 15).

Table 15

*Analysis of Variance for Subscale of the POMI Instrument -Private Universities*

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5.77	3	1.92	3.57	.01
Within Groups	280.36	520	.54		
Total	286.13	523			

Table 16 shows the post-hoc comparisons of the ISM subscales for private universities using the Tukey HSD test. It indicates that the mean score for *managerial issues* ( $M = 2.69, SD = .80$ ) had a significantly different higher mean score only from *organizational issues* ( $M = 2.41, SD = .74$ ), (see 16 and 17). The mean score for *managerial issues* did not have a significantly different mean score from *planning consequences* and *individual issues*.

Table 16

*Tukey HSD, Multiple Comparisons-Subscale of the POMI Instrument- Private Universities*

		Mean		
		Difference		
(I) Subscale-ISM	(J) Subscale-ISM	(I-J)	SDE	Sig.
Planning Consequences	Managerial Issues	-.17	.09	.24
	Organizational Issues	.11	.09	.61
	Individual Issues	.05	.09	.94
Managerial Issues	Planning Consequences	.17	.09	.24
	Organizational Issues	.28*	.09	.01
	Individual Issues	.22	.09	.07
Organizational Issues	Planning Consequences	-.11	.09	.61
	Managerial Issues	-.28*	.09	.01
	Individual Issues	-.06	.09	.92
Individual Issues	Planning Consequences	-.05	.09	.94
	Managerial Issues	-.22	.09	.07
	Organizational Issues	.06	.09	.92

Table 17

*Subscale Statistics of the POMI Instrument-Private Universities*

	Mean	SD	Min	Max
Planning Consequences	2.52	.68	.75	4.00
Managerial Issues	2.69	.80	.29	4.00
Organizational Issues	2.41	.74	.43	4.00
Individual Issues	2.46	.72	.67	4.00
Total	2.52	.74	.29	4.00

**Testing of the Hypotheses**

The hypotheses of this research focused on the relationship between leadership style and the implementation of strategic management. The study included two independent variables. The first was leadership style and the second is public and private universities. There was one dependent variable which was the successful implementation of strategic management. The four hypotheses addressed in this study are as follows:

**H1:** The public universities are more successful at implementing strategic management than private universities. In this analysis, data collected from the second POMI questionnaire (Appendix A) and administered to faculty members is shown in Table 3. An independent-samples t-test conducted compared the successful implementation of strategic management scores for private and public universities.

Table 18

*Group Statistics for Private/Public Universities*

	Universities	N	Mean	SD
ISM	Private	131	2.52	.62
	Public	118	2.31	.70

There was a significant difference between the scores of private and public universities. The differences are statically significant,  $t(247) = 2.53, p < .05$ , two-tailed). The private universities score were ( $M = 2.52, SD = .62$ ) and public ( $M = 2.31, SD = .66$ )

Table 19

*Independent Samples T-Test for Public/ Private Universities*

	t	df	Sig. (2-tailed)
Implementation of the Strategic Management(ISM)	2.53	247	.01
Public vs. Private Universities			

Hypothesis 1 was not supported because the results were the opposite of what was predicted. The private universities were more successful than public universities in implementing strategic management.

**H2:** The transformational leadership style is significantly more effective in the successful implementation of strategic management than the transactional leadership style. An independent t-test was conducted to see if there was a significant difference between the transactional and transformational leadership style for ISM. The results showed there was a significant difference between the ISM scores for the transformational and the transactional leadership style,  $t(496) = 2.06, p < .05$  (see Table 10).

A multiple regression was conducted to see which leadership style, transactional leadership or transformational, had a greater impact on the successful ISM in higher education. Table 20 shows the model  $R^2 = .45$  and indicated that approximately 45% of the variance of ISM accounted for the combination of transactional and transformational leadership that resulted in  $F(2, 246) = 101.5$   $p < .05$ , which means that the multiple regression model was significant as shown in Table 21. This indicates there is a significant difference somewhere among the mean scores of the transformational and transactional leadership styles (independent variables) which is affecting the successful implementation of strategic management (dependent variable).

Table 20

*Model Summary for effect Transformational and Transactional Leadership on ISM*

Variables	R-Square	Adjusted R-Square	F	Df	Sig.
1	.45	.45	101.51	246	.00

Table 21

*Analysis of Variance for transformational and transactional leadership and ISM*

	Sum of Squares	Df	Mean Square	F	Sig.
Regression	46.88	2	23.44	101.51	.00
Residual	56.80	246	.23		
Total	103.68	248			

The partial correlations for each individual predictor variable were: transformational leadership  $r = .34$  and transactional leadership  $r = .17$ . The Beta coefficient was ( $B = .48$ ,  $p < .05$ ) for transformational leadership. This variable made the strongest

unique contribution to successful ISM. The Beta value for transactional leadership was slightly lower ( $B=.22$ ,  $p < .05$ ), indicating that it made less of a contribution to successful ISM as displayed in Table 22. Therefore, Hypothesis 2 was supported because the transformational leadership style was significantly more effective in the successful ISM than the transactional leadership style. An independent t-test showed there was a significant difference between the ISM scores for the transformational and the transactional leadership styles,  $t(496) = 2.06$ ,  $p < .05$ .

Table 22

*Coefficients for Transformational and Transactional Leadership*

Variables	B	SEB	Beta	Sig.	partial correlations
Transformational Leadership	.45	.08	.48	.00	.34
Transactional Leadership	.20	.08	.22	.01	.17

**H3:** With the transformational leadership style, *intellectual stimulation* will be significantly more effective in successfully implementing strategic management than will idealized attributes, idealized behaviors, inspirational motivation, and individualized consideration.

