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LEADERSHIP AND EFFECTIVENESS IN A NONPROFIT  
ORGANIZATION: ROTARY INTERNATIONAL

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A

Dissertation  
Presented to the  
Graduate Faculty of  
Liberal and Interdisciplinary Studies  
College of Arts and Sciences  
United States International University

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In Partial Fulfillment  
of the Requirements for the Degree of  
Doctor of Philosophy  
in Leadership and Human Behavior

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by  
Suphornchai Siriwoharn  
San Diego, 1995

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Abstract of Dissertation

LEADERSHIP AND EFFECTIVENESS IN A NONPROFIT

ORGANIZATION: ROTARY INTERNATIONAL

by

SUPHORNCHAI SIRIWOHARN, Ph.D.

United States International University

Committee Chairperson: Herbert George Baker, Ph.D.

THE PROBLEM. Rotary International is an organization that is global in scope and is doing work of tremendous value to the world in general and the United States in particular. In this regard, it seems reasonable to suggest that the work undertaken by the organization will benefit people to the extent that each chapter of the club is successful in achieving the goals set for it. One factor which contributes to the success of any organization is leadership. Therefore, a comparison of leaders across relatively most successful and relatively least successful chapters of Rotary International should yield insight into leadership variables which contribute to the organizational effectiveness of the Rotary Clubs.

METHOD. Samples used in the study are (1) leaders ( $N=95$ ) and members ( $N=187$ ) of the relatively most successful American Rotary Club chapters, and (2) leaders ( $N=84$ ) members ( $N=171$ ) of the relatively least successful American

Rotary Club chapters. Participants responded to a demographic questionnaire and to the Leadership Practices Inventory (LPI) which elicited information about the leadership behaviors of the Presidents of the relatively most successful and the relatively least successful American Rotary Club chapters in the Rotary International year 1993-1994. The Presidents evaluated themselves using the LPI-Self, and the members evaluated their presidents using the LPI-Other. Data obtained from the four samples were analyzed by using discriminant analysis.

RESULTS. Differences between the Presidents' self-evaluations and the members' evaluations of the Presidents on five dependent variables, (1) challenging the process, (2) inspiring a shared vision, (3) enabling others to act, (4) modeling the way, and (5) encouraging the heart, in both the relatively most successful group and the relatively least successful group were not statistically significant. Differences between LPI scores for the relatively most successful group and the relatively least successful group were statistically significant.

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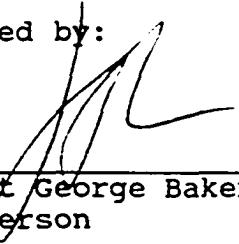
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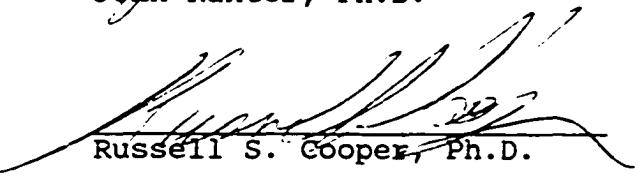
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## DEDICATION

To my father, Udom Siriwoharn, my mother, Sukon Siriwoharn, my aunt, Suthin Kanthawiboon, my ancestors, my teachers, and my family, who encouraged a lot of invaluable things for my life.

## ACKNOWLEDGMENTS

I would like to sincerely thank Dr. Herbert George Baker, who was the chairperson of my dissertation committee, I have the highest respect for his knowledge, experiences, abilities, generosity, and leadership characteristics. Dr. Baker was not only my professor in many classes, but he also was a professor in my life. He transferred a lot of his experiences, and gave many invaluable recommendations for me in both the volunteer jobs of Rotary International and my dissertation from the beginning to the finish.

I would like to thank Dr. John Kantor and Dr. Russell S. Cooper, who were my dissertation committee members. Their advice provided me with many viewpoints on how to conduct my dissertation.

I also would like to thank Dr. Barry Z. Posner, who gave me permission to use his instrument for my research.

Finally, with respect to the spirit of Rotarians, I would like to thank the American Rotarians and the Thai Rotarians who supported this research.

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## Chapter 1

### INTRODUCTION

"Nonprofit Organization," also known as "Nonprofit Association" or "Nonprofit Corporation," is a broad concept rather than a specific entity, and can be defined in many different ways. According to Ott and Shafritz (1986) the primary essence of a nonprofit organization is that it is organized and operated for a public or societal purpose (such as alleviation of poverty) rather than for the purpose of private benefit (such as return on shareholders' investments). A second essential element of a nonprofit organization is its reliance on voluntary action for most of its financial and human resources.

Nonprofit organizations contribute to many aspects of life in both developing and developed countries. For example, they play a role in religion, education, health, social welfare, environmental health, and the preservation of peaceful relations in many societies.

There are two basic types of nonprofit organizations: (1) those in which members are paid salaries or wages to perform jobs in organizations such as hospitals, schools, colleges, universities, etc., and (2) those in which members are not paid salaries or wages to perform jobs; they do voluntary work in organizations such as the Rotary

International, Lions International, private foundations,  
etc.

The present study will emphasize those nonprofit organizations in which members are not paid salaries or wages. That is, the leaders of these nonprofit organizations cannot use salaries or wages to motivate members to do the jobs. So, how does the leader of such an organization manage the organization to enable it accomplish its goals?

Rotary International was selected for the present study as a nonprofit organization in which members do not receive salaries or wages. To its members, Rotary International is an opportunity to build lifelong friendships and experience the personal fulfillment of providing volunteer service to others. Rotary International is an organization of business and professional leaders, providing humanitarian service, encouraging high ethical standards in all vocations, and building goodwill and peace in the world (Robinson, 1992).

The world's first service club, Rotary began with the formation of the Rotary Club of Chicago, Illinois, USA on 23 February 1905 (Robinson, 1992). The club was started by a young lawyer, Paul P. Harris, and three of his friends. They wished to recapture the friendly spirit they had felt among businesspeople in the small towns in which they had lived. Their weekly meetings "rotated" among their offices, providing the new service club with its name. Today, Rotary

flourishes with some 27,000 clubs and 1.2 million men and women as club members in 172 countries (Rotary International, 1994), providing community service in virtually every nation in the world. Rotary's members are called "Rotarians."

According to Rotary International (1994), the object of Rotary is to encourage and foster the ideal of service as a basis of worthy enterprise, and, in particular, to encourage and foster:

First, The development of acquaintance as an opportunity for service;

Second, High ethical standards in business and the professions, the recognition of the worthiness of all useful occupations, and the dignifying by each Rotarian of his occupation as an opportunity to serve society;

Third, The application of the ideal of service by every Rotarian to his personal, business and community life;

Fourth, The advancement of international understanding, goodwill and peace through a world fellowship of business and professional persons united in the ideal of service.

The Rotary International Motto is "Service Above Self."

There are four avenues of service:

1. Club service: providing service to the Rotary club to enable it to run efficiently in the spirit of fellowship;
2. Vocational service: putting high standards of conduct into practice in the business and professional lives of Rotarians;
3. Community service: identifying needs in the Rotary club's community and addressing these needs with service projects;
4. International service: working for international understanding and peace by promoting goodwill among all people.

Management of the Rotary club is based on an interesting concept of the Four-Way Test (Rotary International, 1994). The Four-Way Test is a simple but profound. It is as follows:

1. Is it the TRUTH?
2. Is it FAIR to all concerned?
3. Will it build GOODWILL and BETTER FRIENDSHIPS?
4. Will it be BENEFICIAL to all concerned?

Rotary International is the association of Rotary clubs around the world. Rotary clubs select their own service projects based on local needs and requirements. Clubs work on projects relating to health, hunger, environmental concerns, literacy and vocational assistance, drug abuse, and assisting senior citizens and young people (Rotary

International, 1994). Club members support projects internationally, through their own contacts with Rotarians in other countries, and through participation in the programs of The Rotary Foundation.

Membership in a Rotary club is by invitation and is on the basis of one representative of each business and profession. This classification system ensures a wide cross section of community representation.

Clubs meet weekly for fellowship and interesting and informative programs dealing with topics of local and global importance. The real work of Rotary takes place before and after the meetings, when Rotarians plan and carry out a remarkable variety of humanitarian and educational service projects that touch people's lives in their local communities and our world community.

According to Rotary International (Robinson, 1992), Rotary functions as both a fellowship and a service organization, helping to sponsor community and international service projects such as making environmental improvements, offering vocational training, sponsoring international scholarships and cultural exchanges between people of all walks of life, training and rewarding future leaders, volunteering to work at hospitals in developing nations, providing polio vaccines to millions of children, and building low-cost housing for the elderly. The list is not exhaustive, for there are as many different service projects

as there are Rotary clubs to undertake them. In addition to local club projects:

ROTARY YOUTH EXCHANGE sends some 7,000 high-school-age young people abroad each year.

WORLD COMMUNITY SERVICE matches Rotary clubs in two or more nations to support a community service project.

INTERACT AND ROTARACT are service clubs sponsored by Rotary clubs which provide service opportunities for teenagers and young adults.

ROTARY YOUTH LEADERSHIP AWARDS (RYLA) recognize and develop young leaders.

ROTARY VILLAGE CORPS AND ROTARY COMMUNITY CORPS improve the quality of life in urban and rural areas.

FELLOWSHIP ACTIVITIES bring together Rotarians from around the world with common recreational and professional interests.

THE ROTARY FOUNDATION OF ROTARY INTERNATIONAL provides an opportunity for Rotarians to work for international understanding and peace. It was established in 1917 (Rotary International, 1994). The Rotary Foundation is supported by voluntary contributions of Rotarians and friends of Rotary. Through their Foundation, Rotarians sponsor international scholarships and cultural exchanges, and create humanitarian projects large and small that improve the quality of life for millions of people around the world.

An example, the kind of work done by Rotary International is given by Picon and associates (1985) who reported that in order to celebrate its 75th anniversary in 1980, Rotary International established the Health, Hunger, and Humanity (3-H) Program to "improve health, alleviate hunger, and enhance human and social development of all people as a means of advancing international understanding, goodwill, and world peace" (p.23). Moreover, Rotarians sponsor POLIO PLUS, Rotary's commitment to work with national and international health organizations toward the goal of polio eradication by Rotary's 100th anniversary in the year 2005. More than one-half billion children in developing nations have been immunized against polio through Polio Plus grants (Smith, 1988).

For another example, adult literacy was stated as a program priority of the three-H effort. Club members were accordingly provided with background information on the nature of the literacy problems in various parts of the world, as part of the effort to inspire and motivate them to undertake literacy projects of their own. In addition, the Rotary Youth Exchange Program allows youths the opportunity to attend camp and visit other countries (Pregler, 1992).

#### Background of the Problem

Clearly, Rotary International is an organization that is global in scope and is doing work of tremendous value to

the world in general and the United States in particular. In this regard, it seems reasonable to suggest that the work undertaken by the organization will benefit people to the extent that each chapter of the club is successful in achieving the goals set for it.

Obviously, the organization's objective would be for all chapters to be maximally effective in attaining organizational objectives. However, in order to facilitate maximal effective uses of the chapters, the organization must determine those factors which contribute to effectiveness. One factor which contributes to the success of any organization is leadership (Frank, 1993).

Therefore, a comparison of leaders across relatively most successful and relatively least successful chapters of Rotary International should yield insight into leadership variables which contribute to the organizational effectiveness of the Rotary Clubs.

#### Statement of the Problem

If leaders are to maximally fulfill their job tasks, it seems reasonable to suggest that continuing research must be conducted into factors that contribute to strong and effective management practices. This need is based on the fact that good leadership is important to effective organizational functioning as well as general social functioning, making it important for there to be ongoing

research aimed at discovering factors that contribute to good leadership in organizations.

Research is needed to determine those leadership characteristics which are associated with success or lack of success in Rotary International chapters. To date, such research has not been done. The present study addresses that need.

#### Purpose of the Study

The purpose of the present study was to compare the leader characteristics of the presidents of the relatively most successful American Rotary Club chapters with those of the presidents of the relatively least successful American Rotary Club chapters.

#### Theoretical Framework

According to Kouzes and Posner (1987), when organizations have effective leaders, they can not only change organizations for the better, they can also change the world--this through the positive influence exerted by their organizations during their interface with those outside of the organization, e.g., community members, other organizations, agencies, and so forth. However, the jobs which leaders of any organization are called upon to perform are complex.

First, these jobs usually require leaders to be responsible for coordinating the activities of a wide range of people, e.g., subordinates, clients, business associates, suppliers, etc.

Second, leaders are often responsible for processing much of the ~~the~~ information relevant to the activities of their organizational units; this includes information gathering, evaluating the usefulness of the gathered information and disseminating the information through appropriate channels.

Third, leaders have much responsibility in the area of decision-making. They must initiate new products, resolve conflicts, allocate resources, and often hire or fire personnel. Not only must leaders accomplish these many tasks but they must do so within the often very limited timeframes given by their organizations.

Another reason leadership of individual and group behavior in organizations is a difficult and complex job is the widespread degree of misinformation regarding the nature of the kind of work a leader is called upon to perform. In other words, there are many myths and fables about the administrative/managerial role.

For example, there is the myth that many leaders spend a lot of time doing systematic planning. However, research has shown the opposite to be true (Timm & Peterson, 1982)-- that is, leaders tend to respond to the situation or the need of the moment.

One reason that leaders do not spend a great deal of time engaging in systematic planning is because of short-staffing at many companies; managers often spend a good deal of their time doing low-level jobs. Although they are overburdened with obligations, many company and organizational policies--as well as personal limitations--make it such that leaders (administrators, managers, presidents, etc.) cannot easily delegate even routine tasks.

Another myth about administrative functions that adds to the complexity of the work is the prevailing view that leaders of relatively large organizations rely heavily on sophisticated management information systems and that they strongly favor the verbal media such as meetings and telephone calls. Timm and Peterson (1982) reported that research indicates that leaders do not live up to these beliefs.

Rather, leaders of both profit and nonprofit organizations show a heavy reliance on soft information such as hearsay and speculation. Their days are frequently marked by a series of brief, face-to-face encounters on a variety of organizational issues, each of which usually mandates immediate attention. The attention then given is not that which comes through long periods of reflective planning on key strategic issues using sophisticated data but rather it is the attention that comes through quick, insightful perceptions of events in the organization.

Leader characteristics were assessed using Kouzes and Posner's Leadership Practices Inventory (1989). According to Kouzes and Posner (1989), empirical research has fairly well established that the fundamental patterns of leadership behavior by which influence is wielded from leader to followers consist of five behavioral dimensions, each comprising two basic strategies.

These five behavioral dimensions, along with the attendant behavioral strategies that comprise the fundamental pattern of leadership are:

1. Challenging the process

- a. Search for opportunities
- b. Experiment and take risks

A leader of such perspective must be able to (1) seek challenges, (2) stay up-to-date, (3) challenge the status quo, (4) look for ways to innovate, (5) ask "What can we learn?" and (6) experiment and take risks.

2. Inspiring a shared vision

- a. Envision the future
- b. Enlist others help

A leader of such perspective must be able to (1) describe a future he or she can create, (2) share future dreams, (3) communicate a positive outlook, (4) enlist a common vision, (5) forecast the future, and (6) be contagiously excited about the future.

3. Enabling others to act

a. Foster collaboration

b. Strengthen others

A leader of such perspective must be able to (1) involve others in planning, (2) treat others with respect, (3) allow others to make decisions, (4) create an atmosphere of trust, (5) develop cooperative relationships, and (6) get others to own a project.

4. Modelling the way

a. Set the example

b. Plan small wins

A leader of such perspective must be able to (1) be clear on leadership philosophy, (2) break projects into chunks, (3) assure that values adhered to, (4) let others know beliefs/values, (5) practice what is espoused, and (6) set clear goals and milestones.

5. Encouraging the heart

a. Recognize contributions

b. Celebrate accomplishments.

A leader of such perspective must be able to (1) celebrate milestones, (2) recognize others' contributions, (3) give praise for a job well done, (4) give team appreciation/support, (5) find ways to celebrate, and (6) tell others about the group's work.

The Leadership Practices Inventory (LPI) assesses each of these behavioral dimensions as well as their associated

strategies. This model and measurement of leadership was selected because it was developed based on situational theories of leadership, theories which according to Feldman and Arnold (1992) have been found to be those most in accord with the findings of existing research and maximally explanatory of effective organizational leadership.

#### Research Question and Hypotheses

The proposed study was conceptualized as an attempt to answer the basic research question: Are there differences in leadership characteristics between leaders of the relatively most successful and leaders of the relatively least successful American Rotary Clubs?

