

THE PERCEPTIONS OF LEADERS AND FOLLOWERS REGARDING
LEADERSHIP PRACTICES IN REHABILITATION SERVICES ACROSS THE
UNITED STATES

By

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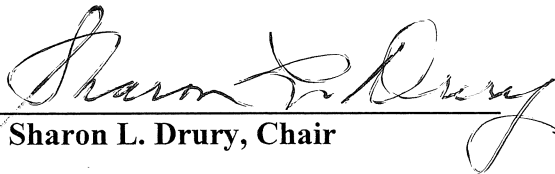
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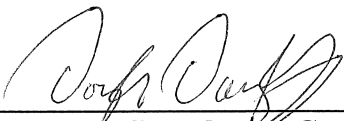
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THE PERCEPTIONS OF LEADERS AND FOLLOWERS REGARDING LEADERSHIP
PRACTICES IN REHABILITATION SERVICES ACROSS THE UNITED STATES


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Abstract

The national trend to help people with developmental and intellectual disabilities enjoy full and enriching lives in their own communities begins with the vision of full community integration. Identifying and studying the leadership of agencies providing residential services with the vision of full community integration was the center of this study. This study measured the leadership practices in agencies serving people with intellectual and developmental disabilities. A random sampling was used to contact leaders of residential agencies throughout the United States. The United States was divided into five regions, and a total of 375 agencies were contacted. Participants surveyed were Chief Executive Officers (CEOs) and employees of agencies providing residential services to persons with intellectual and developmental disabilities. Of the 375 agencies contacted, 40 agencies provided usable surveys for analysis. Kouzes and Posner's Leadership Practices Inventory (LPI) was used to measure the perceptions of both leaders and followers as to their views of the leaders' practices in five aspects: *model the way*, *inspire a shared vision*, *enable others to act*, *challenge the process*, and *encourage the heart*. The LPI measures transformational leadership and has a long history of use. Through the use of a 10-point scale, the LPI results were analyzed using the Pearson's r for statistical analysis. Statistical t testing was used to compare the means of the leaders and observers scores to each other as well as to Kouzes and Posner's cumulative data. The use of t testing indicated the observers scored the leaders significantly higher than the leaders scored themselves or Kouzes and Posner's observers in all five practices. The use of the Pearson r did not find a correlation between the leaders' responses of this study and the followers' responses of this study.

Dedication

I want to dedicate this life journey to those who have passed before me.

To my father, Wayne York who passed away in the midst of this process, I wish you could be here to read and celebrate this accomplishment with me.

To my special Uncle Kenny York, who kept the wolf at bay for me as a child, and was the “grandfather” I knew and loved.

To my Grandma Claudia York, the person who loved me with all her heart and taught me how to be the world’s best grandma.

I love and miss all of you.

Annie

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To my children, Ashley and Steven, I am forever grateful to have you as my children and the loves of my life. I hope this labor of education serves you both as inspiration to aim higher than you ever dreamed and know that if your mother can do it, you can do it better. I love you both more than life itself.

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Chapter One: Introduction to the Study

Statement of the Problem

Leaders have been placed in the position of assuring success of the organization they head. A CEO or president is responsible to make sure the organization is moving forward and all members are aligned with the goals and priorities set out by leadership. The vision of the leader of an organization is the guiding principle the organization views as the potential of the future (Collins, 2006). The vision is determined by the combination of the mission, core values, and aspirations of the organization (Collins, 2006).

Bell (2007) discusses the power of vision by citing a study from Harvard Business School that examined 207 companies in 22 industries worldwide over a period of 11 years. The study found that “companies with vision-led cultures significantly outperformed those without one” (p. 18). Bell further confirmed evidence of increased performance when he stated, “vision also breeds persistence—the clearer your vision and the stronger your commitment to it, the greater the widespread commitment to overcoming the inevitable setbacks and disappointments in pursuit of that vision” (p. 19).

The ability to follow through and assure all members of an organization align with the vision and strategic goals of the company is a key responsibility of the CEO. Charan and Colvin (1999) pointed to the failures of well-known CEOs because of indecisiveness, and non-execution or not delivering on commitments. Failure of a CEO may result because of an inability to

communicate the vision and strategic planning of the organization at all levels of the organization (Charan & Colvin, 1999).

The vision that leads to an organization's success is undermined by one of two scenarios: "A vision held only by the leadership is unlikely to survive the rigors of implementation. A vision held only by partners, but not the leadership, is certain to be the victim of internal tension" (Saxe, 2006, p. 14). Kaplan (2007) contends leaders frequently forget to ask themselves important questions in their day-to-day leadership struggle. Samples of Kaplan's questions are as follows: "How frequently do I communicate a vision and priorities for my business? Would my employees, if asked, be able to articulate the vision and priorities?" (p. 88).