The result of the multiple regression organized the data to show which subscale (idealized influence attributed, idealized influence, behavior, inspirational motivation, intellectual stimulation and individual consideration) of the transformational style was significantly more effective in successful ISM. The model  $R^2 = .46$ , indicated that 46% of the variance of the ISM was accounted for by the combination of the subscales of the

transformational leadership style as shown in Table 23. Approximately 46% of the variance of the ISM was accounted for by the combination of the subscales of the transformational leadership style as shown in Table 23.

Table 23

*Model Summary for the Subscale Effect of Transformational Leadership on ISM*

Variables	R-Square	Adjusted R-Square	F	df	Sig.
1	.46	.45	41.15	243	.00

Significant differences between the subscales were found  $F(5, 243) = 41.15$   $p < .05$ , which means that the multiple regression model was significant as shown in Table 24.

Table 24

*Analysis of Variance for the Subscale of Transformational Leadership and ISM*

	Sum of Squares	Df	Mean Square	F	Sig.
Regression	47.54	5	9.51	41.15	.00
Residual	56.14	243	.231		
Total	103.68	248			

The partial correlations for each individual predictor variable were as follows: *idealized influence attributed*  $r = .20$ , *idealized influence behavior* was not significant, *inspirational motivation* was significant  $r = .20$ , *intellectual stimulation* was not statistically significant and *individual consideration* was  $r = .26$  as shown in Table 25. Table 25 shows that the strongest contribution to successful ISM in terms of the Beta coefficient value for *individual consideration* was ( $B = .30$ ,  $p < .05$ ), *idealized influence attributed* ( $B = .26$ ,  $p < .05$ ), and *inspirational motivation* ( $B = .24$ ,  $p < .05$ ). These



variables made the strongest contribution to successful ISM. There were no significant Beta values or contributions to successful ISM for *intellectual stimulation* ( $B=.01$ ,  $p > .05$ ) and *idealized influence behavior* ( $B=-.01$ ,  $p > .05$ ) because the p value was greater than .05. They did not make any contribution to successful ISM.

Table 25

<i>Variables of Subscale of Transformational Coefficients</i>					
Variables	B	SEB	Beta	Sig.	partial correlations
Idealized Influence	.20	.06	.26	.02	.20
Attributed					
Idealized Influence	-.01	.07	-.01	.99	-.01
Behavior					
Inspirational Motivation	.21	.06	.24	.01	.20
Intellectual Stimulation	.00	.06	.01	.99	.00
Individual Consideration	.24	.06	.30	.01	.26

Thus, Hypothesis 3 was not supported because *intellectual stimulation* did not significantly affect successful ISM as shown in Table 22,  $r=.00$ ,  $p=.99$ .

**H4.** With transactional leadership style, *contingent reward* will be significantly more effective in successfully implementing strategic management than will *active management-by-exception*. The multiple regression conducted for H4 looked to see which of the two subscales for a transactional leadership style, contingent reward or management-by-exception (active), was more effective in the successful ISM. The model  $R^2 = .40$  indicated that approximately 40% of the variance of the successful ISM was

accounted for by the combination of both subscales of the transactional leadership style (see Table 26).

Table 26

*Model Summary for the Subscale Effect of Transactional Leadership on ISM*

Variables	R-Square	Adjusted R-Square	F	Df	Sig
1	.40	.40	81.49	246	.00

There was a significant difference between the subscales  $F(2, 246) = 81.49, p < .05$  (see Table 27).

Table 27

*Analysis of Variance for Subscale of Transactional Leadership and ISM*

	Sum of Squares	Df	Mean Square	F	Sig.
Regression	41.32	2	20.66	81.49	.00
Residual	62.36	246	.254		
Total	103.68	248			

The partial correlations for each of the individual predictor variables showed that *contingent reward* was significant  $r = .49$  and *management-by-exception (active)* was also significant  $r = .16$  as shown in Table 28. *Contingent reward* had the largest Beta coefficient ( $B = .53, p < .05$ ) in this analysis and made the strongest contribution to successful ISM in this study.

Table 28

*Coefficients of Variables of Subscale of Transactional Leadership*

Variables	B	SEB	Beta	Sig.	partial correlations
Contingent Reward	.38	.04	.53	.00	.49
Management by Exception (Active)	.14	.06	.16	.01	.16

The Beta value for *management-by-exception (active)* was ( $B=.16, p < .05$ ) which is slightly lower and indicates that it made less of a contribution to successful ISM as shown in Table 28. Hypothesis 4 was supported because the transactional leadership style subscale, contingent reward, was significantly more effective in the successful ISM than management-by-exception (active).

### Summary of Results

H1. The public universities are more successful at implementing strategic management than private universities.

In contrast to the literature reviewed in this study, H1 was not supported. The results suggested that effective successful ISM was more evident in private universities in Jordan rather than in the public universities. Examination of the group means indicated that in the average private university's mean scores were significantly higher than those in public universities. Specifically, study results suggest that private universities more are successful at the ISM than are public universities.

H2. The transformational leadership style is significantly more effective in the successful implementation of strategic management than the transactional leadership style. Transformational leadership made the strongest contribution to successful ISM. The contribution of transactional leadership was slightly lower. Therefore, H2 was supported.

H3. With transformational leadership style, *intellectual stimulation* will be significantly more effective in successfully implementing strategic management than will idealized attributes, idealized behaviors, inspirational motivation, and individualized consideration. The participants in this study rated *individual consideration* rather than *intellectual stimulation* as the strongest contributor to successful ISM. Thus, H3 was not supported.

H4. With transactional leadership style *contingent reward*, will be significantly more effective successfully implementing strategic management than will *management-by-exception (active)*. The *contingent reward* feature of the transactional leadership style

rather than *management-by-exception (active)* feature was rated as the strongest contributor to successful ISM. Consequently, H4 was supported.