Kouzes and Posner (1987) asserted that a good deal of empirical research supports the notion that those characteristics (Challenging the Process, Inspiring a Shared Vision, Enabling Others to Act, Modelling the Way, Encouraging the Heart) which are assessed through the Leadership Practices Inventory (LPI) make for the most effective kind of leadership. Based on this claim, the following research hypotheses are formulated:

Hypothesis 1: Leaders of the relatively most successful Rotary Club chapters challenge the process more frequently, to a statistically significant degree, than leaders of the relatively least successful Rotary Club

chapters, as measured by the Leadership Practices Inventory (LPI).

Hypothesis 2: Leaders of the relatively most successful Rotary Club chapters inspire a shared vision more frequently, to a statistically significant degree, than leaders of the relatively least successful Rotary Club chapters, as measured by the Leadership Practices Inventory (LPI).

Hypothesis 3: Leaders of the relatively most successful Rotary Club chapters enable others to act more frequently, to a statistically significant degree, than leaders of the relatively least successful Rotary Club chapters, as measured by the Leadership Practices Inventory (LPI).

Hypothesis 4: Leaders of the relatively most successful Rotary Club chapters model the way more frequently, to a statistically significant degree, than leaders of the relatively least successful Rotary Club chapters, as measured by the Leadership Practices Inventory (LPI).

Hypothesis 5: Leaders of the relatively most successful Rotary Club chapters encourage the heart more frequently, to a statistically significant degree, than leaders of the relatively least successful Rotary Club chapters, as measured by the Leadership Practices Inventory (LPI).

### Variables

The dependent variables are:

1. Challenging the process
2. Inspiring a shared vision
3. Enabling others to act
4. Modelling the way
5. Encouraging the heart.

The independent variable is the degree of success of American Rotary Clubs.

### Importance of the Study

The findings of the present study could be important because they may provide guidelines for improving the leadership characteristics of leaders of the relatively least successful Rotary Club chapters, enabling those chapters to be more successful. Also, the findings could be useful to other nonprofit organizations for use in improving their leaders.

The results of the present study will provide information to improve the management of nonprofit organizations. Especially, it could be most useful for improving the leadership training program of the Rotary Annual Convention of both Rotary District and Rotary International. The traditional Rotary International will select the Nominee Presidents one year before they will take office as President. Those Presidents and Nominee

Presidents must attend the Rotary Annual Convention. There, they can gain knowledge and skills to prepare themselves for effective leadership in Rotary International.

#### Scope of the Study

The present study measured leadership behaviors of the presidents of the relatively most successful and relatively least successful American Rotary Clubs, in order to identify relationships between leadership characteristics and chapter success.

#### Operational Definitions

The terms used herein are defined as follows:

**Leader:** Individual who was the president of a chapter of the Rotary Club in the United States.

**Leadership:** A process of influence whereby one who is a leader influences others (followers) through five dimensions of power, each of which is related to two behavioral strategies (Kouzes & Posner, 1987).

**Leadership-Member Relations:** A factor in the contingency model of leadership referring to the degree of confidence, trust, and respect that the leader obtains from the group members (Fiedler, 1984). Leader-member relations are also an element of the Leadership Practices Model (Kouzes & Posner, 1987) and are an especially important

factor in the leader/follower process of influence that constitutes leadership.

Least Successful Rotary Club: A Rotary club which had received a Presidential Citation for Balanced Club Achievement with a score of 40% or less of the total possible score.

Most Successful Rotary Club: Those clubs listed by the Rotary International Headquarters as the American Rotary Club chapters which have been successful in implementing Four Avenues of Service of Rotary International and which have received a Presidential Citation for Balanced Club Achievement.

Presidential Citation for Balanced Club Achievement: A presidential challenge has been for Rotary clubs to use the personal efforts of their members as a way to serve and address the needs of their community. Clubs will receive a Presidential Citation based on the number of their accomplishments within each of the Four Avenues of Service (1) Club, (2) Community, (3) Vocational, and (4) International. More than a competition, this is a challenge for the Rotary club members to attain unprecedented achievements in the Four Avenues of Service and to demonstrate their commitment to improving the world around them.

### Summary

The contents of Chapter 1 have been organized to introduce the salient features of the present study and Rotary International as a nonprofit organization in which members do not receive salaries or wages to do their jobs. This introduction prepares a foundation for the review of the literature presented in Chapter 2 on leadership behavior which may have an effect on the success of Rotary International. It also presents a statement of the problem, the research question, research hypotheses, and the theoretical framework. Certain terms used have been operationally defined in order to clarify their meaning with respect to the present study.

## Chapter 2

### REVIEW OF THE LITERATURE

#### Introduction

The present study examines leadership as it relates to effectively heading chapters of Rotary International in the United States. This chapter provides context to the research effort by presenting an examination of the existing theory and research on organizational leadership. The chapter begins with a definition of leadership which is followed by an examination of the most accepted theoretical models of leader behavior. The model on which this study's measurement of leader behavior is based is described and discussed.

#### Definition of Leadership

Feldman and Arnold (1992) have noted that existing theory and research offer no clear consensus regarding the term "Leadership." For example, throughout the research on leadership, the term has been defined in several ways. The most prominent of these definitions include:

- (1) the behavior of an individual directing a group toward a shared goal (Hemphill & Coons, 1957);
- (2) interpersonal influence wielded via communication toward the attainment of a specific goal (Tannenbaum, Weschler & Massarik, 1961);

(3) the initiation and maintenance of structure in expectation and interpersonal interaction (Stogdill, 1974);

(4) interpersonal interaction in which one person persuades one or more others to attain a personally desired outcome (Jacobs, 1970);

(5) a power relationship in which one prescribes behavior for others (Janda, 1960); and

(6) an influence over and above mechanical compliance with the routine directives of an organization (Katz & Kahn, 1978).

Some commonalities can be seen in these diverse definitions. In this regard, almost all of the definitions seem to denote a group phenomenon. Further, most of them involve a process of influence.

These commonalities among the various definitions of leadership suggest that leadership characteristically involves one person (the leader) consciously trying to get one or more other persons (the followers) to do something which the leader wishes them to do. For the purposes of the present study, this definition of leadership serves as the conceptual foundation of the variable assessed in sample subjects.

However, this conceptual foundation still leaves open the question: How do leaders exert influence over followers? The answer to the foregoing question can be found in the theoretical foundation of the leadership assessment

instrument used in the present research. This instrument is The Leadership Practices Inventory (LPI) developed by Kouzes and Posner (1989).

According to the authors, the fundamental patterns of leadership behavior by which influence is wielded from leader to followers consist of five behavioral dimensions, each comprising two basic strategies. These five behavioral dimensions and their relevant strategies that comprise the fundamental pattern of leadership are:

1. Challenging the process
  - a. Search for opportunities
  - b. Experiment and take risks
2. Inspiring a shared vision
  - a. Envision the future
  - b. Enlist others help
3. Enabling others to act
  - a. Foster collaboration
  - b. Strengthen others
4. Modelling the way
  - a. Set the example
  - b. Plan small wins
5. Encouraging the heart
  - a. Recognize contributions
  - b. Celebrate accomplishments.

Based on the alone, a definition of leadership that is relevant to the purposes of the present study can be

formulated. Specifically, it can be stated that the term leadership, as used in the present study, refers to a process of influence whereby one who is a leader influences others through five dimensions of power, each of which is related to two behavioral strategies.

It is not, however, held that these influences of power automatically guarantee leadership effectiveness, as effectiveness can dependent upon a number of situational and other variables. However, it is held that those exerting power through the behavioral practices specified by Kouzes and Posner's (1987) leadership model, have a greater likelihood of being effective than those who do not use these practices.

#### Leadership Models: Theory and Research

The present study's measurement of leadership is based on what have come to be known as situational theories of leadership. These are theories in which the theoretical focus is upon leadership behavior and supporting factors of the situation and not just upon leader personality traits. The most important of these situational theories of leadership are reviewed here.

#### Fiedler's Contingency Model

Fiedler (see: Fiedler, 1984; Fiedler & Garcia, 1987) was one of the earliest proponents of situational

leadership. The underlying assumption of his model of leadership is that group performance is a function of the combination of a leader's style and several relevant features of the situation (Fiedler, 1967).

The model defines leadership style and the situation with a strong degree of precision. Specifically, leadership style is assessed using a semantic differential response scale that measures the test taker's (manager, superintendent, administrator, CEO, club president, etc.) degree of esteem for what is termed the test taker's "least preferred coworker" or LPC. In other words, the scale asks that a person describe the coworker, past, or present with whom he or she has had the most difficulty working. (In the context of club membership, the LPC might be the club member with which one must work in order to realize projects but for which one finds the least amount of appeal in terms of working with the person to attain the club objective).

Sample items from the scale are:

## Semantic Differential For Determining LPC score

Pleasant :-----:-----:-----:-----:-----:-----:-----:Unpleasant  
           8      7      6      5      4      3      2      1  
 Helpful :-----:-----:-----:-----:-----:-----:-----:Frustrating  
           8      7      6      5      4      3      2      1  
 Warm    :-----:-----:-----:-----:-----:-----:-----:Cold  
           8      7      6      5      4      3      2      1

Someone who completes the LPC scale by giving relatively lenient responses receives a fairly high total score, while a person who gives harsh marks will obtain a relatively low score. Fiedler's model assumes that people

who attain high LPC scores are those who are motivated to achieve positive social relations in their work groups.

On the other hand, people with low LPC scores are judged to be less relationship oriented and more satisfied by task accomplishment. In other words, high-LPC leaders are more relationship motivated while low LPC types are more task motivated.

The situation within which the leader works is assessed in terms of how difficult or easy an organizational setting is for the leader. The favorableness of a given situation is said to be a function of three factors:

(1) leader-member relationships (the extent to which a leader is accepted by and generates positive emotional relations with his or her subordinates);

(2) task structure (the degree to which the job at hand can be clearly specified); and

(3) position power (the extent to which a leader has recourse to impose sanctions).

According to the theory, a situation in which leader-member relationships are relatively good is potentially much easier to manage than a situation in which relationships are strained. In addition, the theory holds that when tasks are relatively structured, there is little ambiguity about how they should be approached; that is, goals are clear and performance measures understood.

A situation where goals are clear and performance measures are understood is said to be more favorable than conditions of low task structure (goals are ambiguous and people are not clear as to the extent or nature of the job they are to perform). Finally, as to position power, the model states that, other things being equal, situations in which a leader has position power are considered easier to manage than situations in which such power is lacking.

Factorial combinations of the three situational attributes yield eight cells or octants representing the following range of situations:

Table 1

Factorial Combinations of the Three  
Situational Attributes Yield Eight Cells

|                 | MOST FAVORABLE       |                     | LEAST FAVORABLE |
|-----------------|----------------------|---------------------|-----------------|
| Leader-Member:  | Good:Good:Good:Good: | Poor:Poor:Poor:Poor |                 |
| Structure:      | Strd:Strd:Unst:Unst: | Strd:Strd:Unst:Unst |                 |
| Position Power: | Strg:Weak:Strg:Weak: | Strg:Weak:Strg:Weak |                 |
| Octant          | 1                    | 2                   | 3               |
|                 | 4                    | 5                   | 6               |
|                 | 7                    | 8                   |                 |

As can be seen from examination of table 1, those situations on the left side of the grid are highly favorable (leadership should be easy) while those on the right side are very unfavorable (leadership should be difficult).

For example, the first octant represents a situation in which the subordinates and leader get along, the task is clearly structured so that everyone knows what to do, and the leader can always fall back on his or her position power if there is a need for it. An example of such a situation

might be a well-liked foreman in a non-unionized manufacturing plant.

On the other hand, the situation represented by the eighth octant has tremendous obstacles to group performance. There are poor relationships between leader and subordinates, people are not sure about their specific work tasks and the leader does not have any real base of power on which to call in order to get the job done. An example of such a situation would be an unpopular person being asked to chair an ad hoc committee to prepare a report on how to ensure the quality of work life in the next century.

In his study of this leadership model (Fiedler & Chemers, 1974) across a wide variety of work groups (service station crews, basketball teams, laboratory groups, bomber crews, and others), Fiedler found that data suggested high-LPC managers (relationship oriented leaders) were more effective than low-LPC managers (task oriented leaders) only for some octant situations. Specifically, low-LPC leaders did best in either extremely favorable or extremely unfavorable situations while high-LPC leaders were more effective in situations of moderate favorability.

Fiedler explained his findings by contending that leaders who are task-oriented are successful in favorable situations because they will emphasize task accomplishment in a situation that requires little more than persistence at a task. Similarly, in extremely difficult situations what

is needed is firm, task-oriented leadership if anything at all is going to be accomplished. Interpersonally oriented leaders, on the other hand, have the advantage in moderately favorable situations (settings that emit "mixed signals") because they can use their social skills to overcome subordinate obstacles to performance.

Other authors (e.g., Blake & Mouton, 1982; Vecchio, 1981) have offered another explanation for Fiedler's findings, one that ties complex cognitive processes to the leadership role. This explanation matches leader cognitive complexity with situational complexity.

The cognitive explanation holds that high-LPC (relationship-oriented) leaders are cognitively complex which is to say that they are able to perceive people and events in shades of gray rather than in simple black and white terms. (They tend to be open-minded.) This tendency to cognitive complexity is said to be reflected in the fact that high-LPC leaders give at least some positive ratings to their least preferred coworker.

Low-LPC leaders, on the other hand, are more cognitively simple in that they judge people in a fairly simplistic (good-bad) fashion as reflected by their overtly negative ratings of their least preferred coworker. Situations that are extremely good or extremely bad are the perfect situations in which these people can function well because their perceptions are in accord with facts and the

actions they take therefore meet the needs of the work situation. On the other hand, the moderately favorable situations are more complex and thus leaders with more cognitive complexity can handle them better.

There are two important conclusions that can be drawn from Fiedler's theory. First, on the basis of this theory, it can be concluded that leadership effectiveness is situational, which is to say that a person who is an effective leader in one situation may be ineffective in another. Second, it follows from the first conclusion, that organizations may wish to engineer facets of their organizational structure so as to enhance the personal effectiveness of their particular leaders rather than attempting to design some particular setting that may work for all.

#### The Hersey-Blanchard Situational Leadership Model

The Hersey-Blanchard model of leadership (Hersey & Blanchard, 1977) is widely used in management training programs. The model addresses matching leadership style (e.g., structure or task-oriented style, relationship-oriented style, etc.) to what is termed the "maturity" of followers.

The maturity of followers (subordinate maturity) is defined in terms of subordinate capacity to set high but attainable goals, the willingness to take on responsibility,

and the possession of relevant education and/or experience. Since maturity is judged in relation to a given job task, a particular subordinate can be mature with respect to one task but immature with respect to another.

The Hersey-Blanchard model holds that there are two components of subordinate maturity: (1) job maturity (the technical knowledge, and task-relevant skills) and (2) psychological maturity (feelings of confidence and the willingness to accept responsibility). If a subordinate is highly mature, he or she possesses both technical competence and self-confidence for a given task. A low-maturity subordinate lacks both of these feelings.

The central feature of the Hersey-Blanchard model is that as follower maturity increases, an effective leader will and should rely more on relationship-oriented behavior and less on task-oriented behavior. When subordinates are very immature, the effective leader will and should emphasize task-oriented behavior and be very direct and somewhat autocratic.

One of the primary features of the Hersey-Blanchard model of leadership is its emphasis on the need for a leader whose cognitive and behavioral style is flexible and adaptable. Unfortunately, there has not been much research conducted to test the model (Hersey & Blanchard, 1982).

### The Vroom-Yetton Leadership Model

This model of leadership (Vroom & Yetton, 1973; Vroom, 1975; Vroom & Jago, 1978) focuses on the leadership style needed for making decisions. The model states that there are five decision-making styles (ranging along a continuum from highly autocratic to highly participative). These styles are:

- (1) Autocratic I (AI) - A leader solves a problem using the information that is already available.
- (2) Autocratic II (AII) - A leader obtains additional information from subordinates and then decides by himself or herself.
- (3) Consultative I (CI) - A leader shares the problem with subordinates on an individual basis and their ideas and suggestions are obtained. However, the leader chooses the solution.
- (4) Consultative II (CII) - A leader shares the problem with subordinates as a group and the final decision may or may not reflect their input.
- (5) Group II (GII) - A leader meets with subordinates as a group acting as chairperson. He or she then focuses and directs discussion without imposing his or her personal will on the group. True subordinate participation in the most democratic sense is sought by those utilizing this leadership style.

The model states that for any given decision, the leadership style which will be most appropriate depends upon a number of factors such as whether sufficient information is available to make a good decision and whether subordinates can be trusted to approach the problem from a perspective that is congruent with organizational goals. Indeed, the model states that seven questions have to be answered before the best decision-making style can be selected. These questions are:

- (1) Does the problem possess a quality requirement?
- (2) Do the leader have sufficient information to make a high-quality decision?
- (3) Is the problem structured?
- (4) Is acceptance of the decision by subordinates important for effective implementation?
- (5) If the leader were to make the decision by himself or herself, can he or she be reasonably certain that it would be accepted by the subordinates?
- (6) Do subordinates share the enterprise goals to be attained in solving this problem?
- (7) Is conflict among subordinates over preferred solutions likely?