Kotter (2006) declared too often leaders do not communicate their change of vision well, and their efforts to convey their message are not convincing enough. An effective vision is structured enough to guide, and also allows for personal initiative. According to Kotter, only 20% of a CEO's time should be devoted to the managerial aspects of the organization and 80% toward alignment, motivation, and inspiration. The ability to inspire change and communicate an effective vision that is both "ambitious, yet attainable" requires 80% of the CEO's time in order to create and develop a successful leadership style in an organization (p. 14).

According to Baldoni (2004), when leaders are effective in their message delivery, they are able to create a bond of trust with their followers. If leaders under-communicate the vision, they are unable to create the necessary bond with followers (Kotter, 2006); the means by which leaders link to their constituency involves their capacity to effectively communicate and bring them together toward a common vision (Baldoni, 2004). Thus, thoughtful leaders know the importance of the proper communication of vision that furthers the relationship between leader and the followers.

Parrish (2005) discussed the shared commitment to the vision of a full and inclusive life for people with intellectual and developmental disabilities that live in institutions. Their belief in this vision was viewed as being as meaningful as the Civil Rights movement. The commitment to the shared vision is apparent in the quote of one respondent. The following excerpt helps to frame the problem being researched:

It was the finest time of my career and what I'm proudest of. We knew we were part of a revolution. We followed and learned from the Black civil rights struggle. We were fighting for the freedom and lives of people with developmental disabilities. (Parrish, 2005, p. 221)

In this study, the researcher investigated the problem of whether leadership practices support a shared vision in the field of rehabilitation services by testing for a significant relationship between followers and leaders who are committed to community inclusion for people with intellectual and developmental disabilities. Investigating whether leaders, through their practices, are able to inspire and align followers with the vision of the organization is valuable to the advancement of leadership studies. This advancement is realized by assisting in the identification of characteristics that are agreed upon and connected with by both followers and leaders. The benefits realized in the field of intellectual and developmental disabilities may include a greater likelihood of increasing organizational performance if an agreement exists between leadership and followers with regards to the goal of community inclusion.

Purpose of the Study

The purpose of this study was to research organizational leadership in the field of rehabilitation by utilizing the Leadership Practices Inventory to identify the leaders' perceptions of their leadership practices and their followers' perception of the same leadership practices

(Kouzes & Posner, 2003). The results of this study are expected to benefit leaders in the field of rehabilitation by providing them with insight and information to guide their organizations in the direction of exemplary leadership practices.

This study looked at both positive and negative relationships between the leader (self) and the followers (observers). Additionally, the purpose was to determine whether or not followers recognized such leadership practices and agreed with their application, primarily by those followers involved in offering residential services to people with intellectual and developmental disabilities. This was achieved by comparing the survey responses of leaders with those of followers at rehabilitation facilities by using the Kouzes and Posner's Leadership Practices Inventory (LPI).

Organizations use vision as their guiding principle toward an attainable future (Collins, 2006). The purpose of this study was to focus on practices of the leader and the responses of followers who are charged with implementing the leader's directives and advancing an understanding of the leader's vision as demonstrated by the leadership practices in organizations.

In addition to studying organizations with vision statements, this study utilized organizations for this research that use mission statements in lieu of vision statements. The mission is "the organization's aim, purpose, or reason for being. The mission leaves its tracks (but may not actually be spelled out) in statements of organization goals and corporate philosophy. It may be more accurately inferred from the priorities and guidelines that organization members follow in their daily decision-making" (Harrison, 1987, p.7). Mission differs from vision, as it reflects the current state of the organization, whereas the vision statement is focused on the future. However, many organizations use both interchangeably or use a mission statement instead of a vision statement.

Organizational leaders are responsible for assuring the success of the organizations they lead. If they are unable to identify specific needs or practices required to achieve the vision of the organization, they may fall short in their intended results. Efforts spent on promoting the organization's vision will be wasted if they are not focused on appropriate practices or skills.

Through the use of the LPI, the researcher focused on whether a relationship existed between the leadership practices in organizations providing residential services for people with developmental disabilities and the followers carrying out the vision of the leader for the organization. The researcher in this study compared the results of the LPI from the survey responses of executive leadership and the results from the survey responses of non-executives toward their leaders' abilities and practices.

The researcher used the following hypotheses to guide the study and the results are discussed later.

Ha1: There is a statistically significant relationship between the leader's and staff persons' assessment of the leader's practice of *challenge the process*.

Ho1: There is not a statistically significant relationship between the leader's and staff persons' assessment of the leader's practice of *challenge the process*.

Ha2: There is a statistically significant relationship between the leader's and staff persons' assessments of the leader's practice of *inspire a shared vision*.