## CHAPTER IV

### Discussion

This study explored the impact of leadership behaviors on the successful implementation of strategic management in private and public universities in Jordan. The findings of this study are interpreted and discussed in terms of the features of both the transactional and transformational leadership styles and the components associated with the successful implementation of strategic management. An analysis of the data examines the relationship between the independent (leadership styles) and dependent (successful implementation of strategic management) variables based on the theoretical foundation established in the literature review. This section discusses the results of the descriptive statistics and the four research questions and hypotheses in this present study.

#### Leadership Style

This study focused specifically on two different leadership styles: transformational leadership and transactional leadership. The participants in higher education in this study used the transformational leadership style more than the transactional leadership style. This was consistent with the findings of Khali, Jarallah and Al-Tamimi (2008). These researchers examined the effect of transformational leadership and transactional leadership styles in organizational learning. They found that the level of transformational leadership in organizational learning in the Jordanian industrial sector was greater than the transactional leadership style. Likewise, leaders in higher education in Jordan displayed transformational leadership behavior more frequently than transactional leadership (see Tables 10).

The results of this study illustrated that transformational and transactional leadership align with the finding of Avolio and Bass, (2004). The MLQ International Normative Samples included factors investigated in many countries (See Table 29). For example, in this research, the *idealized influence attributes* factor was 2.98 as compared to the MLQ International Normative factor of 2.94.

The results also showed that the *idealized influence behaviors* factor was 2.95 as compared to the MLQ International Normative factor of 2.77. The results further showed that the *inspirational motivation* factor in this study was 2.94 as compared to the MLQ International Normative factor of 2.92.

The *intellectual stimulation* factor of 2.70 in this study was slightly less than the MLQ International Normative factor of 2.78. Perhaps, Jordanian educational leaders' behavior may require that they encourage their subordinates to apply more critical thinking to their tasks in order to promote better *intellectual stimulation*. In addition, the *individualized consideration* factor in this research was 2.65, which was less than the MLQ International Normative factor of 2.85. This could mean that Jordanian leaders in higher education may need more practice as coaches and monitors if they are to help subordinates achieve objectives and grow. These result are displayed in Table 29.

The average *contingent reward* mean score for the transactional leadership factors in this present study was 2.63, which was less than the MLQ International Normative factor for *contingent reward* which was 2.87. This may indicate that Jordanian leaders in higher education need more practice providing incentives and rewarding outstanding followers' performance. The *management-by-exception (active)* factor in this study was

2.79, which was much higher than the MLQ International Normative factor of 1.67 for *management-by-exception (active)*.

**Table 29: Comparison between International Normative MLQ Factors and MLQ Jordanian Leaders in higher education.**

	Jordanian Leaders	Norm MLQ (US)	Mean difference
<b>Transformational Leadership</b>			
Idealized Influence Attributed	2.98	2.94	.04
Idealized Influence Behavior	2.95	2.77	.18
Inspirational Motivation	2.94	2.92	.02
Intellectual Stimulation	2.70	2.78	-.08
Individual Consideration	2.65	2.85	-.20
<b>Transactional Leadership</b>			
Contingent Reward	2.70	2.87	-.17
Management-by-Exception (Active)	2.79	1.67	1.12

*Note:* Avolio, B. J., & Bass, B. M. (2004). *Multifactor Leadership Questionnaire: Manual and Sampler set*. Menlo Park, CA: Mind Garden. Retrieved from [www.mindgarden.com/docs/MLQinternationalnorms.pdf](http://www.mindgarden.com/docs/MLQinternationalnorms.pdf)

Consequently, leaders in higher education in Jordan focus attention on excesses, mistakes and aberration from standards' for subordinates. They are focus on corrective actions when subordinates are not performing at acceptable levels. The culture in Jordan is such that leaders want to make themselves look good in the eyes of others by pointing out the shortcomings of their subordinates.



In general, the leaders in higher education had characteristics and behaviors that showed they exhibited and practiced transformational and transactional leadership styles.

### **Comparison of Public and Private Universities in Jordan**

The results indicated that there were no significant differences between the transformational leadership style scores of public and private universities. In addition, the results showed that there were no significant differences between the transactional leadership style scores of public and private universities. The reason is that most of the leaders are working at both public and private universities in the same time. The GPA admission standard for private universities is lower than that of public universities. Public universities have created “parallel programs” called *almowazi* which allow students with lower grades who would not ordinarily qualify to be admitted to a public university to be admitted if they pay a higher registration fee. This higher registration fee is almost equivalent to what the students would pay if they were enrolled in a private university. The objective of these programs is to provide additional financial support for the public universities. Since 2011, public universities have been making many of seats available for this type of student (Khader, 2009). In essence, the leaders in public universities have created a type of program which serves the same student population and has standards similar to those of the private universities.

The present study also examined the successful outcomes that resulted from implementing strategic management components such as (a) planning consequences, (b) organizational issues, (c) managerial issues, and (d) individual issues in public and private Jordanian universities. The findings showed that managerial issues had the highest mean subscales scores related to the successful ISM in public and private

universities. The reason is that most of participants in this study came from management schools which work in fields related to managerial issues.