The combination of "yes" and "no" answers to each of the foregoing questions is used to specify which decision-making styles are best for the problem. Thus, the model provides a useful device for diagnosing a situation and

prescribes a specific type of leadership behavior for the leader confronted with the problem. Moreover, there has been good empirical support for the model (Vroom & Jago, 1978; Field, 1982; Wedley & Field, 1979) and it is widely used in many organizations (Smith, 1979).

However, Vroom and Jago (1984) have noted that there remains at least one significant problem with the model. Many leaders and organizations can have difficulty answering the seven questions on which the appropriate response must be based. They can find it especially difficult to answer these questions with a simple "yes" or "no."

As a result of this difficulty the authors are now attempting to develop a modified version of the model that permits probabilistic responses to the seven questions. Unfortunately, this means that the model is growing increasingly complex and there is a chance that leaders who are not particularly interested in determining precise mathematical calculations to obtain managerial advice will not be especially interested in working out these probabilistic equations.

#### The Path-Goal Model of Leadership

Evans (1970, 1974) and House (1971) have proposed the path-goal theory of leadership effectiveness. This theory suggests that leaders can affect work group members' levels of satisfaction, motivation and performance.

The primary method by which these outcomes are effected is through making rewards contingent on reaching performance goals. In addition, a leader can help group members to obtain rewards by clarifying the paths to these performance goals and by removing obstacles to performance.

In order for leaders to fulfill the foregoing objectives, the Path-Goal Model states that several different leadership styles of behavior may be required depending upon situational differences. The theory identifies four distinct types of leader behavior:

1. Directive Leadership which involves providing specific guidance to subordinates and asking them to follow standard rules. (This style of leadership is similar to the high task structure type of leadership behavior in Fiedler's model).
2. Supportive Leadership which includes being friendly to subordinates and sensitive to their needs. (This style of leadership is similar to Fiedler's relationship-oriented leader behavior).
3. Participative Leadership which involves sharing information with subordinates and consulting with them before making decisions.
4. Achievement-oriented Leadership which involves setting challenging goals and emphasizing excellence while simultaneously showing confidence that subordinates will perform well.

According to Path-Goal theory, all four leadership styles can be, and often are, used by a single leader in varying work-related situations.

The theory also states that leader behavior affects both subordinate performance and satisfaction. Its chief propositions in this regard are as follows:

1. In ambiguous situations, subordinates will be more satisfied with leaders who exhibit directive behavior with satisfaction resulting from the subordinates' appreciation from the leader's help because this help increases the probability of subordinates obtaining a desired reward. In situations where the goal is clear and subordinates know who to reach it, directive behavior will be of less value to subordinates.
2. In stressful work environments, supportive leader behavior will serve to reduce subordinate dissatisfaction.
3. Leaders who possess influence with their own superiors can enhance unit performance and satisfaction because they will be in a better position to help subordinates be successful and receive accompanying rewards.

There has been some empirical research testing the Path-Goal Model. For example, research conducted by Szilagyi and Sims (1974) as well as Schriesheim and DeNisi

(1981) has shown that when subordinates are involved with ambiguous tasks, directive leadership increases satisfaction and motivation. However, under conditions where tasks are fairly unambiguous, directive performance decreases satisfaction and motivation.

Further more, studies by House and Dressler (1974) and Downey, Sheridan and Slocum (1975) found that supportive leader behavior is typically associated with increased subordinate satisfaction. The research also shows that when subordinates are employed on tasks that are inherently distasteful or frustrating, supportive leader behavior can operate to enhance subordinate satisfaction.

#### Cognitive Resource Theory of Leadership

This theory is really an outgrowth of the trait approach to leadership. Although the trait theory has been discounted in favor of more behavioral/situational approaches to leadership, there is a contemporary view of this old approach that is relatively accepted. This new or view, termed Cognitive Resource Theory, has been developed and modified by both Ghiselli (1971) and Fiedler and his associates (Fiedler & Garcia, 1987).

Cognitive Resource Theory is based on early trait research findings showing that people who hold leadership positions tend to be somewhat more intelligent than subordinates; this, up to some optimal level beyond which

leaders become so bright that they have difficulty communicating with and relating to potential followers. Noting that leadership has also been associated with several other cognitive variables, Fiedler and Garcia (1987) predicted and tested the proposition that in a situation combining a leader's ability to be directive and a stress-free work environment, intelligence can be used to predict work-unit performance.

This postulate was supported by the findings of Fiedler and Garcia's (1987) study. Based on these findings, the authors stated that directive leaders who are intelligent and who possess relevant job experience will perform more effectively in a stress-free work environment with supportive subordinates.

#### The Leadership Practices Model

The theoretical model that serves as the conceptual foundation of the present study is the Leadership Practices Model developed by Kouzes and Posner (1987). The model holds that effective leadership is associated with five managerial practices: (1) challenging the process; (2) inspiring a shared vision; (3) enabling others to act; (4) modeling the way; and (5) encouraging the heart.

Challenging the process involves being an active and assertive (not aggressive) leader who seeks challenges; e.g., originating a new product, assisting in a major

organizational change, etc. As Kouzes and Posner (1987) put it:

Leaders are pioneers--people who are willing to step out into the unknown. They are people who are willing to take risks to innovate and experiment in order to find new and better ways of doing things. (p. 8)

The authors point out that leaders who challenge the process are not necessarily creative in the same way as are people who invent new products. Rather, they are creative in that they recognize new and good ideas and are willing to take whatever risks are necessary to support those ideas.

Another way of saying this is that leaders who are willing to challenge the process are leaders who are not afraid to make some mistakes; rather, they recognize mistake-making as an inevitable consequence of willingness to try what is new. Not everything a good leader tries succeeds but if a leader seldom tries anything in order to avoid making mistakes, his or her success rate is going to be low.

The second leadership practice which the model holds to be pivotal to effective management also has a creative element. This practice, inspiring the vision, involves creating an ideal for the organization; it is one's purpose, mission, or ideal goal. According to Kouzes and Posner (1987) this vision arises out of a leader's desire to change the way things are and to create something new.

The model holds that true leaders seem to live their lives backward in the sense that they first create a vision of the future and then move to initiate actions which will eventually see the realization of this vision. However, in order to accomplish this task, a leader must have followers who perform those actions necessary to the realization of this vision; and to do this, he or she must convince people (subordinates, higher-ups in the organization, etc.) to accept this vision as their own. This is what Kouzes and Posner (1987) mean by inspiring a shared vision.

The need to convince others to share one's vision necessarily means that leaders must have good communication skills. They have to express their enthusiasm for the vision and excite the minds and the hearts of those who will eventually help to make their dream come true.

The third dimension of effective leadership practice involves enabling others to act. This involves understanding that getting things done is a group effort and not an individual effort on the part of the leader. As Kouzes and Posner (1987) state:

Exemplary leaders enlist the support and assistance of all those who must make the project work. They involve--those who must live with the results, and make it possible for others to do good work. (p. 10)

In other words, effective leaders are good at both collaborating and at getting others to collaborate. Such

collaboration is said to build a family feeling within the company, as well as a sense of teamwork.

Modeling the way is the fourth dimension of effective leadership practice. This involves being a good planner of how the vision created by the leader will be realized. Projects need direction and funding; they also need one who is willing to take corrective action if mistakes are made and who knows which actions will, in fact, correct the situation.

However, according to Kouzes and Posner (1987) a critical element of planning and engaging others to follow the plan is that the leader behave in the same manner he or she requires from subordinates. Effective leaders need to practice what they preach. They are role models which is to say that part of the way they demonstrate what needs to be done is through their own behavior.

For example, if a leader values a particular mode of being, and wishes subordinates to follow this value, he or she must act upon this value. Kouzes and Posner give an example of this behavior in a CO whose basic belief was "share the wealth." He demonstrated this behaviorally by yearly issuing all employees shares of stock.

Encouraging the heart, the fifth dimension of effective leadership practice, refers to providing subordinates with what they need to overcome the difficulties encountered at work. It is helping others to overcome frustrating,

exhaustion, and feelings of disenchantment. This can be done by simple things such as providing employees with mementos for their having achieved certain organizational milestones.

The authors put the model together in terms of what they call the ten commandments of leadership practice. Each of the five dimensions being described by two specific actions or commands for effectiveness. These "ten commandments" in association with their corresponding dimensions can be listed as follows:

Challenging the process

1. Search for Opportunities
2. Experiment and Take Risks

Inspiring a shared vision

3. Envision the Future
4. Enlist Others

Enabling others to act

5. Foster Collaboration
6. Strengthen Others

Modeling the way

7. Set the Example
8. Plan Small Wins

Encouraging the heart

9. Recognize Individual Contributions
10. Celebrate Accomplishments.

What is particularly relevant to the present study is the fact that the Leadership Practices Model provides a measure of leadership. This instrument, the Leadership Practices Inventory (LPI), allows for an assessment of the extent to which leaders practice each of the model's five dimensions of effectiveness.

The development of the LPI involved factor analysis of responses to a lengthy set of behaviorally based statements such as:

1. I seek out challenging opportunities that test my skills and abilities.
2. I let others know my beliefs on how to best run the organization I manage.
3. I treat others with dignity and respect.

Each of these statements was responded to using a five-point Likert-type scale (summated rating scale with verbal or behavioral anchors) with scaling such that the higher the numerical value, the more frequently the behavior was practiced. For example, to the statement "I seek out challenging opportunities that test my skills and abilities," the response can be one of the following: (1) rarely or never do what is described; (2) once in awhile do what is described; (3) sometimes do what is described; (4) fairly often do what is described; and (5) very frequently, if not always, do what is described in the statement.

Sample respondents in the development of the test were all full-time employees attending college (MBA students) on a part-time basis. They lived on the West Coast and their average age was approximately 29 years. About 60 percent were males and almost half had supervisory experience.

In addition to having respondents complete the test instruments, they discussed each item with the test developers. Items which they identified as difficult, ambiguous, or inconsistent were either revised or replaced.

The test instrument was revised based on this feedback; test developers also had feedback discussions with several professionals in the field of organizational psychology and human resource management. All of these professionals had experience with psychometric issues, management development and the conceptual model underlying the test instrument.

Once the instrument was developed based on the responses and feedback provided by this sample, it was subsequently tested on more than 3,000 managers and their subordinates. The data was then analyzed for internal reliability and underlying factor structure, with the elimination of items that loaded poorly or contained uninterpretable factors.

The foregoing procedures resulted in the current form of the instrument which consists of 30 statements, six measuring each of the five leadership practices. The instrument comes in two forms, one in which the test-taker

describes "self" and one in which he or she describes another.

In its current version, the normative sample consists of 1,567 managers and executives as well as their subordinates. Four hundred twenty-three respondents were used for the LPI-Self, most of whom were male (92%). The sample used for LPI-Other consists of 1,144 persons of which three out of every four are subordinates.

In terms of test-taking procedures, Kouzes and Posner (1987) report that:

Procedurally, each individual completing the LPI-Self also requests four to five other people familiar with his or her behavior to complete the LPI-Other. The LPI-Other is voluntary and confidential. (p. 312)

There has been a good deal of psychometric testing of the LPI. Internal reliabilities for the LPI-Self range from .69 to .85 and for the LPI-Other, reliabilities range from .78 to .90. Test-retest reliability, using a convenience sample (N=57) was computed at .93. Tests for social desirability test bias were computed using the Marlowe-Crowne Social Desirability Scale; findings were non-significant indicating that responses are not based on the need to appear in some socially desirable way.

Several tests were performed to compare the LPI-Self and the LPI-Other. Findings indicated that frequency scores were higher for the Self form than for the Other form on some of the dimensions, especially (i) the challenging the

process dimension; however, no differences were found for the dimensions of (2) inspiring a shared vision, (3) enabling others to act (4) modeling the way, and (5) encouraging the heart.

Comparisons were also made between male and female respondents using a sample of 73 (49 male and 24 female) senior human resource management professionals. The only difference observed was on the dimension of encouraging the heart with female managers viewing themselves as engaging in this behavior more frequently than did males.

Factor analysis of the LPI extracted five factors accounting for 61.1 percent of the variance. All factors were consistent with the Leadership Practices Model dimensions. Individual item loadings were also as expected.

The validity of the LPI was tested by determining how well LPI scores differentiated between high and low performing managers using discriminant analysis. Results indicated good validity.

#### Comparison of Leadership Models

Each of the models reviewed makes specific statements about three dimensions of leadership: leader behavior, situational variables, and employee/organizational outcomes. The models, as they relate to each of these dimensions, are summarized in Table 2.

Table 2  
Comparison of Major Dimensions of Leadership Models

| MODEL              | Leader Behavior  | Situation   | Outcomes  |
|--------------------|--|---|---|
| Cognitive Resource | Intelligence Directive   | Stress Subordinate support                                  | Performance   |
| Fiedler            | Low-LPC<br>High-LPC  | Leader-member relations<br>Task structure<br>Position power | Performance   |
| Path-Goal          | Directive<br>Supportive<br>Participative<br>Achievement-oriented | Task structure<br>Subordinate character                     | Satisfaction<br>Motivation<br>Performance                     |
| Hersey-Blanchard   | Concerned for people<br>Concerned for task                       | Subordinate   | Effectiveness   |
| Vroom-Yetton       | Autocratic<br>Participative                                      | Decision quality<br>Decision acceptance                     | Quality of decision<br>Acceptance of decision by subordinates |
| LPM                | Five Practices   | All   | Performance   |

As can be seen from inspection of Table 2, there are many similarities among these models. For example, all of

the models postulate that leadership styles can differ and that these differences can produce different outcomes.

Another similarity in models is that most attempt to predict organizational task performance as an index of leadership effectiveness. However, the models greatly differ in terms of their conceptualizations of situational variables.

As there has been no definitive research supporting any one model, a leader's decision of a particular leadership model must depend on his or her goals and on the given situation for which the leadership behavior model is being sought. For example, if the goal is to increase organizational member satisfaction, then Fiedler's model would probably not be a good choice because it does not really address this worker variable.

Leaders need to assess their organizational setting in terms of the situational variables identified by each model and to determine if one or more of the identified variables are pertinent to his or her particular setting. It could be that one model is right for a leader at one period of time while another model is right for that same leader at a different period of time, e.g., during periods of organizational change, transfer, promotion, etc.

The only exception to this rule is the Leadership Practices Model which seems to be situation transcendent. Most probably, this is because the model was developed using

leaders across a wide variety of organizations and situations. Regardless of whether the situation was favorable or unfavorable, Kouzes and Posner (1987) found that the five leadership practices tended to make for effective management. Thus, the leadership Practices Model can be of great general use; however, it should not be understood to mean that effectiveness is totally contingent on leader behavior.

#### Summary

This review of the literature presented the conceptual definition of leadership as it is used in the present study. The review then examined different theories of leadership behavior focusing primarily on those theories that conceptualized effective leadership in terms of having a strong situational component.

The point was made that what distinguishes the Leadership Practices Model from other models was that it describes and delineates effective leadership across diverse situations. This was said to be a facet of the model that made it particularly useful to the purpose of the present study.

All models examined were reviewed, summarized, compared and discussed in terms of supportive empirical research. In terms of the model serving as the theoretical foundation of this study, the instrument used for assessing those

components of the model delineated as central to effective leadership was also described and discussed. The review ended with the formulation of implications for leader behavior based on the information presented in the reviewed material.

## Chapter 3

### METHODS

The purpose of the present study was to compare the leadership characteristics of the presidents of the relatively most successful American Rotary Club chapters with those of the presidents of the relatively least successful American Rotary Club chapters.

The Rotary Club chapters in the United States were categorized into two groups (1) the relatively most successful and (2) the relatively least successful during Rotary International year 1993-1994 (July 1993 to June 1994) by using the criterion of Presidential Citation for Balanced Club Achievement by Rotary International (Rotary International, 1993).

A presidential challenge is for Rotary clubs to use the personal efforts of their members to serve others as part of balanced club achievement. Clubs will receive a Presidential Citation based on their number of accomplishments within each of the Four Avenues of Service noted in Appendix A. More than a competition, this is a challenge for Rotary club members to set a standard for service through hands-on service.

Hands-on service is involvement in personal rather than merely monetary service. It is service through a club

project or activity by using "My time, My hands, My eyes, My ears, and My heart" (Rotary International, 1993).

### Design

The present study was a field study. Field studies are "nonexperimental scientific inquiries aimed at discovering the relations and interaction among sociological, psychological, and educational variables in real social structures" (Kerlinger, 1986, p. 372). A field study approach was used to identify relationships of leadership characteristics between leaders of relatively most successful and leaders of relatively least successful American Rotary Club chapters.