Ho2: There is not a statistically significant relationship between the leader's and staff persons' assessments of the leader's practice of *inspire a shared vision*.

Ha3: There is a statistically significant relationship between the leader's and staff persons' assessment of the leader's practice of *enable others to act*.

Ho3: There is not a statistically significant relationship between the leader's and staff persons' assessment of the leader's practice of *enable others to act*.

Ha4: There is a statistically significant relationship between the leader's and staff persons' assessment of the leader's practice of *model the way*.

Ho4: There is not a statistically significant relationship between the leader's and staff persons' assessment of the leader's practice of *model the way*.

Ha5: There is a statistically significant relationship between the leader's and staff persons' assessments of the leader's practice of *encourage the heart*.

Ho5: There is not a statistically significant relationship between the leader's and staff persons' assessment of the leader's practice of *encourage the heart*.

Rationale of the Study

This analysis of the data and results will contribute to the literature on leadership, leadership practices, and the views on leadership practices of leaders and all levels of staff including professionals and non-professionals in organizations. This study will be valuable to the field of leadership due to the importance of leaders and their leadership practices in moving the organization toward success.

Visionary leadership studies are represented in the fields of education and mainstream business. Although there is a considerable amount of literature in the area of vision, few studies have addressed the vision in organizations serving persons with intellectual and developmental disabilities. This gap in literature was an additional reason to expand the study of leadership, vision, and leadership practices to include organizations serving people with intellectual, developmental, and mental health disabilities.

Unique challenges exist for leadership in the field of intellectual, developmental, and mental health disabilities. In this field, the challenges faced by leaders include reducing the number of people with intellectual and emotional disabilities living in a range of locations from large institutions to individual homes, as exhibited in Figure 1 (Lakin & Stancliffe, 2007). In addition, the trend to reduce the number of individuals living in community-based homes has also been on the increase, as exhibited in Figure 2 (Lakin & Stancliffe, 2007). This is challenging for providers and leaders because of the increasing numbers of homes needed for such individuals entering into community living. Providing services to the sizeable number of people exiting large facilities and entering smaller homes is rendered more complex due to the sheer number of staff and living quarters needed.

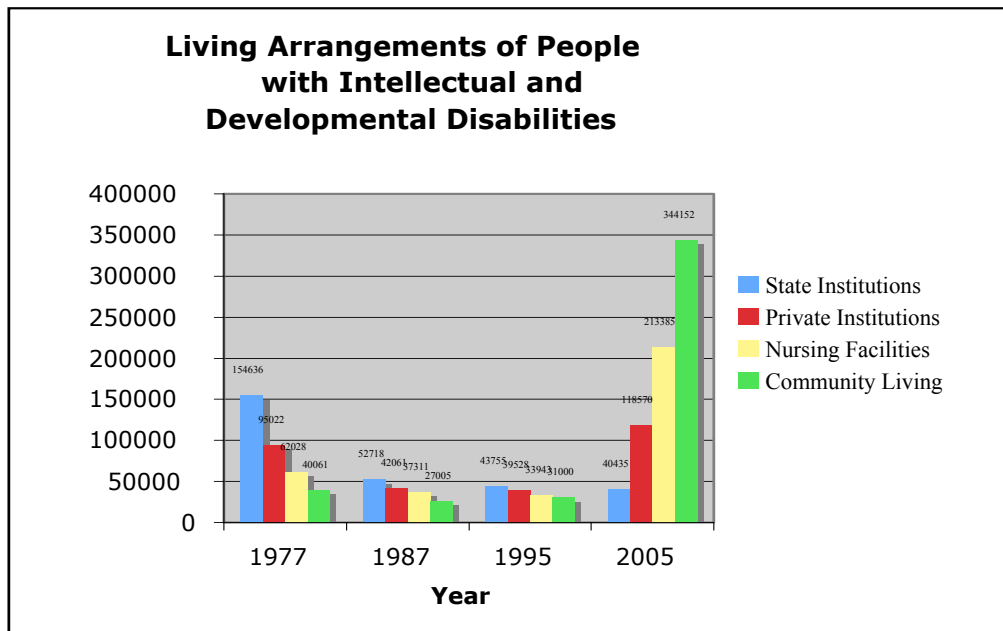


Figure 1. Living arrangements of people with intellectual and developmental disabilities from 1977 to 2005 (Lakin & Stancliffe, 2007).

Residential providers face the challenge of balancing the rights of the consumers against the needs and wishes of families and employees. In an effort to promote the vision of a full life in the community, they also face the discomfort of parents and staff who may not want the consumers to experience all the community has to offer. A rich and fulfilling life in the community not only includes the use of available services, it also exposes people with intellectual and developmental disabilities to the potential of a life that includes friendships and romantic relationships—with exposure to both opportunities and risks. These are all challenges faced by leaders in promoting their vision for a full life in the community for individuals with intellectual and developmental disabilities.