Perhaps, this indicates that public and private universities in higher education should focus more on managerial issues than on planning consequences, organizational issues, and individual issues if they expect to succeed in the successful ISM. More specifically, the results indicate that with regard to managerial issues, *public and private universities* have been successful in the implementation of strategic management when it is related to:

- Suitable leadership
- Adequate organizational support
- Adequate leader /manager commitment
- There is tranquility among managers/leaders
- Top management has enough adaptation to control in the external environment.
- Suitable personal skills with implementation.
- In institution leader has enough means to control all factors through the implementation phase. (Alashloo, Castka, & Sharp, 2005; Alexander, 1985; Alghamdi, 1998; Hambrick, Cannella, 1989; Köseoğlu, Barca, Karayormuk, & Edas, 2009; Noble, 1999; Pechlaner & Sauerwein, 2002).

### **Research Questions**

This study had four research questions and four hypotheses which examined the relationships between transformational and transactional leadership style and the implementation of strategic management in public and private universities in Jordan.

**Research Question 1** addressed the difference between the successful implementation of strategic management for private and public universities in Jordan. The hypothesis was not supported because private universities were more successful than public universities in ISM. There were significant differences found among the mean scores of private and public universities as regards the successful implementation of strategic management.

Private universities have been more successful because they have faced a competitive market. Consequently, they have been fast to update their curriculum and technology, have had more independence in making decisions, and have generally had more financial capability.

In other words, public universities in Jordan had partially in formulated strategies. Leaders limited their responsibilities for the implementation of strategic management in terms formulating sufficient strategic goals, allowing enough time to implement strategies, developing consensus among decision makers, identifying problems clearly, implementing regulation and policies, and providing training systems.

In addition, both types of universities were similar in their approach to the implementation of strategies and the alignment of their structures, resources, faculty capabilities, physical facilities, feedback procedures, information systems, communication system, resources and compensation to motivate staff. In addition, both types of universities had partial plans for selecting suitable leaders, providing effective support for administrators, determining adequate leaders, fostering tranquility among leaders, adapting management to the influences of the external environment, and aligning personal skills.

**Research Question 2** determined which leadership style, transactional leadership or transformational was more effective in successful ISM in higher education in Jordan. Hypothesis 2 was supported in that transformational leadership style was significantly more effective in successful ISM in the present study. This expected result was consistent with Salih and Mubaideen (2008) when a similar inquiry was raised about the impact of the independent variables, transformational and transactional leadership styles, on dependent variable, the implementation of the current strategic objectives (sustainable development, policies development, enhanced control, enhance information system management, increased education, support cooperation, strengthening the capacities of the ministry) in the Jordanian Ministry of the Environment. The purpose of this research was to identify the effect of transactional and transformational leadership approaches on the implementation of strategic objectives in the Jordanian Ministry of the Environment. Their study found that transformational leadership had a greater the impact on the implementation of strategic goals than the transactional leadership style in the Ministry of Environment. Several strategic management practices are embodied in the objectives of the Ministry of the Environment. Leadership style is one of those management practices. The study recommended increasing the awareness of the importance of developing objectives and strategies for sustaining the environment and adopting the transformational leadership style.

This research found that transformational features had a greater effect on the successful ISM. The reason is that in the implementation phase, a sensitive phase, leaders are required to use the transformational features. Transformational leaders have a greater capacity to encourage subordinates to go beyond their own self-interests for a good of the

institution. They motivate followers to attain goals, focus on the organization's vision, increase their self-confidence, direct specific activities, and create new tactics for solving long-standing problems in the ISM.

**Research Question 3** addressed which subscale of transformational leadership was significantly more effective in the successful implementation of strategic management.

In general, when leaders practiced idealized influence attributes, idealized influence behavior, inspirational motivation, intellectual stimulation, and individualized consideration. They encourage positive reactions from academics, i.e. transformational qualities that brought about greater levels of need for successful ISM among subordinates.

Hypothesis 3 in this study was not support because the *intellectual stimulation* subscale of transformational leadership was not effective in successful ISM. Moreover, the results showed that *individual consideration* was significantly more effective, Leaders in higher education in Jordan satisfied their subordinates by advising, assisting and paying attention to individual needs and inspiring them to develop themselves. According to Aydogdu and Asikgil (2011), leader's not only recognized and satisfied the needs of their subordinates, but also mentored and coached them to implement new strategic decisions. This was a clear indication that leaders in higher education practiced *individual consideration* as feature of transformational leadership that contributed to successful ISM. The reason why individual consideration had a significant effect on the successful ISM is that leaders in higher education practice *individual consideration* by paying

attention to each subordinate's needs and taking the role of coaches and mentors throughout the implementation.

The results also showed that *idealized influence attributed* had an effect on successful ISM. However, leaders had limited ability to make followers respect them and to build trust with each other in order to implement strategic decisions. *Inspirational motivation* also influenced successful ISM to a limited degree because leaders were viewed as motivating and inspiring academics to get involved in the shared vision.

Furthermore, *idealized influence behavior* and *intellectual stimulation* did not impact successful ISM in the present study and did not agree with the findings in Judeh (2010). *Intellectual stimulation* in Judeh's study was significantly affected by gender differences in transformational leaders' behaviors in private universities in Jordan. He found significant differences between Jordanian female and male leaders' manners. He concluded that there was a significant difference between Jordanian female and male leader behaviors, where male leaders scored higher on intellectual stimulation. No significant differences were evident between male and female transformational leaders regarding idealized influence, inspirational motivation, or individual consideration. He also found a significant difference between female and male transformational leaders in terms of intellectual stimulation.

**Research Question 4** focused on a subscale of the transactional leadership in successful ISM. Hypothesis 4 was support because the *contingent reward* feature had a greater effect on successful ISM than did *management-by-exception (active)*. This was probably due to the fact that leaders in higher education in Jordan provided tangible or intangible rewards for effort and recognized excellent performance. Leaders also offered

appreciation to academics, which is a kind of behavior that is important for successful ISM. These results were consistent with research of Khali, Jarallah and Al-Tamimi (2008). Their study examined the effect of transformational and transactional leadership styles in organizational learning in the Jordanian industrial sector. They also found that the *contingent reward* factor for transactional leadership had the highest effect on organizational learning.