### Variables

There are five dependent variables and one independent variable.

The dependent variables are:

1. Challenging the process
2. Inspiring a shared vision
3. Enabling others to act
4. Modeling the way
5. Encouraging the heart.

The independent variable is the degree success of American Rotary Clubs.

### Research Question and Hypotheses

The research question was answered by testing five hypotheses.

Research Question: Are there differences in leadership characteristics between leaders of relatively most successful and leaders of relatively least successful American Rotary Clubs?

Null Hypothesis 1: There will be no statistically significant difference between leaders of the relatively most successful and least successful American Rotary Club chapters on challenging the process, as measured by the Leadership Practices Inventory (LPI).

Null Hypothesis 2: There will be no statistically significant difference between leaders of the relatively most successful and least successful American Rotary Club chapters on inspiring a shared vision, as measured by the Leadership Practices Inventory (LPI).

Null Hypothesis 3: There will be no statistically significant difference between leaders of the relatively most successful and least successful American Rotary Club chapters on enabling others to act, as measured by the Leadership Practices Inventory (LPI).

Null Hypothesis 4: There will be no statistically significant difference between leaders of the relatively most successful and least successful American Rotary Club

chapters on modelling the way, as measured by the Leadership Practices Inventory (LPI).

Null Hypothesis 5: There will be no statistically significance difference between leaders of the relatively most successful and least successful American Rotary Club chapters on encouraging the heart, as measured by the Leadership Practices Inventory (LPI).

#### Subjects

The samples of the present study are (1) the leaders of relatively most successful American Rotary Clubs of each American Rotary District, (2) two members of relatively most successful American Rotary Clubs of each American Rotary District, (3) the leaders of relatively least successful American Rotary Clubs of each American Rotary District, and (4) two members of relatively least successful American Rotary Clubs of each American Rotary District in the Rotary International year 1993-1994 (July 1993-June 1994).

In the Rotary International year 1993-1994, there are 157 Rotary Districts and 7,309 Rotary Clubs in the United States. With respect to the spirit of Rotarian, the samples of the relatively most successful and least successful American Rotary clubs were categorized into each American Rotary District by using the record of Rotary International Headquarters. There are only 139 American Rotary Districts that had the relatively most successful

Rotary Club chapters and 18 American Rotary Districts did not have the relatively most successful Rotary Club chapters, while 145 American Rotary Districts had the relatively least successful Rotary Club chapters and 12 American Rotary Districts did not have the relatively least successful Rotary Club chapters. Subsequently, one Rotary Club was randomly selected from each American Rotary District that had the relatively most successful Rotary Club chapters for the relatively most successful sub-sample, and also one Rotary Club was randomly selected from each American Rotary District that had the relatively least successful Rotary Club chapters for the relatively least successful sub-sample. The samples consist of (1) 139 leaders and 278 members of the relatively most successful American Rotary Club chapters and (2) 145 leaders and 290 members of the relatively least successful American Rotary Club chapters.

Therefore, the sample size is 417 for the relatively most successful group and 435 for the relatively least successful group.

#### Instrumentation

The Leadership Practices Inventory, developed by Kouzes and Posner (1989), was used to measure the behaviors of leaders for the present study. This model consists of five

leadership behavioral dimensions, each comprising two basic strategies.

The inventories examined leadership behavior under the following five leadership behavioral dimensions:

1. Challenging the process
  - a. Search for opportunities
  - b. Experiment and take risks
2. Inspiring a shared vision
  - a. Envision the future
  - b. Enlist others' help
3. Enabling others to act
  - a. Foster collaboration
  - b. Strengthen others
4. Modelling the way
  - a. Set the example
  - b. Plan small wins
5. Encouraging the heart
  - a. Recognize contributions
  - b. Celebrate accomplishments.

There are two instruments which developed by Kouzes and Posner (1989) for the testing these five dimensions. These instruments are: (a) The leadership Practices Inventory-Self (LPI-Self), and (b) The leadership Practices Inventory-Other (LPI-Other). These two forms are definitive measurements for the leadership behaviors which are described by the respondent (self) and by another person (other). Each

instrument contains 30 statements, six of which relate to each of the five leadership practices.

The LPI-Self consists of 30 behaviorally based statements such as:

1. I seek out challenging opportunities that test my skills and abilities.
2. I describe to others the kind of future I would like for us to create together.
3. I involve others in planning the actions that we will take.

This LPI-Self is used to assess the leadership behaviors of leader by himself or herself. Each of these statements was responded to using a five-point Likert-type scale: (1) rarely or never do what is described; (2) once in awhile do what is described; (3) sometimes do what is described; (4) fairly often do what is described; and (5) very frequently, if not always, do what is described in the statement. A higher value represents a greater use of leadership behavior.

The LPI-Other also consists of 30 behaviorally based statements such as:

1. He or she seeks out challenging opportunities that test his or her skills and abilities.
2. He or she describes the kind of future he or she would like for us to create together.

3. He or she involves others in planning the actions that will be taken.

This LPI-Other is used to assess the leadership behaviors of a leader by people who are familiar with that leader. Each of these statements was also responded to using a five-point Likert-type scale.

Kouzes and Posner reported that the internal reliabilities for the LPI-Self range from .69 to .85; for the LPI-Other, reliabilities range from .78 to .90. Test-retest reliability, using a convenience sample (N=57) was computed at .93. The validity of the LPI was tested by determining how well LPI scores differentiated between high and low performing managers using discriminant analysis. Results indicated good validity.

#### Demographic Questionnaire

This questionnaire was utilized to provide demographic data necessary for the present study. The demographic data form will elicit respondent information about age, gender, ethnicity, educational level, and vocation. This questionnaire is shown in Appendix B. The demographic data will be shown by tables.

#### Procedures

The potential subjects for the proposed study were categorized into two groups. The first group consisted of

presidents of the relatively most successful American Rotary Club chapters. The second group included the presidents of the relatively least successful American Rotary Club chapters. The subjects of both groups were categorized in each American Rotary district by using the records of Rotary International Headquarters. One Rotary Club was randomly selected from each American Rotary District that had the relatively most successful Rotary Club chapters, for the relatively most successful group and the another Rotary Club was randomly selected from each American Rotary District that had the relatively least successful Rotary Club chapters, for the relatively least successful group.

The samples of each group consists of:

1. Past Presidents of American Rotary Club chapters were randomly selected to be the subjects, i.e., who were the Presidents of Rotary Clubs in the Rotary International year 1993-1994.

2. Two members of each American Rotary Club were randomly selected to be subjects, members of Rotary Clubs in the Rotary International year 1993-1994. The Secretary of each Rotary Club was requested to randomly select two members of his/her Club.

The questionnaires were mailed to respondents. The LPI-Self form was directly mailed to the Past Presidents of American Rotary club chapters, and the LPI-Other form was mailed to the Secretaries of American Rotary club chapters

for distribution to respondents. Other documents included (1) a cover letter requesting participation and explaining the scope and significance of the study and the requirements for participation, (2) a demographic data questionnaire, and (3) a stamped, pre-addressed return envelope, all of which were delivered with the LPI form to each individual subject.

Respondents were requested with respect to the spirit of Rotary to complete the LPI-Self or LPI-Other forms by describing each of statements and making a rating on a five-point Likert-type scale. Response alternatives were: (1) rarely, (2) once in awhile, (3) sometimes, (4) fairly often, and (5) very frequently.

Two weeks after the mailing of the questionnaire, post-cards were sent to the respondents, reminding them to return the questionnaire if they had not already done so.

#### Data Analysis

The LPI forms and the demographic questionnaire were inspected to ensure that subjects had responded to all statements. Incomplete LPI forms and demographic questionnaires were discarded. The complete LPI forms and demographic questionnaires were processed by using the Statistical Package for the Social Sciences (SPSS) PC+.

Discriminant analysis was used to compare the differences between LPI scores on the LPI-Self and LPI-Other

of each leadership practice of each group at a probability value (P value) .01 level of statistical significance.

Discriminant analysis was also used to compare the differences between mean LPI scores of the relatively most successful group and the relatively least successful group on each leadership practice at a probability value (P value) .01 level of statistical significance in order to test the research hypotheses.

#### Assumptions

There are six assumptions that underlie the present study. It is assumed that (1) the Leadership Practices Inventory is a suitable instrument for measuring leader behavior, (2) the past presidents and members of American Rotary clubs who were randomly selected to be the subjects understood the questions, (3) the questionnaires were answered completely, truthfully, accurately, and candidly, (4) the data analyses are appropriate to address the hypotheses being tested, (5) the samples of the past presidents and members of American Rotary clubs represent the leaders and members of relatively most successful and relatively least successful American Rotary club chapters, and (6) a club president actually exercised leadership in the particular Rotary club.

### Limitations

The purpose of the present study was to examine the leadership behaviors of presidents of the relatively most and least successful American Rotary club chapters.

Therefore, participants were requested to respond to the LPI forms and questionnaires about conditions occurring approximately 9 months prior to the study. At the time of the survey, the subjects were working with new Presidents of the Rotary Clubs. They were involved with leadership characteristics of the new Presidents. This may have affected the internal validity of the present study. Because of the experiences which subjects undergo with the passage of time, they gain more experience (Klimoski & Schmitt, 1991). The respondents may have tended to answer in ways that were in accord with then current situations.

Another limitation concerns the random selection process. In order to have random selection of the member groups, the secretary of each Rotary Club was asked to randomly select two members of his or her Club to be subjects in the present study. Selected members might not be representative of the larger body of Club members because (1) some Club secretaries may not have randomly selected the Club members, but they asked their close friends to respond to the questionnaires, and (2) at the time the Club secretaries randomly selected the Club members, some

selected members might have been absent from the Rotary weekly meeting when the questionnaires were distributed.

A third limitation concerns social desirability, that is, participants may have responded in the way they thought they were expected to, or in ways to make Rotary in general, or their leaders in particular, "look good."

## Chapter 4

### RESULTS

#### Introduction

The purpose of the present study was to compare the leadership characteristics of American Rotary Club chapter presidents while controlled for the relative success of the club chapters in attaining Rotary Club International goals. For purposes of the present study, American Rotary Club chapters were classified as either "relatively most successful" or "relatively least successful."

The results of the research performed for the present study are presented in this chapter. The results are presented in the contexts of sample description, research findings, and supplementary analysis.

#### Sample Characteristics

The research sample for the present study was intended to provide a basis for comparing the leadership characteristics of Rotary Club chapter presidents of "relatively most successful" chapters with those of the presidents of "relatively least successful" chapters. Representatives of one "relatively most successful" Rotary Club chapter from each of the 139 American Rotary Districts and one "relatively least successful" Rotary Club chapter from each of the 145 American Rotary Club districts were

selected. This procedure assured that Rotary Club chapters represented in the sample accurately reflect the "relatively most successful" and the "relatively least successful" of the 7,309 Rotary Club chapters in the United States. The emphasis on uniform representation from each American Rotary Club district had in mind the representativeness of the sample. The random selection of 139 Rotary Club chapters from each American Rotary District of the relatively most successful group and 145 Rotary Club chapters from each American Rotary District of the relatively least successful group strengthened the representativeness of the sample.

Random procedures were used to select one Rotary Club chapter within each classification ("relatively most successful" and "relatively least successful") from each of the American Rotary Club districts. The definition of the research sample for the present study specified that both the "relatively most successful" and the "relatively least successful" sub-samples would be comprised of three respondents from each Club chapter represented--the Club chapter president and two Club chapter members other than the president. Thus, the maximum sample size for the relatively most successful group was 417 respondents and the relatively least successful group was 435 respondents with a total sample size potential of 852 respondents. The actual size of the sub-samples was determined, however, by

responses to the survey questionnaire and Leadership Practice Inventory (LPI).

As reported in chapter 3, there are 139 American Rotary Districts that had the relatively most successful Rotary Club chapters and 145 American Rotary Districts that had the relatively least successful Rotary Club chapters.

Therefore, survey questionnaires and LPI instruments were mailed to 139 American Rotary Club chapters selected in the relatively most successful group and to 145 American Rotary Club chapters selected in the relatively least successful group.

Response rate for respondents of both the relatively most successful and the relatively least successful groups is 63.03 percent as shown in Table 3.

Table 3

**Response Rates of Questionnaire for  
Respondents of Both the Relatively Most  
Successful and the Relatively Least Successful Groups**

| Questionnaire | Most Successful | Least Successful | Total | %      |
|---------------|-----------------|------------------|-------|--------|
| Mailed        | 417             | 435              | 852   | 100.00 |
| Returned      | 282             | 255              | 537   | 63.03  |
| Wrong Address | 9               | 15               | 24    | 0.03   |

The Breakdown of the Respondents by Gender, Age, Ethnicity, Educational Levels, and Vocation

The gender distribution of respondents of both the research sub-samples reflected the traditional structure of Rotary Clubs. The American Rotary Club was forced to begin admitting women as members in the late-1980s and early-1990s (Bark, 1993, pp. 12-13). In the present study, most of the respondents are male. Male respondents are 89.57 percent while female respondents are 10.43 percent as shown in Table 4.

Table 4

Frequency Distribution and Percentage for Gender of Respondents of both the Relatively Most Successful and the Relatively Least Successful Sub-Samples

| Gender | Most Successful<br>(n=282) | Least Successful<br>(n=255) | Total<br>(n=537) | %     |
|--------|----------------------------|-----------------------------|------------------|-------|
| Male   | 250                        | 231                         | 481              | 89.57 |
| Female | 32                         | 24                          | 56               | 10.43 |

Age distribution of respondents of both sub-samples in the present study, 54.93 percent of the respondents were in the 40-59 years old age group as shown in Table 5.

Table 5

Frequency Distribution and Percentages for Age of Respondents of both the Relatively Most Successful and the Relatively Least Successful Sub-Samples

| Age<br>(in years) | Most<br>Successful<br>(n=282) | Least<br>Successful<br>(n=255) | Total<br>(n=537) | %     |
|-------------------|-------------------------------|--------------------------------|------------------|-------|
| 20 - 29           | -                             | 3                              | 3                | 0.56  |
| 30 - 39           | 29                            | 38                             | 67               | 12.48 |
| 40 - 49           | 163                           | 132                            | 295              | 54.93 |
| 50 - 59           | 59                            | 50                             | 109              | 20.30 |
| 60 or over        | 31                            | 32                             | 63               | 11.73 |

Ethnicity distribution of respondents of both sub-samples in the present study, 97.39 percent were white as shown in Table 6.

Table 6

Frequency Distribution and Percentage for Ethnicity of Respondents of Both the Relatively Most Successful and the Relatively Least Successful Sub-Samples

| Ethnicity        | Most<br>Successful<br>(n=282) | Least<br>Successful<br>(n=255) | Total<br>(n=537) | %     |
|------------------|-------------------------------|--------------------------------|------------------|-------|
| African-American | -                             | 2                              | 2                | 0.37  |
| Asian            | 2                             | 3                              | 5                | 0.93  |
| White            | 278                           | 245                            | 523              | 97.39 |
| Hispanic         | -                             | 1                              | 1                | 0.19  |
| Native-American  | 2                             | 4                              | 6                | 1.12  |

A bachelor's degree was the highest level of formal educational attainment for approximately one-half of the respondents of both the research sub-samples for the present study (53.26 percent). The formal educational attainment for 30.91 percent of the respondents were greater than a bachelor's degree, while 15.83 percent had not earned a bachelor's degree as shown in Table 7.

Table 7

Frequency Distribution and Percentage for  
Educational Levels of Respondents of Both the  
Relatively Most Successful and the Relatively Least  
Successful Sub-Samples

| Educational Levels | Most Successful (n=282) | Least Successful (n=255) | Total (n=537) | %     |
|--------------------|-------------------------|--------------------------|---------------|-------|
| Grade School       | 1                       | -                        | 1             | 0.19  |
| High School        | 7                       | 12                       | 19            | 3.54  |
| Some College       | 28                      | 37                       | 65            | 12.10 |
| Bachelor's Degree  | 154                     | 132                      | 286           | 53.26 |
| Master's Degree    | 59                      | 46                       | 105           | 19.55 |
| Doctoral Degree    | 33                      | 28                       | 61            | 11.36 |

In the present study, the vocation of respondents of both the relatively most successful and the relatively least successful sub-samples distributed to 56 vocations as shown in Table 8. Membership in a Rotary Club is by invitation and is on the basis of one representative of each business

and profession which is a wide cross section of community representation as noted in chapter 1.