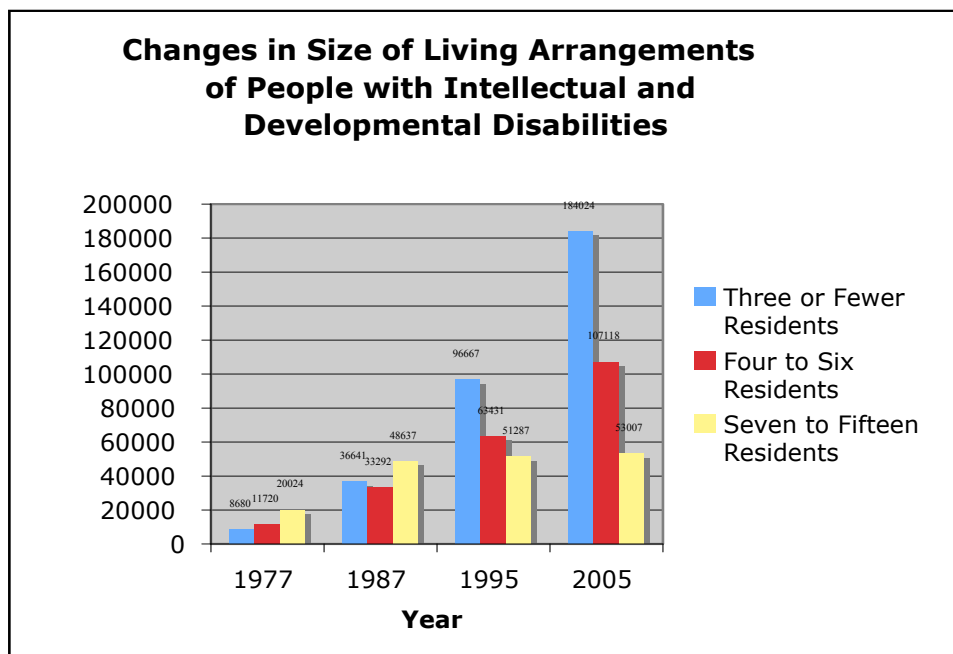


Figure 2. Changes in size of living arrangements of people with intellectual and developmental disabilities during the same time period as Figure 1, from 1977–2005 (Lakin & Stancliffe, 2007).

With the shift from large institutional living to smaller home settings for people with emotional and intellectual disabilities, there is a lack of empirical studies in vision and the

leadership relationship in organizations serving people in the field of disabilities. This study will prove useful in identifying and addressing issues facing the leadership of agencies providing services to people with developmental disabilities. Future studies may use this study as a method of identifying whether families and government agencies paying for services are indeed aligned with the vision of community inclusion for their consumers and family members.

Definition of Terms

Alignment is the synergistic coordination of an organization toward achieving an overriding strategy that is relevant to the organization in its entirety (Scholey, 2007).

Community inclusion is a term used to define involvement in one's community. Words that have been used synonymously are 'inclusion', 'integration', 'participation', and 'involvement'. (Clement & Bigby, 2009, p.264)

Communication is the accurate exchange of information, ideas, and feelings between individuals and groups in either written or verbal form (Fisher, F., 2007).

Effectiveness is the process of delivering goods or services that is efficient, error free, and provides value to the customer (de Mast, 2006).

Leadership involvement is the time and effort applied to the formation of vision, communication, purpose, and alignment of the goals of the organization (Fisher, F., 2007).

Leadership Practice Inventory (LPI) is the instrument developed by Kouzes and Posner to identify the five practices of leadership (McCroskey, 2007).

Mission is a statement describing what an organization intends to accomplish through collaboration of members of the organization (BYU Manager's Toolbox, 2008).

Organization leaders are those who have a vision, act on the vision, and engage others in the momentum and movement of the vision within the confines of an organization (Laub, 2004).

Rehabilitation services are agencies that provide services leading to the ability to live, work, learn, and become active participants in the community of the person's choice (Anthony, 2007).

Strategic planning is a formal planning process used to answer the questions of an organization, defining where an organization is, where it is going, and how to get there (Phaal, Farrukh ,& Probert, 2007).

Transformational leadership is leadership that is visionary and combines ethical and moral behavior, leading followers to go above and beyond for the leaders vision and goals of the organization (Johns & Moser, 1989; Mancheno-Smoak, Endres, Polak, & Athanasaw, 2009; Singer & Singer, 1990).

Vision is the futuristic view comprised of mission, infinite core values, and challenging yet attainable aspirations (Collins, 2006).