In contrast, *management-by-exception (active)* had less effect on successful ISM. This was indicative of the leaders' ability to (a) employ corrective actions when academics' performance was not acceptable, (b) improve performance, and (c) decrease workloads in order to maintain the implementation of the current strategy (Malos, 2012).

### **Implications and Recommendations**

The objectives of this research were to examine the relationship between the implementation of strategic management and transformational and transactional leadership styles in higher education in Jordan. This study investigated the differences that exist between public and private institutions of higher education in the implementation of strategic management. It looked at the style characteristics of both transformational and transactional leadership to see if they had different effects on the successful implementation of strategic management. It also focused on determining which of these two leadership styles was the most successful at improving the implementation of strategic management in Jordanian universities.

Generally, the study's findings revealed many useful points of consideration for higher education in Jordan. They confirm that leaders in higher education in Jordan have features of both the transactional and transformational leadership styles. This study

revealed that the leadership style of the leaders in higher education in Jordan was more transformational than transactional.

The results showed that the *idealized influence attributed* feature had the highest usage among leaders who utilized this characteristic as part of their transformational leadership style. The findings indicated that the *management by exception (active)* feature also had the highest usage among leaders who exercised this characteristic as part of their transactional leadership style.

In addition, higher education in private and public universities in Jordan have had average ( $M= 2.52$ ) success with IMS (see Table 16). However, private universities have had more success with ISM than have public universities. The results showed that the *managerial issues* component had the highest mean score in terms of successful ISM in private and public universities. The results showed that the transformational leadership style was significantly more effective in the successful ISM than the transactional leadership style. The study's findings supported the subscale of the transformational leadership style. The *individual consideration* feature had the highest effect on successful ISM. The *contingent reward* feature had a high effect on successful ISM when compare to *management-by-exception active*. The findings of this research not only add supporting evidence for leadership style and ISM in the higher education sector, but it also highlights important successes and obstacles to the implementation of strategic management in higher education in Jordan.

Based on the result of the study, the researcher recommends:

- 1- Leaders of higher education institutions need to be encouraged to adopt the transformational leadership style approach. This will help institutions to be successful in



implementing strategic management. More specifically, it will help them to offer training programs for enhancing the capabilities of other leaders and focusing on specific leadership behaviors such as: (a) paying attention to each faculty member's needs for implementing their tasks, listening carefully to them, encouraging them to exchange opinions and develop themselves, playing the role of a coach and mentor, and inspiring new learning opportunities; (b) improving a leader's ability to bring subordinates around to his point of view, making subordinates proud to be associated with him, and building respect and confidence; and (c) strengthening leaders' focus, providing vision for the future, and interacting confidently when discussing objectives that need to be achieved.

2- Leaders of higher education institutions need to be encouraged to adopt the transactional leadership style approach. More specifically, it will help them to offer training programs for enhancing the capabilities of other leaders and focusing on specific leadership behaviors such as: (a) maintaining the current situation, expressing criticisms about subordinate's mistakes, intervening when subordinates are not performing at acceptable levels, and correcting actions to improve performance; and (b) increasing leaders' ability to motivate subordinates by providing rewards for outstanding performance.

3- As indicated by the results, the researcher recommends the implementation of strategic management in public and private universities.

More specifically, higher education institutions should pay increasing attention on managerial issues such as: (a) implementing strategies appropriate to the transformational leadership style; (b) increasing organizational support (c) enhancing harmony among managers/leaders; (d) increasing top management's adaptation to control in the external

environments; (e) improving academic skills; and (f) increasing leaders' control of all factors of the implementation stage.

### **Limitations**

Two limitations were identified within this study. The area of study was narrowly defined and limited because it studied only higher education in Jordan and narrowly defined the educational sector. First, the study was included all universities in Jordan. Because differences in the public and private sectors, generalizing the study to all higher education in Jordan was applicable. Secondly, the study specifically focused on higher educational institutions. Therefore, comparing this study with other industries was avoided. For example, the study findings may not offer a useful basis for comparing this study with other business sectors (i.e., medicine, tourism, the financial sector, and commercial business).

### **Directions for Future Research**

This research examined the relationship between leadership styles and the implementation of strategic management in public and private universities in Jordan. It brings to mind four other areas where research can be done in the future. The first is to examine other leadership styles such as the authentic leadership style in relation to the implementation of strategic management in higher education or other sectors. The second idea is to focus on comparing leadership styles and the implementation of strategic management in higher education in Jordan and the U.S.A. The third is to look at the relationship between leadership styles and methods used to evaluate strategic management in higher education. The fourth idea is to examining the relationship between leadership styles and the implementation of strategic management in specific sectors such as industry, banking, insurance and medicine.

### Conclusion

The purpose of this study is to explain the important relationship between the transformational and transactional leadership styles and the implementation of strategic management in public and private higher education institutions in Jordan. This study offers a framework for examining the relationship between the implementation of strategic management (ISM) and leadership styles in higher education in Jordan. Even though higher education is an important sector in Jordan, the implementation of strategic management in Jordanian education settings has not been dealt with. In fact, it is rarely dealt with in academic literature worldwide (Alexander, 1991; Noble, 1999). In addition, no research have been done that show a relationship between leadership style and the ISM in the higher education sector. Consequently, this study endeavored to bridge these gap and look carefully at the growth of research in these issues in thee higher education sector. Four hypotheses were used in this study.

The independent-samples t-test and multiple regression results of this study indicated slight agreement with some academic literature related to this study. The research indicated that private universities had more success with the ISM than public universities. The study showed that the transformational leadership style had a greater impact on the successful implementation of strategic management than the transactional leadership style did.