Table 8

**Frequency Distribution and Percentage for  
Vocation of Respondents of Both the Relatively  
Most Successful and the Relatively Least Successful  
Sub-Samples**

| Vocation                           | Most Successful<br>(n=282) | Least Successful<br>(n=255) | Total<br>(n=537) | %    |
|------------------------------------|----------------------------|-----------------------------|------------------|------|
| Accountant                         | -                          | 3                           | 3                | 0.56 |
| Advertis-<br>ing Sales             | 4                          | -                           | 4                | 0.74 |
| Advisory<br>Services               | 1                          | -                           | 1                | 0.19 |
| Architect                          | 7                          | 7                           | 14               | 2.61 |
| Attorney                           | 4                          | 17                          | 21               | 3.91 |
| Auctioneer                         | -                          | 1                           | 1                | 0.19 |
| Banking                            | 17                         | 15                          | 32               | 5.96 |
| Boy Scout<br>Adminis-<br>tration   | 3                          | -                           | 3                | 0.56 |
| Business<br>Manager                | 9                          | 6                           | 15               | 2.79 |
| Certified<br>Public<br>Accountant  | 4                          | 2                           | 6                | 1.12 |
| Chiroprac-<br>tor                  | 4                          | 5                           | 9                | 1.68 |
| Communica-<br>tion<br>Business     | 1                          | 6                           | 7                | 1.30 |
| Dentist                            | 8                          | 8                           | 16               | 2.98 |
| Educational<br>Adminis-<br>tration | 14                         | 22                          | 36               | 6.70 |

Table 8 (continued)

| Vocation                   | Most Successful<br>(n=282) | Least Successful<br>(n=255) | Total<br>(n=537) | %    |
|----------------------------|----------------------------|-----------------------------|------------------|------|
| Engineer                   | 9                          | 13                          | 22               | 4.10 |
| Farming                    | 9                          | 7                           | 16               | 2.98 |
| Finance                    | 10                         | 10                          | 20               | 3.72 |
| Food Service               | -                          | 5                           | 5                | 0.93 |
| Funeral Management         | 10                         | 10                          | 20               | 3.72 |
| Government Service         | 6                          | 6                           | 12               | 2.23 |
| Health Care Administration | 4                          | 2                           | 6                | 1.12 |
| Home Inspection Services   | -                          | 1                           | 1                | 0.19 |
| Hospital Administration    | 7                          | -                           | 7                | 1.30 |
| Insurance Agency           | 13                         | 14                          | 27               | 5.03 |
| Insurance Broker           | 3                          | 5                           | 8                | 1.49 |
| Investigator               | 1                          | -                           | 1                | 0.19 |
| Investment Broker          | 3                          | -                           | 3                | 0.56 |
| Journalist                 | 6                          | -                           | 6                | 1.12 |
| Judge                      | 4                          | -                           | 4                | 0.74 |
| Landscape                  | -                          | 1                           | 1                | 0.19 |
| Lawyer                     | 13                         | 7                           | 20               | 3.72 |
| Librarian                  | 1                          | -                           | 1                | 0.19 |

Table 8 (continued)

| Vocation<br>(continued)          | Most<br>Successful<br>(n=282) | Least<br>Successful<br>(n=255) | Total<br>(n=537) | %    |
|----------------------------------|-------------------------------|--------------------------------|------------------|------|
| Marketing Sales                  | 4                             | 4                              | 8                | 1.49 |
| Medical Doctor                   | 10                            | 7                              | 17               | 3.17 |
| Military                         | -                             | 1                              | 1                | 0.19 |
| Nurse                            | -                             | 1                              | 1                | 0.19 |
| Musician                         | 1                             | -                              | 1                | 0.19 |
| Nutrition-<br>ist                | -                             | 1                              | 1                | 0.19 |
| Optometry                        | -                             | 2                              | 2                | 0.37 |
| Pastor                           | 3                             | 2                              | 5                | 0.93 |
| Photograph-<br>er                | 3                             | -                              | 3                | 0.56 |
| Plant Manager                    | 7                             | 4                              | 11               | 2.05 |
| Politician                       | 2                             | -                              | 2                | 0.37 |
| Poultry Business                 | 9                             | -                              | 9                | 1.68 |
| Professor                        | 6                             | 5                              | 11               | 2.05 |
| Psycholo-<br>gist                | 2                             | 1                              | 3                | 0.56 |
| Publishing                       | 1                             | 1                              | 2                | 0.37 |
| Real Estate                      | 14                            | 9                              | 23               | 4.28 |
| Retail Business                  | 3                             | 13                             | 16               | 2.98 |
| Sheriff                          | -                             | 1                              | 1                | 0.19 |
| Small Business Owner/<br>Manager | 10                            | 14                             | 24               | 4.47 |

Table 8 (continued)

| Vocation                | Most Successful<br>(n=282) | Least Successful<br>(n=255) | Total<br>(n=537) | %    |
|-------------------------|----------------------------|-----------------------------|------------------|------|
| Teacher                 | 14                         | -                           | 14               | 2.61 |
| Tour Guide Services     | 1                          | 1                           | 2                | 0.37 |
| Transportation Business | 2                          | 7                           | 9                | 1.68 |
| Utility Management      | 6                          | -                           | 6                | 1.12 |
| Veterinarian            | 9                          | 8                           | 17               | 3.17 |

Findings

The findings of the research performed for the present study are reported in this section. The results of the various analyses of the data are reported, followed by an assessment of these results within the context of the hypotheses tested as a part of the research. Lastly, the research question investigated through the conduct of the present study is assessed within the context of the results of the hypothesis testing.

Results of Data Analysis

Higher scores on the LPI reflect greater adherence to the criterion measures of the instrument. The response means in relation to the five criterion variables were as follows:

1. Challenging the process (DV1):

a. The Relatively Most Successful Sub-Sample:

Presidents 4.27; Members 4.25 as shown in Table 9. The differences between the presidents' evaluations of themselves and the members' evaluations of the presidents were not statistically significant ( $F = 0.5613$ ; df 1,280;  $p > .01$ ) as shown in Table 10.

b. The Relatively Least Successful Sub-Sample:

Presidents 2.31; Members 2.18 as shown in Table 11. The differences between the presidents' evaluations of themselves and the members' evaluations of the presidents were not statistically significant ( $F = 5.8780$ ; df 1,253;  $p > .01$ ) as shown in Table 12.

2. Inspiring a shared vision (DV2):

a. The Relatively Most Successful Sub-Sample:

Presidents 4.27; Members 4.32 as shown in Table 9. The differences between the presidents' evaluations of themselves and the members' evaluations of the presidents were not statistically significant ( $F = 3.3504$ ; df 1,280;  $p > .01$ ) as shown in Table 10.

b. The Relatively Least Successful Sub-Sample:

Presidents 2.39; Members 2.38 as shown in Table 11. The differences between the presidents' evaluations of themselves and the members' evaluations the presidents were not statistically significant ( $F = 0.1405E-01$ ; df 1,253;  $p > .01$ ) as shown in Table 12.

3. Enabling others to act (DV3):

a. The Relatively Most Successful Sub-Sample:

Presidents 4.53; Members 4.60 as shown in Table 9. The differences between the presidents' evaluations of themselves and the members' evaluations of the presidents were not statistically significant ( $F = 6.3220$ ; df 1,280;  $p > .01$ ) as shown in Table 10.

b. The Relatively Least Successful Sub-Sample:

Presidents 2.92; Members 2.93 as shown in Table 11. The differences between the presidents' evaluations of themselves and the members' evaluations of the presidents were not statistically significant ( $F = 0.5582E-02$ ; df 1,253;  $p > .01$ ) as shown in Table 12.

4. Modeling the way (DV4):

a. The Relatively Most Successful Sub-Sample:

Presidents 4.24; Members 4.30 as shown in Table 9. The differences between the presidents' evaluations of themselves and the members' evaluations of the presidents were not statistically significant ( $F = 3.2850$ ; df 1,280;  $p > .01$ ) as shown in Table 10.

b. The Relatively Least Successful Sub-Sample:

Presidents 2.52; Members 2.46 as shown in Table 11. The differences between the presidents' evaluations of themselves and the members' evaluations of the presidents were not statistically significant ( $F = 1.6770$ ; df 1,253;  $p > .01$ ) as shown in Table 12.

5. Encouraging the heart (DV5):

a. The Relatively Most Successful Sub-Sample:

Presidents 4.47; Members 4.52 as shown in Table 9. The differences between the presidents' evaluations of themselves and the members' evaluations of the presidents were not statistically significant ( $F = 1.8010$ ;  $df 1,280$ ;  $p > .01$ ) as shown in Table 10.

b. The Relatively Least Successful Sub-Sample:

Presidents 2.95; Members 2.86 as shown in Table 11. The differences between the presidents' evaluations of themselves and the members' evaluations of the presidents were not statistically significant ( $F = 4.1590$ ;  $df 1,253$ ;  $p > .01$ ) as shown in Table 12.

Table 9

Mean Scores of Presidents' Evaluations of Themselves (LPI-Self) and Members' Evaluations of the Presidents (LPI-Other) on Five Dependent Variables of the Relatively Most Successful Sub-Sample

| Subjects   | DV1  | DV2  | DV3  | DV4  | DV5  |
|------------|------|------|------|------|------|
| Presidents | 4.27 | 4.27 | 4.53 | 4.24 | 4.47 |
| Members    | 4.25 | 4.32 | 4.60 | 4.30 | 4.52 |

Table 10

The Differences Between the Presidents' Evaluations of Themselves (LPI-Self) and the Members' Evaluations of the President (LPI-Other) on Five Dependent Variables of the Relatively Most Successful Sub-Sample

| Variable | Wilks' Lambda | F      | Significance |
|----------|---------------|--------|--------------|
| DV1      | .99800        | .5613  | .4544        |
| DV2      | .98764        | 3.5040 | .0623        |
| DV3      | .97792        | 6.3220 | .0125        |
| DV4      | .98840        | 3.2850 | .0710        |
| DV5      | .99361        | 1.8010 | .1806        |

Table 11

Mean scores of Presidents' Evaluations of Themselves (LPI-Self) and Members' Evaluations of the Presidents (LPI-Other) on Five Dependent Variables of the Relatively Least Successful Sub-Sample

| Subject    | DV1  | DV2  | DV3  | DV4  | DV5  |
|------------|------|------|------|------|------|
| Presidents | 2.31 | 2.39 | 2.92 | 2.52 | 2.95 |
| Members    | 2.18 | 2.38 | 2.93 | 2.46 | 2.86 |

Table 12

The Differences Between the Presidents' Evaluations of Themselves (LPI-Self) and the Members' Evaluations of the Presidents (LPI-Other) on Five Dependent Variables of the Relatively Least Successful Sub-Sample

| Variable | Wilks' Lambda | F         | Significance |
|----------|---------------|-----------|--------------|
| DV1      | .97729        | 5.8780    | .0160        |
| DV2      | .99994        | .1405E-01 | .9057        |
| DV3      | .99998        | .5582E-02 | .9405        |
| DV4      | .99341        | 1.6770    | .1965        |
| DV5      | .98383        | 4.1590    | .0424        |

#### Results of Hypotheses Testing

Five hypotheses were tested in the present study. The independent variable in each of the hypotheses was the "success status" (relatively most successful or relatively least successful) of the Rotary Club chapter in the research sample. The dependent variables in the hypotheses were the criterion variables in the LPI--challenging the process, inspiring a shared vision, enabling others to act, modeling the way, and encouraging the heart. A separate hypothesis was tested in relation to each of the five criterion variables in the LPI.

The results of the hypothesis testing are presented separately for each of the five hypotheses. These results are as follows:

1. Hypothesis number one. Hypothesis number one stated that "Leaders of the relatively most successful Rotary Club chapters challenging the process more frequently, to a statistically significant degree, than leaders of the relatively least successful Rotary Club chapters, as measured by the LPI." As reported in the preceding section, the mean score for presidents in the relatively most successful sub-sample on the "challenging the process" segment of the LPI was 4.27, while the mean score for presidents in the relatively least successful sub-sample was 2.31, and the mean scores by members in the two sub-samples with respect to the leadership behaviors of the presidents within the context of this criterion variable were 4.25 and 2.18, respectively, for the relatively most successful and the relatively least successful sub-samples. Discriminant analysis procedures were applied to the data to establish the statistical significance of the variations between the two sub-samples. These variations were found to be statistically significant ( $F = 5406.000$ ;  $df 1,535$ ;  $p < .01$ ) as shown in Table 13. The determination that the variations between the two sub-samples was statistically significant meant that the null hypothesis was rejected. Therefore, by inference, hypothesis number one was accepted.

2. Hypothesis number two. Hypothesis number two stated that "Leaders of the relatively most successful Rotary Club chapters inspire a shared vision more frequently, to a

statistically significance degree, than leaders of the relatively least successful Rotary Club chapters, as measured by the LPI." As reported in the preceding section, the mean score for presidents in the relatively most successful sub-sample on the "inspiring a shared vision" segment of the LPI was 4.27, while the mean score for presidents in the relatively least successful sub-sample was 2.39, and the mean scores by members in the two sub-samples with respect to the leadership behaviors of the presidents within the context of this criterion variable were 4.32 and 2.38, respectively, for the relatively most successful and the relatively least successful sub-samples. Discriminant analysis procedures were applied to the data to establish the statistical significance of the variations between the two sub-samples. These variations were found to be statistically significant ( $F = 5551.000$ ;  $df 1,535$ ;  $p < .01$ ) as shown in Table 13. The determination that the variations between the two sub-samples was statistically significant meant that the null hypothesis was rejected. Therefore, by inference, hypothesis number two was accepted.

3. Hypothesis number three. Hypothesis number three stated that "Leaders of the relatively most successful Rotary Club chapters enable others to act more frequently, to a statistically significance degree, than leaders of the relatively least successful Rotary Club chapters, as measured by the LPI." As reported in the preceding section,

the mean score for presidents in the relatively most successful sub-sample on the "enabling others to act" segment of the LPI was 4.53, while the mean score for presidents in the relatively least successful sub-sample was 2.92, and the mean scores by members in the two sub-samples with respect to the leadership behaviors of the presidents within the context of this criterion variable were 4.60 and 2.93, respectively, for the relatively most successful and the relatively least successful sub-samples. Discriminant analysis procedures were applied to the data to establish the statistical significance of the variations between the two sub-samples. These variations were found to be statistically significant ( $F = 4546.000$ ;  $df 1,535$ ;  $p < .01$ ) as shown in Table 13. The determination that the variations between the two sub-samples was statistically significant meant that the null hypothesis was rejected. Therefore, by inference, hypothesis number three was accepted.

4. Hypothesis number four. Hypothesis number four stated that "Leaders of the relatively most successful Rotary Club chapters model the way more frequently, to a statistically significant degree, than leaders of the relatively least successful Rotary Club chapters, as measured by the LPI." As reported in the preceding section, the mean score for presidents in the relatively most successful sub-sample on the "modeling the way" segment of the LPI was 4.24, while the mean score for presidents in the

relatively least successful sub-sample was 2.52, and the mean scores by members in the two sub-samples with respect to the leadership behaviors of the presidents within the context of this criterion variable were 4.30 and 2.46, respectively, for the relatively most successful and the relatively least successful sub-samples. Discriminant analysis procedures were applied to the data to establish the statistical significance of the variations between the two sub-samples. These variations were found to be statistically significant ( $F = 4869.000$ ; df 1,535;  $p < .01$ ) as shown in Table 13. The determination that the variations between the two sub-samples was statistically significant meant that the null hypothesis was rejected. Therefore, by inference, hypothesis number four was accepted.

5. Hypothesis number five. Hypothesis number five stated that "Leaders of the relatively most successful Rotary Club chapters encourage the heart more frequently, to a statistically significant degree, than leaders of the relatively least successful Rotary Club chapters, as measured by the LPI." As reported in the preceding section, the mean score for presidents in the relatively most successful sub-sample on the "encouraging the heart" segment of the LPI was 4.47, while the mean score for presidents in the relatively least successful sub-sample was 2.95, and the mean scores by members in the two sub-samples with respect to the leadership behaviors of the presidents within the

context of this criterion variable were 4.52 and 2.86, respectively, for the relatively most successful and the relatively least successful sub-samples. Discriminant analysis procedures were applied to the data to establish the statistical significance of the variations between the two sub-samples. These variations were found to be statistically significant ( $F = 3480.000$ ;  $df 1,535$ ;  $p < .01$ ) as shown in Table 13. The determination that the variations between the two sub-samples was statistically significant meant that the null hypothesis was rejected. Therefore, by inference, hypothesis number five was accepted.