Vision alignment occurs when the cascading of goals, principles, values, and mission are globally understood and supported throughout the organization (Aquilla, 2007; Gagne, White, & Anthony, 2007; Collins, 2006).

Vision strategy is the shaping of common goals, principles, values, and strategy toward a common purpose (Gagne et al., 2007).

Delimitations of the Study

The boundaries set in this study included identifying rehabilitation facilities that offer residential services to adults with developmental and intellectual disabilities. These agencies have published vision or mission statements that are focused on community inclusion for the people served. The purpose of limiting this study to include only agencies with a vision or mission statement focused on community inclusion was to assure the vision of the agencies is current with the trends of society. This reduced the number of available agencies as potential subjects. According to Perlman and Waldman (2006), “In 2001 the Census Bureau reported that for non-state enterprises with employees, there were more than 293,000 individuals employed by 4,151 commercial firms” (p. 236). These agencies provide services to people with intellectual and developmental disabilities, and it is assumed that a significant number of agencies meeting the criteria will participate in the study. Although most agencies do have written mission or vision statements, agencies that did not have written statements were not excluded from being part of the data sample. The decision to include these agencies was based on the inferred mission or vision of values and goals of the agency.

It was not the purpose of the study to determine whether or not an agency is successful in their quest to carry out the vision of community inclusion. There will not be any data gathered or analyzed to make any conclusions regarding the success or failure of an agency to implement the vision. If through the use of the LPI, a significant relationship exists, the conclusion may be made that alignment does exist between the two subject groups.

Assumptions

Two assumptions guided this study. The first assumption was that the study participants were voluntary participants. The researcher identified agencies offering services to people with

intellectual and developmental disabilities, and 95 % have a vision statement promoting community inclusion. Community inclusion as the theme of the vision or mission statement includes terms such as “integration, participation or involvement” (Clement & Bigby, 2009, p.264). Identified agencies used in the study were examined to make sure each agency met the minimum demographic requirements outlined hereafter in order to be included in the data. After the researcher sorted the responses, a second person with research credentials was enlisted to sort the same. The agencies were given the parameters for participants as identified by Kouzes and Posner (2007) in their LPI. It was assumed the willingness of leadership to participate ensured they openly and freely answered the questions on the survey instrument.

The second assumption of the researcher was that three participants would provide sufficient data for each leaders’ behavior. When Kouzes and Posner (2007) developed the LPI, they created two questionnaires—*Self* and *Observer*—asking leaders to evaluate themselves and requesting that others anonymously rate the leader. In an effort to provide anonymity for participants, the researcher coded each survey and provided individual envelopes for participants to send via postal mail.

Chapter Two: Review of the Literature

The purpose of this study was to research organizational leadership in the field of rehabilitation by utilizing the Leadership Practices Inventory to identify whether a statistical relationship exists between the leaders' perceptions of their leadership practices and their followers' perceptions of the same leadership practices (Kouzes & Posner, 2003).

The vision of community inclusion within the field of rehabilitation services offering residential services is a national trend, but questions remain whether or not leaders are communicating the desire to meet this goal. Determining whether or not leaders are reaching all levels of the organization was explored through the use of the aforementioned Kouzes and Posner LPI throughout the ranks of an organization to determine whether or not congruency existed between the perceptions of leaders and followers.

Background of Vision

Proverbs 29:18 (King James Version) states, "where there is no vision, the people perish." This early reference to vision and its importance to humankind is evident throughout history. It is with this profound statement that the journey for understanding of this common bond continues.

A dissertation by Kincheloe (1929) focused on the role of the prophet and the sociology of leadership. In this early writing, Kincheloe observed that the concept of "collective activity"

implies leadership occurs only if there is a common vision. In order for this collective activity to happen, the group must be “conscious of a common purpose” (Kincheloe, 1929, p. 4). Through clarity of purpose, a leader is able to further delineate ideas, and the group is able to coalesce.

As the decades passed and further changes continued to occur throughout a war-torn United States, a speech made by Frank E. Mullen (1942), the then Vice President and General Manager of the National Broadcasting Company, forwarded his premise that the United States must not focus solely on its own internal interests such as class and personal desires, but also on how people are interconnected with each other and, as such, how people should be looking out for each other’s welfare and not for their own interests only. It was Mullen’s belief the United States was not just a government but also a collaboration of communities whose 48 states relied on each other to continue as a nation. Mullen shared his belief in the collaborative nature of ideas and vision—the view being that ideas do not always come from the executive branch but may be found within the trenches of the workforce.

In 1949, Frank Carlton, a professor of economics, avowed the U.S. businessman’s world was strong and vibrant. Although man was self-reliant, innovative, and ambitious, he was also shortsighted in the arenas of economics and politics. Carlton believed the American businessman lacked the vision and understanding of the impact business had on the social order of the country.