Table 30  
*Comparison of Public and Private Universities in Jordan*

Variables	Public Universities	Private Universities
Dependent Variable for ISM	Successful ISM mean score M = 2.31.	Successful ISM mean score M = 2.52.
Planning Consequences	Significant differences in the mean score M = 2.31	No significant differences.
Organizational Issues	Significant differences in the mean score M = 2.05	Significant differences in the mean score M = 2.41
Managerial Issues	Significant differences in the mean score M = 2.93	Significant differences in the mean score M = 2.69
Individual Issues	No significant differences	No significant differences
Independent Variable Leadership Styles	Transformational leadership style used more than transactional leadership style	Transformational leadership style used more than transactional leadership style.
Transformational Leadership Style	No significant differences between transformational leadership style scores in public and private universities	No significant differences between transformational leadership style scores in public and private universities
Transactional Leadership Style	No significant differences between transactional leadership style scores in public and private universities	No significant differences between transactional leadership style scores in public and private universities

The study also found that managerial issues in *public and private universities* had the highest mean scores in successful in the implementation of strategic management. The reason is that most of participants in this study came from management schools which work in fields related to managerial issues.

The study also found that only three features of the transformational leadership style - *individual consideration, idealized influence attributed and inspirational*

*motivation* - had a significant effect on the success of the ISM. On other hand, the study showed that the *contingent reward* and *management-by-exception* features of the transactional leadership style had a significant effect in success of the ISM.

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## Appendix A

**DEMOGRAPHIC QUESTIONS****Please provide the following information**

<p><b>What is your position?</b></p> <p>Dean</p> <p>Vice Dean</p> <p>Administrator</p> <p>Faculty</p>	<p><b>What is your highest level of education?</b></p> <p>Master's</p> <p>Doctorate</p>
<p><b>What is your gender?</b></p> <p>Male</p> <p>Female</p>	<p><b>What is your age?</b></p> <p>22-32 years of age</p> <p>33-43 years of age</p> <p>44-54 years of age</p> <p>55-65 years of age</p> <p>65 &amp; Over</p>
<p><b>What is your employee status?</b></p> <p>Full-time</p> <p>Part-time</p>	<p><b>How many years of experience do you have?</b></p> <p>0-one year</p> <p>Two years- five years</p> <p>Six years- ten years</p> <p>More than ten years</p>
<p><b>What is your citizen?</b></p> <p>Jordanian</p> <p>Other</p>	

As partial fulfillment of the PhD. program in leadership, as followed some questions are listed as part of the questionnaire related to leadership style. Twenty eight, descriptive statements are listed on the following pages. Judge how frequently each statement fits the person you are describing. Use the following rating scale:

كجزء من متطلبات درجة الدكتوراه في برنامج القيادة، نسرّد اليكم هذه الاستبانة المتعلقة بأسلوب القيادة. هذه الاستبانة تحتوي على 28 عبارة تصف سلوك و نمط مديرك. ارجو وضع علامة (صح) للاجابة التي تمثل مدى موافقة هذه العبارة مع سلوك مديرك باختيار الدرجة المناسبة كالتالي

:

MLQ questionnaire القيادة التحويلية Transformational Leadership Part (1) Idealized Influence (Attributes) II(A) / التأثير المثالي (الصفات) II(A)						
		Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
		مطلقا لا	نادرا	أحيانا	في اغلب الاحيان	كثيرا ان لم يكن دائما
		0	1	2	3	4
1	Instills pride in me for being associated with him/her. يبعث في نفسي الفخر كوني مرتبط معه.					
2	Goes beyond self-interest for the good of the group يتجاوز مصالحه الشخصية لأجل مصلحة الجماعة.					
3	Acts in ways that builds my respect يتصرف بطريقة تبني احترامي.					
4	Displays a sense of power and confidence يمنحني الشعور بالقوة والثقة.					

Transformational Leadership القيادة التحويلية						
Part (2) Idealized Influence (Behaviors) II(B) التأثير المثالي (السلوك)						
		0	1	2	3	4
5	Talks about his/her most important values and beliefs يتكلم عن اهم قيمه و معتقداته.					
6	Specifies the importance of having a strong sense of purpose يؤكد على أهمية وجود شعور قوي نحو تحقيق الاهداف.					
7	Considers the moral and ethical consequences of decisions يأخذ في الاعتبار العواقب الأخلاقية و المعنوية للقرارات .					
8	Emphasizes the importance of having a collective sense of mission يؤكد على أهمية وجود إحساس مشترك برسالة المنظمة.					

Transformational Leadership القيادة التحويلية						
Part (3) Inspirational Motivation IM/ التحفيز الايحائي						
		Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
		مطلقا لا	نادرا	أحيانا	في اغلب الأحيان	كثيرا ان لم يكن دائما
		0	1	2	3	4
9	Talks optimistically about the future يتحدث بتفاؤل عن المستقبل.					
10	Talks enthusiastically about what needs to be accomplished يتحدث بحماس عما يجب تحقيقه.					
11	Articulates a compelling vision of the future يقدم رؤيه واضحه و مقنعة عن المستقبل .					
12	Expresses confidence that goals will be achieved يظهر الثقة بأن الأهداف سوف يتم تحقيقها.					

Transformational Leadership القيادة التحويلية Part (4) Intellectual Stimulation IS/ الذكاء العاطفي						
		0	1	2	3	4
13	Re-examines critical assumptions to question whether they are appropriate يعيد فحص الافتراضات المهمة للتأكد من أنها مناسبة للبيئة العمل					
14	Seeks differing perspectives when solving problems يبحث عن وجهات نظر مختلفة عند حل مشاكل العمل .					
15	Gets me to look at problems from many different angles يجعلني أنظر إلى المشاكل من عدة زوايا.					
16	Suggests new ways of looking at how to complete assignments يقترح طرق جديدة للنظر في كيفية تحقيق مهام العمل.					