Table 13

The Variations Between the Relatively Most Successful Sub-Sample and the Relatively Least Successful Sub-Sample on Five Dependent Variables

| Variable | Wilks' Lambda | F        | Significance |
|----------|---------------|----------|--------------|
| DV1      | .09005        | 5406.000 | <.0001       |
| DV2      | .08791        | 5551.000 | <.0001       |
| DV3      | .10529        | 4546.000 | <.0001       |
| DV4      | .09900        | 4869.000 | <.0001       |
| DV5      | .13324        | 3480.000 | <.0001       |

#### Supplemental Analysis

The hypotheses were tested through the application of discriminant analysis procedures to the data developed through the administration of both the LPI-Self and the LPI-

Other. Supplemental analyses were performed wherein comparisons between respondents in the relatively most successful and the relatively least successful sub-samples were made between only the president groups, between only the member groups and between president and member groups. The results of these supplemental analyses were as follows:

1. Comparisons based only on responses from the president groups:

a. Challenging the process. As reported at an earlier point in this chapter, the mean score for presidents in the relatively most successful sub-sample on the "challenging the process" segment of the LPI was 4.27, while the mean score for presidents in the relatively least successful sub-sample was 2.31. Discriminant analysis procedures were applied to the data to establish the statistical significance of the variations between the two sub-samples. These variations were found to be statistically significant ( $F = 1296.000$ ; df 1,177;  $p < .01$ ) as shown in Table 14. This outcome was consistent with the results of the test of hypothesis number one.

b. Inspiring a shared vision. As reported at an earlier point in this chapter, the mean score for presidents in the relatively most successful sub-sample on the "inspiring a shared vision" segment of the LPI was 4.27, while the mean score for presidents in the relatively least successful sub-sample was 2.39. Discriminant analysis

procedures were applied to the data to establish the statistical significance of the variations between the two sub-samples. These variations were found to be statistically significant ( $F = 1856.000$ ; df 1,177;  $p < .01$ ) as shown in Table 14. This outcome was consistent with the results of the test of hypothesis number two.

c. Enabling others to act. As reported at an earlier point in this chapter, the mean score for presidents in the relatively most successful sub-sample on the "enabling others to act" segment of the LPI was 4.53, while the mean score for presidents in the relatively least successful sub-sample was 2.92. Discriminant analysis procedures were applied to the data to establish the statistical significance of the variations between the two sub-samples. These variations were found to be statistically significant ( $F = 1245.000$ ; df 1,177;  $p < .01$ ) as shown in Table 14. This outcome was consistent with the results of the test of hypothesis number three.

d. Modeling the way. As reported at an earlier point in this chapter, the mean score for presidents in the relatively most successful sub-sample on the "modeling the way" segment of the LPI was 4.24, while the mean score for presidents in the relatively least successful sub-sample was 2.51. Discriminant analysis procedures were applied to the data to establish the statistical significance of the variations between the two sub-samples. These variations

were found to be statistically significant ( $F = 1435.000$ ; df 1,177;  $p < .01$ ) as shown in Table 14. This outcome was consistent with the results of the test of hypothesis number four.

e. Encouraging the heart. As reported at an earlier point in this chapter, the mean score for presidents in the relatively most successful sub-sample on the "encouraging the heart" segment of the LPI was 4.47, while the mean score for presidents in the relatively least successful sub-sample was 2.95. Discriminant analysis procedures were applied to the data to establish the statistical significance of the variations between the two sub-samples. These variations were found to be statistically significant ( $F = 966.000$ ; df 1,177;  $p < .01$ ) as shown in Table 14. This outcome was consistent with the results of the test of hypothesis number five.

Table 14

The Differences Between Presidents' Evaluations  
of Themselves (LPI-Self) in the Relatively Most  
Successful Sub-Sample and the Relatively Least  
Successful Sub-Sample on Five Dependent Variables

| Variable | Wilks' Lambda | F        | Significance |
|----------|---------------|----------|--------------|
| DV1      | .12017        | 1296.000 | <.0001       |
| DV2      | .08707        | 1856.000 | <.0001       |
| DV3      | .12449        | 1245.000 | <.0001       |
| DV4      | .10979        | 1435.000 | <.0001       |
| DV5      | .15483        | 966.000  | <.0001       |

2. Comparisons based only on responses from the member groups:

a. Challenging the process. As reported at an earlier point in this chapter, the mean score for members in the relatively most successful sub-sample on the "challenging the process" segment of the LPI was 4.25, while the mean score for members in the relatively least successful sub-sample was 2.18. Discriminant analysis procedures were applied to the data to establish the statistical significance of the variations between the two sub-samples. These variations were found to be statistically significant ( $F = 4474.000$ ;  $df 1,356$ ;  $p<.01$ ) as shown in Table 15. This outcome was consistent with the results of the test of hypothesis number one.

b. Inspiring a shared vision. As reported at an earlier point in this chapter, the mean score for members in the relatively most successful sub-sample on the "inspiring a shared vision" segment of LPI was 4.32, while the mean score for members in the relatively least successful sub-sample was 2.38. Discriminant analysis procedures were applied to the data to establish the statistical significance of the variations between the two sub-samples. These variations were found to be statistically significant ( $F = 3695.000$ ;  $df 1,356$ ;  $p < .01$ ) as shown in Table 15. This outcome was consistent with the results of the test of hypothesis number two.

c. Enabling others to act. As reported at an earlier point in this chapter, the mean score for members in the relatively most successful sub-sample on the "enabling others to act" segment of LPI was 4.60, while the mean score for members in the relatively least successful sub-sample was 2.93. Discriminant analysis procedures were applied to the data to establish the statistical significance of the variations between the two sub-samples. These variations were found to be statistically significant ( $F = 3391.000$ ;  $df 1,356$ ;  $p < .01$ ) as shown in Table 15. This outcome was consistent with the results of the test of hypothesis number three.

d. Modeling the way. As reported at an earlier point in this chapter, the mean score for members in the

relatively most successful sub-sample on the "modeling the way" segment of the LPI was 4.30, while the mean score for members in the relatively least successful sub-sample was 2.46. Discriminant analysis procedures were applied to the data to establish the statistical significance of the variations between the two sub-samples. These variations were found to be statistically significant ( $F = 3472.000$ ;  $df = 1,356$ ;  $p < .01$ ) as shown in Table 15. This outcome was consistent with the results of the test of hypothesis number four.

e. Encouraging the heart. As reported at an earlier point in this chapter, the mean score for members in the relatively most successful sub-sample on the "encouraging the heart" segment of the LPI was 4.52, while the mean score for members in the relatively least successful sub-sample was 2.86. Discriminant analysis procedures were applied to the data to establish the statistical significance of the variations between the two sub-samples. These variations were found to be statistically significant ( $F = 2570.000$ ;  $df = 1,356$ ;  $p < .01$ ) as shown in Table 15. This outcome was consistent with the results of the test of hypothesis number five.

Table 15

The Differences Between Members' Evaluations  
of the Presidents (LPI-Other) in the Relatively  
Most Successful Sub-Sample and the Relatively  
Least Successful Sub-Sample on Five Dependent  
Variables

| Variable | Wilks' Lambda | F        | Significance |
|----------|---------------|----------|--------------|
| DV1      | .07371        | 4474.000 | <.0001       |
| DV2      | .08789        | 3695.000 | <.0001       |
| DV3      | .09501        | 3391.000 | <.0001       |
| DV4      | .09301        | 3472.000 | <.0001       |
| DV5      | .12167        | 2570.000 | <.0001       |

3. Comparisons of the Differences Between the Perspectives of President Groups and Member Groups on Each Leadership Practice (five dependent variables):

Discriminant analysis was applied to determine the differences between the perspectives of president groups and member groups. The results of the present study found that president groups have perceived that Dependent Variable 2 "inspiring a shared vision" is more important to the success of American Rotary Clubs than Dependent Variable 4 "modeling the way," Dependent Variable 1 "challenging the process," Dependent Variable 5 "encouraging the heart," and Dependent Variable 3 "enabling others to act," respectively, while member groups have perceived that Dependent Variable 1 "challenging the process" is more important to the successful of American Rotary Clubs than Dependent Variable

3 "enabling others to act," Dependent Variable 2 "inspiring a shared vision," Dependent Variable 4 "modeling the way," and Dependent Variable 5 "encouraging the heart," respectively, as shown in Table 16.

Table 16

Comparisons the Differences between the  
Perspectives of President Groups and Member  
Groups on Each Leadership Practice

| Variable | Standardized Canonical Discriminant Function Coefficients |               |
|----------|---|---------------|
|          | President Groups  | Member Groups |
| DV1      | .19916  | .44783        |
| DV2      | .48145  | .27293        |
| DV3      | .15202  | .40081        |
| DV4      | .30816  | .15941        |
| DV5      | .15779  | .13772        |

Summary

The results of the research performed for the present study were reported in this chapter. Each of the five null hypotheses tested were rejected, and, by inference, the original hypotheses were accepted. The testing of the hypotheses was based on the application of discriminant analysis procedures to the data developed through the administration of both the LPI-Self and the LPI-Other. Supplemental analyses were performed wherein comparisons between respondents in the relatively most successful and

the relatively least successful sub-samples were made between only the president groups, between only the member groups, and between president and member groups. The results of these supplemental analyses were fully consistent with the outcomes of the testing of the hypotheses.

1. Leaders of the relatively most successful Rotary Club chapters challenge the process more frequently than leaders of the relatively least successful Rotary Club chapters.

2. Leaders of the relatively most successful Rotary Club chapters inspire a shared vision more frequently than leaders of the relatively least successful Rotary Club chapters.

3. Leaders of the relatively most successful Rotary Club chapters enable others to act more frequently than leaders of the relatively least successful Rotary Club chapters.

4. Leaders of the relatively most successful Rotary Club chapters model the way more frequently than leaders of the relatively least successful Rotary Club chapters.

5. Leaders of the relatively most successful Rotary Club chapters encourage the heart more frequently than leaders of the relatively least successful Rotary Club chapters.

The research results reported in this chapter are discussed in the following chapter. Conclusions drawn from

the research results also are presented in the following chapter, and the implications of the research results and conclusions are discussed within the contexts of theory, methodology, and application. In the following chapter, and recommendations for the conduct of future related research are stated.

## Chapter 5

### DISCUSSION

#### Summary of the Study

The present study compared the leadership practices of American Rotary Club chapter presidents while control for the relative success of the Club chapters in attaining Rotary Club International goals. For purpose of the present study, American Rotary Club chapters were classified as either the relatively most successful or the relatively least successful.

Data required for the comparisons were developed through administration of the Leadership Practices index to both presidents of Club chapters (the LPI-Self was administered to presidents as a self-assessment of their leadership behavior) and to chapter members (LPI-Other was administered to members to measure member perceptions of leadership behavior). Data was analyzed through the application of discriminant analysis procedures. The criterion for the rejection of the null hypotheses in the testing of the hypotheses was a determination of statistical significance at  $p < .01$ .

One research question was investigated, and five hypotheses were tested through the conduct of the present study. The research question and hypotheses were as follows:

1. Research question. Are there differences in leadership characteristics between leaders of the relatively most successful and leaders of the relatively least successful American Rotary Club chapters?

2. Hypotheses.

a. Hypothesis number one. Leaders of the relatively most successful Rotary Club chapters challenge the process more frequently, to a statistically significant degree, than leaders of the relatively least successful Rotary Club chapters, as measured by the LPI.

b. Hypothesis number two. Leaders of the relatively most successful Rotary Club chapters inspire a shared vision more frequently, to a statistically significant degree, than leaders of the relatively least successful Rotary Club chapters, as measured by the LPI.

c. Hypothesis number three. Leaders of the relatively most successful Rotary Club chapters enable others to act more frequently, to a statistically significant degree, than leaders of the relatively least successful Rotary Club chapters, as measured by the LPI.

d. Hypothesis number four. Leaders of the relatively most successful Rotary Club chapters model the way more frequently, to a statistically significant degree, than leaders of the relatively least successful Rotary Club chapters, as measured by the LPI.

e. Hypothesis number five. Leaders of the relatively most successful Rotary Club chapters encourage the heart more frequently, to a statistically significant degree, than leaders of the relatively least successful Rotary Club chapters, as measured by the LPI.

The research question investigated through the conduct of the present study was answered within the context of the support and acceptance of the hypotheses. The differences in the leadership practices of the presidents of the relatively most successful and the relatively least successful Rotary Club chapters were found to be as follows:

1. Presidents of the relatively most successful Rotary Club chapters search for opportunities through which the Club chapters may serve the communities of which the Club chapters are a part more frequently than presidents of the relatively least successful Rotary Club chapters.

2. Presidents of the relatively most successful Rotary Club chapters experiment and take risks in implementing new activities for the Club chapters more frequently than presidents of the relatively least successful Rotary Club chapters.

3. Presidents of the relatively most successful Rotary Club chapters envision of the future activities and functions of the Club chapters more frequently than presidents of the relatively least successful Rotary Club chapters.

4. Presidents of the relatively most successful Rotary Club chapters enlist others help into planning process for the Club chapters more frequently than presidents of the relatively least successful Rotary Club chapters.

5. Presidents of the relatively most successful Rotary Club chapters foster collaboration of members of the Club chapters to work together on chapter projects more frequently than presidents of the relatively least successful Rotary Club chapters.

6. Presidents of the relatively most successful Rotary Club chapters strengthen others to develop cooperative relationships among Club members more frequently than presidents of the relatively least successful Rotary Club chapters.

7. Presidents of the relatively most successful Rotary Club chapters set the example that they attempt to become embodiments of Rotarian principles more frequently than presidents of the relatively least successful Rotary Club chapters.

8. Presidents of the relatively most successful Rotary Club chapters plan small wins to set attainable interim objectives as a means of instilling confidence among the chapter members more frequently than presidents of the relatively least successful Rotary Club chapters.

9. Presidents of the relatively most successful Rotary Club chapters recognize contributions to the attainment of the objectives of the Club chapters more frequently than presidents of the relatively least successful Rotary Club chapters.

10. Presidents of the relatively most successful Rotary Club chapters celebrate accomplishments of the chapter members as the group's work to attain the objectives of the Club chapters more frequently than presidents of the relatively least successful Rotary Club chapters.

#### Discussion of the results

As reported in chapter 4 of the present study, there are differences between LPI scores on the president practices of the relatively most successful and the relatively least successful American Rotary Club chapters.

A higher value of LPI scores represents a greater use of leadership behavior (Kouzes & Posner, 1989). The present study found that:

1. The LPI scores of the presidents of the relatively most successful Rotary Club chapters were higher on the leadership practice "challenging the process," than the LPI scores of the relatively least successful Rotary Club chapters. This revealed that presidents of the relatively most successful Rotary Club chapters challenge the process more frequently than presidents of the relatively least

successful Rotary Club chapters such as seeking challenges, staying up-to-date, challenging the status quo, looking for ways to innovate, asking "What can we learn," and experimenting and taking risks.

Posner and Brodsky (1992) found that effective college student leaders challenge the process more frequently than do ineffective college student leaders. Larson (1992) also found that effective high schools' leaders have good ideas, and are willing to innovate and experiment more frequently than are ineffective high schools' leaders.

2. The LPI scores of the presidents of the relatively most successful Rotary Club chapters on the leadership practice "inspiring a shared vision," were higher than the LPI scores of presidents of the relatively least successful Rotary Club chapters. This revealed that presidents of the relatively most successful Rotary Club chapters inspire a shared vision more frequently than presidents of the relatively least successful Rotary Club chapters such as describing a future he or she can create, sharing future dreams, communicating a positive outlook, enlisting a common vision, forecasting the future, and being contagiously excited about the future.

Posner and Brodsky (1992) found that effective college student leaders inspire a shared vision more frequently than do ineffective college student leaders. Brice (1992) found that the behaviors of principals in effective schools

inspire a shared vision more frequently than do the behaviors of principals in schools that are not effective. Larson (1992) also found that the effective high schools' leaders had a vision for the future of his or her school, and enlisted the teachers to share in the ownership of the vision more frequently than did the ineffective high schools' leaders. Zehnder (1992) found that Democratic leadership style was more strongly correlated with the leadership practice "inspiring a shared vision," than was autocratic leadership.

3. The LPI scores of the presidents of the relatively most successful Rotary Club chapters were higher on the leadership practice "enabling others to act," than the LPI scores of the relatively least successful Rotary Club chapters. This revealed that presidents of the relatively most successful Rotary Club chapters enable others to act more frequently than presidents of the relatively least successful Rotary Club chapters such as involving others in planning, treating others with respect, allowing others to make decisions, creating an atmosphere of trust, developing cooperative relationships, and getting others to own a project.

Posner and Brodsky (1992) found that effective college student leaders enable others to act more frequently than do ineffective college student leaders. Posner and Brodsky (1993) also found that the effective university's resident

advisors enable others to act more frequently than did ineffective university's resident advisors. Brice (1992) found that the behaviors of principals in effective schools enable others to act more frequently than the behaviors of principals in schools that are not effective. Larson (1992) found that the effective high schools' leaders will get his or her teachers to "own" the projects in which they are involved, delegate authority, and allow teachers to use their discretion more frequently than will the ineffective high schools' leaders. Zehnder (1992) found that a Democratic leadership style was strongly correlated with the leadership practice "enable others to act."