Carlton (1949) also declared profit was no longer the only reason for business. Business had taken on new identities such as delivering an excellent product while providing a good work environment. The 1929 Great Depression and plans for returning to a more fruitful time led the masses to leave the previous mindset of Adam Smith behind and move to a more socially responsible order (Carlton, 1949). The responsible order as identified by Carlton stated that

honest and fair competition within governmental agencies leads to peaceful relationships in industry and increases the welfare of communities.

As described by Clee (1968), a partner of the management and consulting firm McKinsey & Company, the challenge was not only keeping abreast of the technological changes that were propelling the world at an increasingly fast pace, but also acquiring the ability to develop leaders who are able to plan, organize, and produce economic value. It was Clee's belief that in order to function effectively in the future, a leader must be able to look beyond his own specialty and become "committed to broader goals" (p. 10). Clee's belief was in an emerging pattern of "the manager-statesman who functions with equal aplomb, and equally clear vision," maintaining that the manager who "lacks patience with all values not preceded by a dollar sign will increasingly suffer an erosion of status and influence" (p. 10). According to Clee, the old-style manager was "on the road to extinction" (p. 11).

In the article, "The Management of Ideas," Anshen (1970), professor of business at the Columbia School of Business, stated the top executives of tomorrow would need to go beyond the traditional duties of management and develop into leaders able to create and translate vision into results. Anshen held the belief that the faint of mind or the narrow-minded would be unable to translate the ideas and strategies into the operations needed to keep up with the dynamic changes of the time. The changes in management and the ability to develop and plan are challenges in which the introduction of the computer is meant to facilitate growth and development of an organization. The existence of fewer managers and organizations with a grasp of such systems and the belief the issue is not with the software of the time but rather the development of management concepts to link the data with the concepts led Anshen to believe it would be quite a while before the link between the two was fully realized.

During the 1990s, business leaders continued to espouse the challenges and discussions of previous decades. In his article “Creating a New Leadership Initiative,” Simmons (1990), director of the Institute for a New Leadership Initiative, reiterated the importance of leadership becoming involved with employees to find out their interests, goals, and desires, to bring them into the core business. Simmons further articulated the method to achieve this was by creating a “vision of the future” and working backwards to create an action plan towards meeting that vision (p. 5).

According to Harper (1991), professor of management at the University of North Carolina, “visionary leadership is proactive management at its best” (p. 15). Harper’s premise is twofold: (a) leaders should be the influencers of the environment; (b) if industry is changing, the leadership should be the starters of the change.

In 1994, Snyder, director of the Institute for a New Leadership Initiative and Graves, an associate at Price Waterhouse, attempted to define “vision” (Snyder & Graves, 1994). This early definition was “an idea of the future; it is an image, a strong felt wish” (Snyder & Graves, 1994, p. 1). Snyder and Graves further incorporated the belief that “vision is the force within a leader that spreads like wildfire when properly communicated to others” (p. 2). This early belief in vision and commitment by Snyder and Graves indicated if the vision were communicated properly, the members of an organization would commit and freely share in the development and sharing of the vision.

Quigley (1994), president of the Houston-based management consulting firm, Quigley & Associates, acknowledged that less than 1 in 100 companies in 1994 had vision statements that had been communicated throughout the company. Quigley stated the vision of the corporation is “the most fundamental statement of its values, aspirations, and goals, an appeal to its members’

hearts and minds” (p. 39). Lewis (1998) of Lewis & Bolton Company, Colorado, articulated the formulation of vision even further by stating that the vision statement must incorporate three characteristics: an image that can be visualized, a sense of purpose, and an expectation of success. This researcher believes the only discernible difference in the four years between B. Lewis and Quigley is in the values and the ability to visualize images. Both authors focused on aspirations or purpose, goals, and an expectation of success.

As a managing partner of the Center for Executive Development in Boston, Jick (2001) brought forward the subject of the culture of vision and the changes in the culture needed to see the vision through. This change toward mobilization and commitment comes from the ability of leadership to ask key questions in order to assure buy-in of employees. Sample questions include, who is necessary? How committed are they? Why are they not committed? What can increase commitment? And, What do they need in order to become committed? Jick suggested there is a difference between those who are not committed due to a lack of motivation, and those who lack the skills to be committed. The inability of leadership to communicate vision in a manner in which people are able to respond is a key component of the lack of commitment.

Marino (2007), Associate Superintendent for Organizational Effectiveness and Accountability in Cedar Rapids, Iowa, indicated the new paradigm of leadership incorporates a team that creates a shared vision, mission, core values, and goals. The key to assuring there is buy-in from all members of the organization is methodology that allows input into the development and focus of the journey. However, this may be all for naught unless there exists a culture in which leadership actively and without reservation, through modeling of behavior fully embraces the vision of the organization (Jick, 2001).