4

Transformational Leadership القيادة التحويلية Part (5) Individual Consideration IC / الاعتبار الفردي						
		Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
		مطلقا لا	نادرا	أحيانا	في اغلب الاحيان	كثيرا ان لم يكن دائما
		0	1	2	3	4
17	Spends time teaching and coaching يقضي وقتاً في التعليم و التدريب.					
18	Treats me as an individual rather than just as a member of a group يعاملني كفرد مستقل وليس مجرد عضو ضمن مجموعة.					
19	Considers me as having different needs, abilities, and aspirations from others. يعتبر ان لدي احتياجات وقدرات وتطلعات متميزة عن الآخرين.					
20	Helps me to develop my strengths يساعدني على تطوير نقاط القوة لدي.					

Transactional Leadership/ القيادة التبادلية Part (1) Contingent Reward CR المكافآت الشرطية						
		0	1	2	3	4
21	Provides me with assistance in exchange for my efforts يقدم لي المساعدة مقابل جهودي في العمل					
22	Discusses in specific terms who is responsible for achieving performance targets يناقش بدقة كل فرد مسئول عن تحقيق أداء العمل					
23	Makes clear what one can expect to receive when performance goals are achieved يوضح المردود المتوقع الذي يحصل عليه اي فرد عند تحقيق الأهداف					
24	Expresses satisfaction when I meet expectations يعبر عن الرضا عندما أنجز المطلوب كما هو متوقع					



Transactional Leadership/ القيادة التبادلية Part (2) Management by Exception (Active) MBEA/( الادارة بالاستثناء (ايجابية)						
		Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
		مطلقا لا	نادرا	أحيانا	في اغلب الأحيان	كثيرا ان لم يكن دائما
		0	1	2	3	4
25	Focuses attention on irregularities, mistakes, exceptions, and deviations from standards. يركز انتباهه على الأمور الخارجة عن المألوف ، وعلى الأخطاء، والاستثناءات، والانحراف عن المعايير.					
26	Concentrates his/her full attention on dealing with mistakes, complaints, and failures يركز كل اهتمامه للتعامل مع الأخطاء والشكاوي والاختافات.					
27	Keeps track of all mistakes يتابع بدقة جميع الأخطاء.					
28	Directs my attention toward failures to meet standards يوجه انتباهي نحو الأخطاء من أجل المحافظة على المستوى المطلوب للعمل.					

## Appendix A (continued)

Thirty five, descriptive statements are listed on the following pages. Please evaluate the extent to which these questions influenced the successful implementation of the strategic management. Please answer these questions based on a recent strategic decision implemented in your college such as updating of the curriculum, the infusion of technology or the introduction of a new program.

هذه الاستبانة تحتوي على 35 عبارة, الرجاء تقييم إلى أي مدى هذه الأسئلة تسهم في نجاح تنفيذ الإدارة الاستراتيجية. ارجو وضع علامة (صح) للإجابة. كما يرجى الإجابة على هذه الأسئلة بناء على قرار استراتيجي الذي تم تنفيذها مؤخرا في كليتك مثل ( تحديث المناهج الدراسية، وتبني تكنولوجيا , أو إدخال برنامج جديد في الجامعة).

Part A, Planning Consequences						
"نتائج التخطيط"						
On a scale of 1-5 rate the planning consequences of implementing strategies management at the university						
5=Very Successful, 4=Successful, 3= Average, 2= Unsuccessful, 1= failed						
		0	1	2	3	4
1.	Strategies are formulated accurately. صيغت الاستراتيجيات الموجودة بطريقة دقيقة					
2.	Strategy goals are sufficiently linked هناك ربط كافي في الأهداف الاستراتيجية					
3.	Staff has enough time to implement strategies. لدى العاملين الوقت الكافي لتنفيذ الاستراتيجيات					
4.	There is consensus and unanimity among decision makers. هناك اجماع و توافق بين متخذي القرار					
5.	The implemented problems are clearly identify. تم تحديد المشاكل التنفيذية بوضوح					
6.	Formulators of strategies have effective role. لدى صانعي الاستراتيجيات دور فعال					
7.	There is a suitable training system for the staff in charge of implementing strategies. يوجد نظام تدريب ملائم للعاملين في تنفيذ الاستراتيجيات					
8.	Existence of clear regulations and policies. وجود وضوح في الانظمة والسياسات					

## Appendix A (continued)

<p style="text-align: center;"><b>Part C, Managerial Issues</b> القضايا الادارية</p> <p style="text-align: center;"><b>On a scale of 0-4 rate the managerial issues in the implementation of strategies management at the university</b></p> <p style="text-align: center;">4=Completely Agree, 3=Mostly Agree, 2=Slightly Agree, 1=Mostly Disagree, 0=Completely Disagree</p>						
		0	1	2	3	4
9.	Suitable leadership القيادة مناسبة (ملائمة)					
10.	Adequate organizational support الدعم التنظيمي ملائم					
11.	Adequate leader /manager commitment القائد \ المدير ملائم وواعد					
12.	There is tranquility among managers/leader هناك انسجام و تقاهم بين القيادات العليا والمدراء					
13.	Top management has enough adaptation to control in the external environment. الأدارة العليا لديها ما يكفي من التكيف للسيطرة على البيئة الخارجية					
14.	Suitable personal skills with implementation. المهارات الشخصية ملائمة لعملية التنفيذ					
15.	In institution leader has enough means to control all factors through the implementation phase. في المؤسسة القائد لديه ما يكفي للسيطرة على كل العوامل في عملية التنفيذ					