4. The LPI scores of presidents of the relatively most successful Rotary Club chapters were higher than the LPI scores of presidents of the relatively least successful Rotary Club chapters on the leadership practice "modeling the way." This revealed that presidents of the relatively most successful Rotary Club chapters model the way more frequently than do presidents of the relatively least successful Rotary Club chapters in many ways such as being clear on leadership philosophy, breaking projects into chunks, ensuring that values are adhered to, letting others know beliefs/values, practicing what is espoused, and setting clear goals and milestones.

Posner and Brodsky (1992) found that effective college student leaders model the way more frequently than do the

ineffective college student leaders. Posner and Brodsky (1993) also found that the effective university's resident advisors model the way more frequently than do the ineffective university's resident advisors. Larson (1992) found that the effective high schools' leaders set examples which were visible and accessible more frequently than did the ineffective high schools' leaders.

5. The LPI scores of presidents of the relatively most successful Rotary Club chapters were higher than those of the presidents of relatively least successful Rotary Club chapters on the leadership practice "encouraging the heart." This revealed that presidents of the relatively most successful Rotary Club chapters encourage the heart more frequently than do the presidents of relatively least successful Rotary Club chapters such as celebrating milestones, recognizing others' contributions, giving praise for a job well done, giving team appreciation/support, finding ways to celebrate, and telling others about the group's work.

Posner and Brodsky (1992) found that effective college student leaders encourage the heart more frequently than do ineffective college student leaders. Posner and Brodsky (1993) also found that the effective university's resident advisors encourage the heart more frequently than do the ineffective university's resident advisors. Larson (1992) found that the effective high schools' leaders make people

feel appreciated more frequently than do ineffective high schools' leaders by doing things such as starting each meeting with "appreciation strokes." Zehnder (1992) found that the leadership practice "encouraging the heart," was positively correlated with Democratic leadership.

As discussed above, many researchers have used the Leadership Practices Inventory to study leadership behaviors which reflected on the effectiveness of organizations. These studies, including the present study, used different subjects such as student leaders, university resident advisors, high school leaders, business managers, and Rotary Club presidents. All of these research studies revealed that five leadership behavioral dimensions (challenging the process, inspiring a shared vision, enabling others to act, modeling the way, and encouraging the heart) are associated with effective leaders and also the effectiveness of organizations.

Although the five hypotheses were accepted, there are differences between the perspectives of president groups and member groups on each leadership practice. The president groups regard Dependent Variable 2, "inspiring a shared vision," (standardized canonical discriminant function coefficients = .48) as most important to the effectiveness of the Club chapters. The member groups regard Dependent Variable 1, "challenging the process," (standardized canonical discriminat function coefficients = .45) as most

important, and Dependent Variable 2, "inspiring a shared vision," (standardized canonical discriminant function coefficients = .40) as also important to the effectiveness of the Club chapters. Dependent Variable 5, "encouraging the heart," is considered by both president groups and member groups to be least important to the effectiveness of the Club chapters.

One of the traditions of the Rotary International is collaboration among Rotarians with honor and respect for each other. In the weekly meeting they always announce the names of each Rotarian and a job that he or she did well. Therefore, the president groups may regard themselves as less important than the Club members, recognizing the collaboration of the Club members in accomplishing the goals of the Club chapters. The member groups may regard themselves as less important than the Club presidents, recognizing the Club presidents as the leaders of the Clubs. However, both the president groups and member groups regard that Dependent Variable 1, "challenging the process," and Dependent Variable 2, "inspiring a shared vision," are nearly most important to the effectiveness of the Club chapters. The president groups and member groups may regard Dependent Variable 5, "encouraging the heart," as least important to the effectiveness of the Club chapters because this is a routine part of every weekly meeting.

All five leadership practices are statistically significant to the success of American Rotary Club chapters. The president groups and member groups both consider collaboration among Club members as important to the group's work. Through collaboration Club members share future dreams, communicate a positive outlook, enlist a common vision, involve others in planning, treat others with respect, allow others to make decisions, create an atmosphere of trust, develop cooperative relationships, get others to own a project, let others know beliefs/values, recognize others' contributions, give team appreciation/support, and tell others about the group's work.

For nonprofit organizations generally and for Rotary Clubs more specifically, one of the most significant findings of the present research is that the leadership of the presidents of the relatively most successful Rotary Club chapters develop and espouse visions for the future of their organizations. Visionary leaders recognize the significance of the organization as a group, and the importance of melding the individual group members into a cohesive whole.

The findings that the presidents of the relatively most successful Rotary Club chapters tend to bring other chapter members into the Club chapter planning process, and that these presidents encourage chapter members to work together on Club chapter projects also are highly relevant for

nonprofit organization generally and Rotary Club chapters more specifically both in the contemporary period and in the future.

One of the most important determinants of organizational or group effectiveness is leadership (Bass, 1991; Yukl, 1989). The Rotary International and other nonprofit organization should be consider introducing the concept of Leadership Practices to their members. Knowledge of the five leadership behavioral dimensions (challenging the process, inspiring a shared vision, enabling others to act, modeling the way, and encouraging the heart) will enable their members to develop the personal skills necessary to be effective leader in the future.

### Conclusions

We may safely conclude, therefore that there is some relationship between the leadership practices of chapter presidents and the relative success of those chapters, although we cannot infer a causal relationship.

The findings of the present study indicate that the presidents of the Rotary Club chapters classified as the relatively most successful are on the right path to the development of leadership practices that will enable American Rotary Clubs to remain viable social institutions in the future.

The results of the present study found that there are indeed differences in leadership characteristics between leaders of the relatively most successful and leaders of the relatively least successful American Rotary Club chapters.

#### General Implications of the Findings

The implications of the findings of the present study are discussed in this section. These implications are considered within the contexts of theory, methodology, and the application of concepts.

#### Theoretical Implications

Kouzes and Posner (1987) noted that when organizations have effective leaders, they can change organizations for the better. The Leadership Practices Inventory (LPI) developed by Kouzes and Posner (1989) identified the fundamental patterns of leadership behavior by which influence is wielded from leader to followers. Five behavioral dimensions are used to identify patterns of leadership behavior; (1) challenging the process; (2) inspiring a shared vision; (3) enabling others to act; (4) modeling the way; and (5) encouraging the heart.

The present study found that these five behavioral dimensions are important to the success of Rotary Club chapters. The presidents of Rotary Clubs, or the leaders of other nonprofit organizations can use the concept of the

Leadership Practices Inventory (LPI) to develop and enhance the effectiveness of their organizations.

The Leadership Practices Inventory does provide a behavioral foundation which can be used by leaders across diverse situations. It does not necessarily mean that the situation need to be discounted but it does provide a road-map or general direction for leaders to follow.

In addition, because of its general nature, there is reason to believe that the Leadership Practices Inventory may well characterize the essence of effective leadership in any situation. It does not mean that the leader is going to be effective in all situations but it does mean that he or she will have the best chance of being effective if the leadership behavior encompasses the five dimensions specified by the Leadership Practices Inventory.

#### Methodological Implications

The present study found very high correlations between the self-perceptions of leaders and members-perceptions of leaders. These findings in a methodological context, suggested that the use of the LPI-Self and the LPI-Other is sufficient to assess leader characteristics in order to test the research hypotheses.

### Applied Implications

The findings of the present study on leader characteristics associated with the success of American Rotary Club chapters by using the Leadership Practices Inventory, this research found that five behavioral dimensions of leadership are important to the effectiveness of American Rotary Club chapters. It is hoped that this research will provide guidelines for improving the leadership characteristics of leaders in order to develop their organizations to be more successful.

These findings could be useful for Rotary International and other nonprofit organizations to use this concept in improving their leaders. Especially, it could be most useful for improving the leadership training program of the Rotary Clubs, Rotary Districts, and Rotary International. Leaders and members of Rotary International include Rotary Youths can gain more knowledge and skills to prepare themselves for effective leadership in the future.

### Recommendations for Future Research

Leadership in nonprofit organizations of all kinds is important for the future viability of such organizations. The world environment is always changing, therefore, the study of leadership characteristics should be continued in order to provide updated information for preparing and

improving the effectiveness of leaders of nonprofit organizations.

Specific recommendations for future research on this topic are as follows:

1. Replication of the present study, with questionnaire distribution being conducted during May and June of each year, because the Rotary International evaluates the accomplishments of the Rotary Clubs between July 1 and April 1 of the next year. The Rotary International will evaluate the performance of the Rotary Clubs in April before the end of the Club presidents' tenure in June. If the research survey is conducted during May and June, the subjects are responding to the leadership characteristics of leaders they have worked with over the immediate past year. Attitudes expressed will more closely reflect the real situation.

2. To address the question of random sampling, the present study could be replicated, with questionnaires being administered to members selected randomly, by Rotary International, from memberships rolls. Questionnaires could be administered at chapter sites by researchers, or, more economically, by mailout from Rotary International. The two methods have trade-offs in terms of economy, time, perceived anonymity etc.

3. Questionnaire results could be combined with interview and observation. This would greatly assist in

attributing actual leadership behaviors to the individual presidents.

4. Future research using the LPI should be conducted in other cultures such as Asian and European, and the results compared cross-culturally. In order to identify other leadership behaviors that may be associated with the effectiveness of nonprofit organizations in non-western cultures, instrument modification may be indicated.

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## **APPENDICES**

**APPENDIX A**

**THE CRITERION OF PRESIDENTIAL CITATION FOR**

**BALANCED CLUB ACHIEVEMENT IN THE ROTARY**

**INTERNATIONAL YEAR 1993-1994**

**The Criterion of Presidential Citation for  
Balanced Club Achievement in the Rotary  
International Year 1993-1994**

According to Rotary International (1993), the Rotary International Headquarter had determined the criterion for evaluation the accomplishments of the Rotary clubs are as follows:

First, locate Rotary club size on the chart below. The chart will indicate how many accomplishments Rotary club must have within each Avenue of Service. Next, review the menu of activities under each Avenue of Service. Select the ones the particular Rotary club can accomplish and set them as goals. Emphasize to the Rotary club the importance of personal activity and efforts in meeting these goals. The Rotary club must meet these goals between 1 July 1993 and 1 April 1994.

Once these goals have been met within the timeframe, the Rotary District Governor must certify both the Rotary club size and which activities the Rotary club has accomplished, to the Rotary International President by 15 April 1994. Those clubs that qualify for the award will then receive a certificate signed by the Rotary International President.

## **The Four Avenues of Service**

### **1. Club Service**

- Have a net membership gain of at least 10% over the same time period during the previous year
- Hold two all-club fellowship activities with at least 50% club attendance (e.g., banquet, picnic, golf outing, holiday party, etc.)
- Conduct at least two Rotary information programs for all club members (e.g., club forum, roundtable discussion, club assembly, etc.)
- Have 10% of the club members attend, or register to attend, PETS (President-Elect Training Seminar)
- Have at least one member of the club registered to attend the Rotary International convention in Taipei, Taiwan, Republic of China
- Have all incoming club officers attend, or register to attend, the district assembly (president, secretary, treasurer)
- Improve your club's attendance percentage by 5% over the previous year's figures for this time period
- Provide a subscription of the region's official Rotary magazine to a local school or library
- Increase the number of classifications within the club by three over the previous year

- Carry out an original and outstanding Club Service project of the club's creation involving 40% or more of the club members in hands on service.

## 2. Vocational Service

- Provide district Vocational Service chairman with a registry of club members' vocations for placing RVIA volunteers
- Sponsor or participate in a career development project for youth in the community
- Conduct a project in local schools to encourage young people to complete high school
- Sponsor or participate in a career development project for the disabled in the community
- Sponsor or participate in a skills re-training project for those in the community who are returning to the work force
- Distribute Four-Way Test statements to local schools or place a Four-Way Test billboard in the community
- Sponsor or participate in a literacy project for those in the workplace
- Recognize one or more community members for his/her achievements within his/her vocation (e.g., Policeman of the Year)
- Distribute the "Declaration of Rotarians in Businesses and Professions" plaque to all club members

- Carry out an original and outstanding Vocational Service project of the club's creation that involves 40% or more of the club members in hands on service.

### 3. Community Service

- Sponsor or participate in a functional literacy project
- Sponsor or participate in a project which addresses the needs of the aging or disabled in the community
- Organize a Rotaract club, or participate in a joint cooperation project with the Rotaract club that your club already sponsors
- Organize an Interact club, or participate in a joint cooperation project with the Interact club that your club already sponsors
- Sponsor a completely new service project to benefit the community
- Sponsor or participate in a drug abuse prevention project
- Sponsor or participate in a Preserve Planet Earth project
- Sponsor or participate in a local program of immunization or disease prevention for children
- Sponsor or participate in a project that addresses the needs of the hungry within the community

- Carry out an original and outstanding Community Service project of the club's creation that involves 40% or more of the club members in hands on service.

#### 4. International Service

- Increase the amount of per capita Foundation annual giving by 15% over the previous year's figures for this time period
- Have at least one club member become a Foundation benefactor
- Undertaken a World Community Service project
- Sponsor or host a Rotary Friendship Exchange member
- Host a Youth Exchange student
- Establish a cooperative program with a club in another country
- Sponsor a project which receives a Matching Grant from The Rotary Foundation
- Sponsor or host a Group Study Exchange team member
- Have one of the club's members register to serve as an international Rotary Volunteer
- Register one of the club's projects on the Rotary Volunteer site list
- Publicize the club's donation of goods or services in the Donations in Kind Information Network
- Request goods or services through the Donations in Kind Information Network

- Sponsor a World Fellowship Activity event in the community in conjunction with a Fellowship
- Carry out an original and outstanding International Service project of the club's creation that involves 40% or more of the club members in hands on service.

#### **Accomplishments for Rotary Club Size**

| Club Size | Number of Accomplishments<br>Within Each Avenue of<br>Service |
|-----------|---|
| 1-50      | 2   |
| 51-150    | 3   |
| 151+      | 4   |

**APPENDIX B**  
**DEMOGRAPHIC QUESTIONNAIRE**

### **Background Information**

Please check the appropriate boxes or fill in the blanks for each of the following items.

1. Gender: Male [ ] or Female [ ]

2. Age: 20-29 [ ]      30-39 [ ]      40-49 [ ]  
50-59 [ ]      60 or over [ ]

5. Ethnicity:

African-American [ ]      Asian [ ]      Hispanic [ ]  
Native American [ ]      White [ ]      Other [ ].....

6. Education (indicate highest level attained):

Grade School [ ]      High School [ ]      Some College [ ]  
Bachelor's Degree [ ]      Master's Degree [ ]  
Doctor's Degree [ ]

7. Vocation:

.....

**APPENDIX C**  
**LETTER OF PERMISSION TO USE**  
**LEADERSHIP PRACTICES INVENTORY QUESTIONNAIRES**

**8374 Capricorn Way, Apt. # 24, San Diego,  
CA 92126-1890, Tel. & Fax (619) 695-1858**

**February 14, 1995**

**Barry Z. Posner, Ph.D.  
Managing Director  
Kouzes Posner International, Inc.  
2330 Forbes Avenue, Site A  
Santa Clara  
CA 95050**

**Dear Dr. Posner.**

I would like to briefly introduce myself to you. I was the President of the Rotary Club of Changpuak Chiang Mai, Rotary International District 3360, Thailand, from 1988 to 1989, the Representative of District Governor, District 3360, from 1989 to 1990, the Chairman of Youth Exchange Committee, District 3360, from 1993 to present, the Secretary General of the Asian University Sports Federation from 1992 to present, and the Director of Student Affairs and University Lecturer at Chiang Mai University, Chiang Mai, Thailand, from 1980 to present.

Presently, I am a Ph.D. candidate in Leadership and Human Behavior at United States International University (USIU), San Diego, California. I am conducting doctoral research on "Leadership and Effectiveness in a Nonprofit Organization: Rotary International." I believe that Nonprofit Organizations have many roles to contribute to developing countries. I am interested in studying Nonprofit Organizations in which all members do not receive salaries or wages, such as the Rotary International.

The purpose of this study is to research the leadership characteristics of the presidents of American Rotary Clubs. The findings of this study will provide information needed to improve the management of

**Nonprofit Organizations.** Certainly, it could be most useful for improving the leadership training program of the Rotary International.

I would like to request you a permission to use the Leadership Practices Inventory (LPI) for my doctoral dissertation. I plan to use LPI-Self and LPI-Other for studying leadership characteristics and effectiveness in American Rotary Clubs. I will report the results of my study to you later.

Thank you very much for your generosity.