Leadership Theories

To determine whether a relationship exists between leaders' perceptions of their practices and followers' perceptions, it was important to look at differing leadership theories that focus on these relationships. Several theories were included. Transformational Leadership focuses on a leader's faith in people. Visionary Leadership focuses on the vision of an organization while empowering people to enact that vision. Charismatic Leadership differs from Transformational Leadership in regards to the motivation of leaders, but was included in this section of the study because it is able to inspire followers to adhere to a vision established by the leader.

Transformational Leadership

The development of transformational leadership is attributed to Burns who delineated transformational leadership from other leadership theories based on the moral and ethical nature of the relationship between the leader and followers, and the purpose of the relationship ("The World Anew," 2006). According to Johns and Moser (1989), the theory of the transformational leadership is furthered by the characteristics of the leader, identified by the leader's courageous nature, belief in people, and visionary beliefs.

Bass advanced the theory of transformational leadership in 1985 by incorporating the belief that transformational leaders are both charismatic and inspirational (as cited in Purvanova, Bono, & Dzieweczynski, 2006). Along with their characteristics, these researchers of the psychology department of the University of Minnesota also included rationality and problem-solving skills by stimulating followers intellectually. In the leaders' commitment to followers, Purvanova et al. acknowledged they also provided for individual attention to followers to meet the latter's needs for personal development and growth.

According to Singer and Singer (1990) of the University of Canterbury's departments of psychology and business, transformational leadership goes beyond traditional motivation and induces followers to "perform beyond expectations" (p. 387). Bass also stated transformational leadership should develop "more devoted and less self-concerned employees" (as cited in Purvanova et al., 2006, p. 4).

Barbuto (1997), of the University of Nebraska's Department of Agricultural Leadership, Education, and Communication, cites Bass, stating there are four identifiable characteristics of the mutually stimulating relationship of the transformational leader and the followers: "charisma, intellectual stimulation, individualized consideration, and inspirational motivation" (p. 691). Kouzes and Posner's (2007) research indicated enlisting others in a common vision requires leaders to know their people, and speak and understand a common language. "They understand their needs and have their interests at heart. Leadership is a dialogue, not a monologue. To enlist support, leaders must have intimate knowledge of people's dreams, hopes, aspirations, visions, and values" (p. 17). Leaders will be unable to lead unless they have both individualized consideration and inspirational motivation (Barbuto, 1997).

Leaders must be able to identify the values of the group and assimilate themselves within the group in order to lead successfully. It is the ability to learn and use commonalities that allows leaders to be successful and inspire a shared vision that represents the best of the group's work (Kerfoot, 2009). The leader's ability to take in knowledge and experiences of others allows the leader to incorporate those dreams and beliefs and create a realistic and common vision (Clark, 2008).

Transformational leadership has been charged with honing in on new ways to achieve greatness through avoiding the status quo and moving forward. This is accomplished through

risk taking and innovation and changing or aligning new ways in order to accomplish vision (Mancheno-Smoak et al., 2009). The Mancheno-Smoak et al. study of 2009 used Kouzes and Posner's leadership model as an approach to study transformational leadership. The authors selected the LPI because the model focuses on what occurs when effective leadership takes place rather than what effective leaders are like (Mancheno-Smoak et al., 2009). This is an example of a study utilizing the LPI to search for transformational leadership.

Visionary Leadership

Visionary leadership is broken down into the following three stages: (a) the vision or image of the future state of the organization, (b) effective articulation of vision to followers, and (c) empowering followers to engage and develop the vision (Mintzberg & Westley, 1989). Imagining the future of the organization and defining what the future will look like is the first stage. The second stage is being able to fully and effectively articulate to the followers what the vision looks like so followers are able to move into the third stage of engaging and developing the vision through the empowerment of the leadership.

Taylor (2003), a doctoral student at the University of Florida, cites the work of Sashkin (1988), wherein he found visionary leaders are able to effectively communicate their vision by utilizing respect, risk, and consistent leadership strategies. The Taylor dissertation further confirmed that vision has three basic themes: "change, ideal goals, and social orientation" (p. 21). It is reasonable to connect Kouzes and Posners (2007) practice of *inspire a shared vision* and *enable others to act* to "the vision or image of the future state of the organization and empowering followers to engage and develop the vision respectfully" as defined by Taylor (2003, p. 21). Finally, the effective articulation of vision to followers can be compared to the components of Kouzes and Posner's model in the way to *inspire a shared vision*.

Taylor's (2003) research discovered that visionary behaviors have a positive relationship with organizational effectiveness. The positive results can be explained by the leader's ability to model transformational behaviors, such as challenging organizational goals, belief in followers, and empowering others. This researcher's study forwarded Taylor's research by further exploring these behaviors and skills.