## Appendix A (continued)

<b>Part B, Organizational Issues</b> القضايا التنظيمية						
<b>On a scale of 0-4 rate the organizational issues in the implementation of strategies management at the university</b>						
4=Completely Agree, 3=Mostly Agree, 2=Slightly Agree, 1=Mostly Disagree, 0=Completely Disagree						
		0	1	2	3	4
16	The presence of organizational structure harmonized with the strategies implementation mechanism وجود هيكل تنظيمي منسجم مع الية تنفيذ الاستراتيجيات.					
17	Suitable resource allocation. تخصيص الموارد المناسبة.					
18	Adequate two-way communication. الاتصالات المتبادلة كافية ها تقي بالحاجة .					
19	The communication system is adequate and simple for problems' requiring requirements at all levels of management involvement. نظام الاتصالات ملائم وبسيط لكل متطلبات المشاكل ولجميع المستويات الادارية المشاركة					
20	Coordination is effective among staff in charge of the strategic management implementation. التنسيق فعال بين العاملين في تنفيذ ادارة الاستراتيجية					
21	Information systems is adequate. الأنظمة المعلوماتية ملائمة.					
22	Compatible organizational culture. الثقافة التنظيمية منسجمة.					
23	Stress level of competition between the working academics reduced through the implementation process. مستوى الضغط التنافسي بين الأكاديميين العاملين ينخفض اثناء عملية التنفيذ.					
24	Non healthy competing activities among academics لا توجد نشاطات تنافسية غير ملائمة بين الأكاديميين					
25	Non competing activities among departments عدم وجود أنشطة تنافسية بين الأقسام					
26	Suitable evaluation system at the implementation phase. يتلائم نظام التقييم المتبع مع مرحلة التنفيذ					
27	Suitable control system at the implementation phase. يتلائم نظام الرقابة المتبع مع مرحلة التنفيذ.					
28	Suitable compensation system at the implementation phase. يتلائم نظام المكافئة المعتمد مع مرحلة التنفيذ					
29	Adequate physical facilities. التسهيلات المادية كافية					

## Appendix A (continued)

Part D, Individual Issues or Related to individuals						
قضايا الافراد في المنظمة						
On a scale of 0-4 rate the individual issues in the implementation of strategies management at the university						
4=Completely Agree, 3=Mostly Agree, 2=Slightly Agree, 1=Mostly Disagree, 0=Completely Disagree						
		0	1	2	3	4
30	Academics have enough capabilities. لدى الأكاديميون القدرات الكافية					
31	There is no resistant to change among academics. لا توجد مقاومة للتغيير بين الأكاديميين					
32	There is no resistance to change among departments لا توجد مقاومة للتغيير بين الاقسام					
33	There is no fear or insecurity of new managerial services. ليس هناك خوف او عدم الأطمئنان من الخدمات الادارية الجديدة					
34	Academics understand the strategies clearly. الأكاديميون يفهمون الاستراتيجيات بوضوح					
35	There is an adequate connection with organizations' vision. هناك ارتباط ملائم للرؤية					

Thank you for completing this questionnaire/survey



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To whom it may concern,

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Instrument: *Multifactor Leadership Questionnaire*

Authors: *Bruce Avolio and Bernard Bass*

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Sincerely,

Robert Most  
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# FW: Request contact information

John Kantor

Mon 11/17/2014 9:10 AM

To: Muna Alsheleh <malsheleh@alliant.edu>;

Hello Muna,  
Please see the email correspondence regarding Alexander.

**John Kantor, PhD**  
**Associate Professor**  
Alliant International University

Phone : (858) 635-4413  
Fax: (858) 635-4455  
E-Mail: [jkantor@alliant.edu](mailto:jkantor@alliant.edu)



**CSPP** CALIFORNIA SCHOOL OF  
PROFESSIONAL PSYCHOLOGY  
ALLIANT INTERNATIONAL UNIVERSITY

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**From:** Carlson, Kevin [mailto:kevinc@vt.edu]

**Sent:** Friday, November 14, 2014 1:43 PM

**To:** John Kantor

**Subject:** RE: Request contact information

Hi John,

We have been reaching out to Dr. Alexander to get that request to him. He has moved to the western US and we don't have any other contact information for him currently than a mailing address and have reached out to him that way. I expect to hear from him by the first of the next week and will pass contact information on when we receive it from him.

**Kevin D. Carlson**  
**Head, Department of Management**  
Pamplin College of Business (0233)  
Pamplin Hall, STE 2007, Virginia Tech  
880 West Campus Drive  
Blacksburg, VA 24061  
T: (540) 231-6353  
F: (540) 231-3076  
[kevinc@vt.edu](mailto:kevinc@vt.edu)



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**From:** John Kantor [<mailto:jkantor@alliant.edu>]

**Sent:** Friday, November 14, 2014 2:08 PM

**To:** Carlson, Kevin

**Subject:** Request contact information

Hello Dr. Carlson,

One of my students, Muna Alsheleh, is working on a dissertation proposal and would like to use a survey developed and published by Dr. L. D. Alexander from your department. As I understand, he is retired. She would like to ask for permission to use the instrument in her research from Dr. Alexander, but has no luck in locating him. Would you please help us to get in touch with him.

I appreciate your help.

Have a great weekend,

John

**John Kantor, PhD**

**Associate Professor**

Alliant International University

Phone : (858) 635-4413

Fax: (858) 635-4455

E-Mail: [jkantor@alliant.edu](mailto:jkantor@alliant.edu)



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