Sincerely,

**Suphornchai Siriwoharn**

**KOUZES POSNER INTERNATIONAL**  
**15419 Banyan Lane**  
**Monte Sereno, California 95030**  
**Phone/FAX: (408) 354-9170**

February 24, 1995

Mr. Suphornchai Siriwoharn  
8374 Capricorn Way, Apt #24  
San Diego, California 92126-1890

Dear Mr. Siriwoharn:

Thank you for your correspondence (February 14, 1995) requesting permission to use the Leadership Practices Inventory (LPI) in your doctoral study. We are willing to allow you to reproduce the instrument, at no charge, with the following understandings:

- (1) That the LPI is used only for research purposes and is not sold or used in conjunction with any compensated management development activities;
- (2) That copyright of the LPI is retained by Kouzes Posner International, and that the following copyright statement be included on all copies of the instrument:  
"Copyright © 1993 Kouzes Posner International, Inc. Used with permission.";
- (3) That a bound copy of your dissertation, and one copy of all papers, reports, articles, and the like which make use of the LPI data be sent promptly to our attention.

If the terms outlined above are acceptable, would you please so indicate by signing one (1) copy of this letter and returning it in the enclosed self-addressed, return envelope. Also enclosed is a technical report describing the instrument's psychometric properties.

Best wishes for every success with your research project. If we can be of any further assistance, please let us know.

Cordially,  
  
Barry Z. Posner, Ph.D.  
Managing Partner

I understand and agree to abide by these conditions:

(Signed) S. Siriwoharn

Date: March 20, 1995

**LEADERSHIP PRACTICES INVENTORY (LPI) SELF  
INSTRUCTIONS**

On the next two pages are thirty descriptive statements about various leadership behaviors and activities.

Please read each statement carefully, then rate **yourself** in terms of **how frequently** you engage in the practice described. Record your responses by drawing a circle around the number that corresponds to the frequency you have selected. You are given five choices:

1. If you RARELY or NEVER do what is described in the statement, circle the number one.
2. If you do what is described ONCE IN A WHILE, circle the number two.
3. If you SOMETIMES do what is described, circle the number three.
4. If you do what is described FAIRLY OFTEN, circle the number four.
5. If you do what is described VERY FREQUENTLY or ALWAYS, circle the number five.

In selecting the answer, be realistic about the extent to which you actually engage in each behavior. Do **not** answer in terms of how you **like** to see yourself or in terms of what you **should** be doing. Answer in terms of how you **typically behave**.

For example, the first statement is "I seek out challenging opportunities that test my skills and abilities." If you believe you do this "once in a while," circle the number two. If you believe you seek out challenging opportunities "fairly often," circle the number four.

Also, please remind to the situation of your Rotary club that occurred between 1 July 1993 and 1 April 1994 when you respond to each statement.

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### LEADERSHIP PRACTICES INVENTORY (LPI) SELF

To what extent do you engage in the following actions and behaviors? Circle the number that applies to each statement.

| 1<br>Rarely | 2<br>Once in<br>a While | 3<br>Sometimes | 4<br>Fairly<br>Often | 5<br>Very<br>Frequently |
|-------------|-------------------------|----------------|----------------------|-------------------------|
|-------------|-------------------------|----------------|----------------------|-------------------------|

- 
1. I seek out challenging opportunities that test my skills and abilities..... 1 2 3 4 5
  2. I describe to others the kind of future I would like for us to create together..... 1 2 3 4 5
  3. I involve others in planning the actions that we will take..... 1 2 3 4 5
  4. I am clear about my own philosophy of leadership..... 1 2 3 4 5
  5. I take the time to celebrate accomplishments when project milestones are reached..... 1 2 3 4 5
  6. I stay up-to-date on the most recent developments affecting our organization..... 1 2 3 4 5
  7. I appeal to others to share my dream of the future as their own..... 1 2 3 4 5
  8. I treat others with dignity and respect..... 1 2 3 4 5
  9. I make certain that the projects I manage are broken down into manageable chunks..... 1 2 3 4 5
  10. I make sure that people are recognized for their contributions to the success of our projects... 1 2 3 4 5
  11. I challenge the way we do things at work..... 1 2 3 4 5
  12. I clearly communicate a positive and hopeful outlook for the future of our organization.... 1 2 3 4 5
  13. I give people a lot of discretion to make their own decisions..... 1 2 3 4 5
  14. I spend time and energy on making certain that people adhere to the values that have been agreed on..... 1 2 3 4 5
  15. I praise people for a job well done..... 1 2 3 4 5
- 

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|   | 1<br>Rarely | 2<br>Once in<br>a While | 3<br>Sometimes | 4<br>Fairly<br>Often | 5<br>Very<br>Frequently |
|---|-------------|-------------------------|----------------|----------------------|-------------------------|
| 16. I look for innovative ways we can improve what we do in this organization.....                                    | 1           | 2                       | 3              | 4                    | 5                       |
| 17. I show others how their long-term future interests can be realized by enlisting in a common vision.               | 1           | 2                       | 3              | 4                    | 5                       |
| 18. I develop cooperative relationships with the people I work with.....  | 1           | 2                       | 3              | 4                    | 5                       |
| 19. I let others know I beliefs on how to best run the organization he or she leads.....                              | 1           | 2                       | 3              | 4                    | 5                       |
| 20. I give the members of the team lots of appreciation and support for their contributions.....                      | 1           | 2                       | 3              | 4                    | 5                       |
| 21. I ask "what can we learn?" when things do not go as expected.....   | 1           | 2                       | 3              | 4                    | 5                       |
| 22. I look ahead and forecasts what I expect the future to be like.....   | 1           | 2                       | 3              | 4                    | 5                       |
| 23. I create an atmosphere of mutual trust in the projects I lead.....  | 1           | 2                       | 3              | 4                    | 5                       |
| 24. I am consistent in practicing the values I espouse.....   | 1           | 2                       | 3              | 4                    | 5                       |
| 25. I find ways to celebrate accomplishments.....   | 1           | 2                       | 3              | 4                    | 5                       |
| 26. I experiment and take risks with new approaches to my work even when there is a chance of failure.....            | 1           | 2                       | 3              | 4                    | 5                       |
| 27. I am contagiously excited and enthusiastic about future possibilities.....  | 1           | 2                       | 3              | 4                    | 5                       |
| 28. I get others to feel a sense of ownership for the projects they work on.....                                      | 1           | 2                       | 3              | 4                    | 5                       |
| 29. I make sure the work group sets clear goals, makes plans, and establishes milestones for the projects I lead..... | 1           | 2                       | 3              | 4                    | 5                       |
| 30. I make it a point to tell the rest of the organization about the good work done by my group.....                  | 1           | 2                       | 3              | 4                    | 5                       |

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## **LEADERSHIP PRACTICES INVENTORY (LPI) OTHER**

**LEADER:** The Past President of your Rotary club in 1993-1994

### **INSTRUCTIONS**

The person that you will assess is the Past President of your Rotary club in 1993-1994.

On the next two pages are thirty descriptive statements about various leadership behaviors and activities.

Please read each statement carefully, then rate the leader (the Past President of your Rotary club in 1993-1994) in terms of **how frequently** he or she engages in the practice described. Record your responses by drawing a circle around the number that corresponds to the frequency you have selected. You are given five choices:

1. If the leader RARELY or NEVER does what is described in the statement, circle the number one.
2. If the leader does what is described ONCE IN A WHILE, circle the number two.
3. If the leader SOMETIMES does what is described, circle the number three.
4. If the leader does what is described FAIRLY OFTEN, circle the number four.
5. If the leader does what is described VERY FREQUENTLY or ALWAYS, circle the number five.

In selecting the answer, be realistic; answer in terms of how the leader **typically behaves**.

For example, the first statement is "He or she seeks out challenging opportunities that test his or her skills and abilities." If you believe he or she does this "once in a while," circle the number two. If you believe he or she seeks out challenging opportunities "fairly often," circle the number four.

Also, please remind to the situation of your Rotary club that occurred between 1 July 1993 and 1 April 1994 when you respond to each statement.

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### LEADERSHIP PRACTICES INVENTORY (LPI) OTHER

To what extent would you say this person engages in the following actions and behaviors. Circle the number that applies to each statement.

| 1<br>Rarely | 2<br>Once in<br>a While | 3<br>Sometimes | 4<br>Fairly<br>Often | 5<br>Very<br>Frequently |
|-------------|-------------------------|----------------|----------------------|-------------------------|
|-------------|-------------------------|----------------|----------------------|-------------------------|

---

He or she:

1. seeks out challenging opportunities that test his or her skills and abilities..... 1 2 3 4 5
  2. describes the kind of future he or she would like for us to create together..... 1 2 3 4 5
  3. involves others in planning the actions that will be taken..... 1 2 3 4 5
  4. is clear about his or her own philosophy of leadership..... 1 2 3 4 5
  5. takes the time to celebrate accomplishments when project milestones are reached..... 1 2 3 4 5
  6. stays up-to-date on the most recent developments affecting our organization..... 1 2 3 4 5
  7. appeals to others to share his or her dream of the future as their own..... 1 2 3 4 5
  8. treats others with dignity and respect..... 1 2 3 4 5
  9. makes certain that the projects he or she manages are broken down into manageable chunks..... 1 2 3 4 5
  10. makes sure that people are recognized for their contributions to the success of our projects... 1 2 3 4 5
  11. challenges the way we do things at work..... 1 2 3 4 5
  12. clearly communicates a positive and hopeful outlook for the future of our organization.... 1 2 3 4 5
  13. gives people a lot of discretion to make their own decisions..... 1 2 3 4 5
  14. spends time and energy on making certain that people adhere to the values that have been agreed on..... 1 2 3 4 5
  15. praises people for a job well done..... 1 2 3 4 5
- 

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|  | 1<br>Rarely | 2<br>Once in<br>a While | 3<br>Sometimes | 4<br>Fairly<br>Often | 5<br>Very<br>Frequently |
|--|-------------|-------------------------|----------------|----------------------|-------------------------|
|--|-------------|-------------------------|----------------|----------------------|-------------------------|

He or she:

16. looks for innovative ways we can improve what we do in this organization..... 1 2 3 4 5
17. shows others how their long-term future interests can be realized by enlisting in a common vision. 1 2 3 4 5
18. develops cooperative relationships with the people he or she work with..... 1 2 3 4 5
19. lets others know his or her beliefs on how to best run the organization he or she leads..... 1 2 3 4 5
20. gives the members of the team lots of appreciation and support for their contributions..... 1 2 3 4 5
21. asks "what can we learn?" when things do not go as expected..... 1 2 3 4 5
22. looks ahead and forecasts what he or she expects the future to be like..... 1 2 3 4 5
23. creates an atmosphere of mutual trust in the projects he or she leads..... 1 2 3 4 5
24. is consistent in practicing the values he or she espouses..... 1 2 3 4 5
25. finds ways to celebrate accomplishments..... 1 2 3 4 5
26. experiments and takes risks with new approaches to his or her work even when there is a chance of failure..... 1 2 3 4 5
27. is contagiously excited and enthusiastic about future possibilities..... 1 2 3 4 5
28. gets others to feel a sense of ownership for the projects they work on..... 1 2 3 4 5
29. makes sure the work group sets clear goals, makes plans, and establishes milestones for the projects he or she leads..... 1 2 3 4 5
30. makes it a point to tell the rest of the organization about the good work done by his or her group... 1 2 3 4 5

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**APPENDIX D**  
**COVER LETTERS TO RESPONDENTS**

# **ROTARY INTERNATIONAL DISTRICT 3360**

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**8374 Capricorn Way, Apt. # 24, San Diego.  
CA 92126-1890, Tel. & Fax (619) 695-1858**

**April 18, 1995**

**Past President .....**  
**The Rotary Club of .....**  
**Rotary International District .....**

**Dear PP. .....**

I would like to briefly introduce myself to you. I was the President of the Rotary Club of Changpuak Chiang Mai, District 3360, Thailand, from 1988 to 1989, the Representative of District Governor, District 3360, from 1989 to 1990, the Chairman of Youth Exchange Committee, District 3360, from 1993 to present, the Secretary General of the Asian University Sports Federation from 1992 to present, and the Director of Student Affairs and University Lecturer at Chiang Mai University, Chiang Mai, Thailand, from 1980 to present.

Presently, I am a Ph.D. candidate in Leadership and Human Behavior at United States International University (USIU), San Diego, California. I am conducting doctoral research on "Leadership and Effectiveness in a Non-Profit Organization: Rotary International." I believe that Non-Profit Organizations have many roles to contribute to developing countries. I am interested in studying Non-Profit Organizations in which all members do not receive salaries or wages, such as the Rotary International.

The purpose of this study is to research the leadership characteristics of the presidents of American Rotary Clubs. The findings of this study will provide information needed to improve the management of Non-Profit Organizations. Certainly, it could be most useful for improving the leadership training program of the Rotary International.

**Recently, I obtained a list of 2,661 Rotary Clubs in the USCB Region that received the 1993-1994 Presidential Citation for Balanced Club Achievement from One Rotary Center, Illinois.**

**Your Rotary Club is one of the American Rotary Clubs that received the 1993-1994 Presidential Citation for Balanced Club Achievement and has been randomly selected for this study.**

**With respect to the spirit of Rotary, I would like to request that you study your excellent leadership characteristics through the use of a survey instrument known as the Leadership Practices Inventory (LPI). Please respond to the questionnaire enclosed. I have included details.**

**All responses will remain confidential. Respondents' names will not appear anywhere in the report on this study.**

**After you have completed the questionnaire, please return it to me in the envelope provided.**

**Thank you very much for your assistance in this study.**

**Yours in Rotary,**

**Suphornchai Siriwoharn**

# **ROTARY INTERNATIONAL DISTRICT 3360**

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**8374 Capricorn Way, Apt. # 24, San Diego.  
CA 92126-1890. Tel. & Fax (619) 695-1858**

**April 18, 1995**

**Rotarian .....**

**Secretary, The Rotary Club of .....**

**Rotary International District .....**

**Dear Rotarian .....**

I would like to briefly introduce myself to you. I was the President of the Rotary Club of Changpuak Chiang Mai, District 3360, Thailand, from 1988 to 1989, the Representative of District Governor, District 3360, from 1989 to 1990, the Chairman of Youth Exchange Committee, District 3360, from 1993 to present, the Secretary General of the Asian University Sports Federation from 1992 to present, and the Director of Student Affairs and University Lecturer at Chiang Mai University, Chiang Mai, Thailand, from 1980 to present.

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**Your Rotary Club is one of the American Rotary Clubs that received the 1993-1994 Presidential Citation for Balanced Club Achievement and has been randomly selected for this study.**

**With respect to the spirit of Rotary, I would like to request your assistance for my study. The details are as follows:**

- 1. Please transfer my letter to the Past President (1993-1994) of your Rotary Club at your next club meeting. If he or she does not attend your Rotary Club meeting, please update his or her address on the envelope provided and mail my letter to him or her.**
  
- 2. Please randomly select two Rotarians who were members of your Rotary Club from 1993 to 1994 and transfer my letters to each of them.**

**I have included three letters for the Past President and two Rotarians from 1993 to 1994.**

**Thank you very much for your assistance in this study.**

**Yours in Rotary,**

**Suphornchai Siriwoham**

# **ROTARY INTERNATIONAL DISTRICT 3360**

---

**8374 Capricorn Way, Apt. # 24, San Diego,  
CA 92126-1890. Tel. & Fax (619) 695-1858**

**April 18, 1995**

**Rotarian**

**The Rotary Club of .....**  
**Rotary International District .....**

**Dear Rotarian.**

I would like to briefly introduce myself to you. I was the President of the Rotary Club of Changpuak Chiang Mai, District 3360, Thailand, from 1988 to 1989, the Representative of District Governor, District 3360, from 1989 to 1990, the Chairman of Youth Exchange Committee, District 3360, from 1993 to present, the Secretary General of the Asian University Sports Federation from 1992 to present, and the Director of Student Affairs and University Lecturer at Chiang Mai University, Chiang Mai, Thailand, from 1980 to present.

Presently, I am a Ph.D. candidate in Leadership and Human Behavior at United States International University (USIU), San Diego, California. I am conducting doctoral research on "Leadership and Effectiveness in a Non-Profit Organization: Rotary International." I believe that Non-Profit Organizations have many roles to contribute to developing countries. I am interested in studying Non-Profit Organizations in which all members do not receive salaries or wages, such as the Rotary International.

The purpose of this study is to research the leadership characteristics of the presidents of American Rotary Clubs. The findings of this study will provide information needed to improve the management of Non-Profit Organizations. Certainly, it could be most useful for improving the leadership training program of the Rotary International.

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**Your Rotary Club is one of the American Rotary Clubs that received the 1993-1994 Presidential Citation for Balanced Club Achievement and has been randomly selected for this study.**

**With respect to the spirit of Rotary, I would like to request that you complete the questionnaire included. The details are also enclosed.**

**All responses will remain confidential. Respondents' names will not appear anywhere in the report of this study.**

**After you have completed the questionnaire, please return it to me in the envelope provided.**

**Thank you very much for your assistance in this study.**

**Yours in Rotary,**

**Suphornchai Siriwoharn**