Frey, Kern, Snow, and Curlette (2009) suggested leaders use their perceptions of the events around them to guide their behavior. The authors concluded leaders who are "visionary, purposeful, and trustworthy" score high on attributes focused on social relationships (p. 236). They further affirmed transformational leaders represent a group that is optimistic, striving for perfection, and achievement oriented (Frey et al., 2009).

Charismatic Leadership

Max Weber and his theory of charismatic leadership describe leaders as "representing themselves endowed with special power, but essentially an unstable force that emerged in times of stress" (as cited in Miller, 2007, p. 181). The differences between the charismatic leader and the transformational leader lie in the process of developing influence (Miller, 2007). Bass described the leader's charisma as the ability to utilize symbolic power in order for followers to identify with the leader (as cited in Barbuto, 1997). Followers idealize the use of this power and become emotionally attached to the leader (Barbuto, 1997). It is the follower's idealization and the leader's power that allows the leader to promote a vision followers are willing to respect.

Charismatic leadership fosters relationships that are dependent on the leaders in providing commitment and obedience on the part of followers (Barbuto, 1997). Therefore, the difference between transformational leaders and charismatic leaders is the goal of the

transformational leader to take followers from a level of unquestionable loyalty to the leader to commitment to the organization (Barbuto, 1997).

Frese, Beimeel, and Schoenborn (2003) of the departments of psychology of the University of Giessen and London Business School, contended there is agreement that charismatic leaders “communicate a vision that inspires others” (p. 672). Frese et al. further confirmed there are core concepts of charismatic leadership that focus on “vision, vision implementation, and charismatic communication” (p. 672); the belief is the vision of the charismatic leader is generally positive and emotional and is attributed to strong values (Frese et al., 2003). It is a thorough understanding of the core values of an organization that allows the charismatic leader to “inspire and motivate” followers to perform in an exceptional manner and “understand the implications of the vision” (Frese et al., p. 267).

In contrast, according to Miller (2007), the president of Women Mentoring at Work, charismatic leadership has typically been established during times of crisis. There are examples of devotion and loyalty to the charismatic leader that have not always been beneficial to the organization or society as a whole. Adolph Hitler, one of the most famous charismatic leaders, used his charisma to the detriment of society (Lepsius, 2006). The crisis that allowed Hitler to rise to power and the eventual destruction of millions of lives was his claim of an existing “conspiracy of evil powers whose aim was to destroy and enslave Germany” (Lepsius, 2006, p. 178); such a painful remembrance of a charismatic leader haunts and challenges people when deciding whether to blindly follow a leader.

Challenges facing society include the care and treatment of people who have intellectual and developmental disabilities. Marcenko, an associate professor at the University of Washington’s School of Social Work, shared how the care and treatment of people with

intellectual disabilities has been a long and arduous journey, from early in the 20th century to the present day, challenging community inclusion and integration (Marcenko, Neely-Barnes, & Weber, 2008). Understanding the vision of leadership in the field of rehabilitation services for people with developmental disabilities is best achieved by reviewing history (Marcenko et al., 2008).

History of Residential Care for People with Intellectual and Developmental Disabilities

Social responsibility issues of the early 20th century included the sterilization and marriage prohibition of people deemed to be mentally and/or physically defective. Smith (1914), a special education teacher in Oakland, California, discussed the need for forced sterilization and prohibition of marriage for people who had “been confined in any public institution or asylum as an epileptic, feeble-minded, imbecile, or insane patient” (p. 365). Smith further stated that less than half of the deficient were institutionalized, which allowed them to continue to procreate and “reproduce their kind” (p. 367); it was further contended there were only 42 institutions at the time and no laws for committing the feeble-minded without their parents’ permission (Smith, 1914). However, Smith contended this could all be managed if handled properly; in fact, institutions could become nearly, if not totally, self-sufficient. By citing the Feeble-minded Act of Britain, Smith pointed to the success of strict commitment of the unfit to institutions and the laws for the betterment of the race in the northern part of Europe, as general practice.

The focus on community services for people with intellectual disabilities began in the United States in the early 1960s (Mesibov, 1976). Mesibov, a psychologist and assistant professor at the University of North Carolina, declared it was the visionaries of the sixties, including the John F. Kennedy Presidential Commission, that set the tone for the next decade and more in policymaking for persons with intellectual disabilities.

The research of the 1980s led to advances in the field of intellectual disabilities as changes set out in prior decades began to come to fruition. The ambitious goals of the Education for All Handicapped Children Act of 1975, with its amendments of 1984 and 1986, set out to do the following:

(a) [T]o serve all handicapped children starting in infancy (when appropriate) and extending through age 21 years of age; (b) to meet children's needs for extracurricular services as well as special education; (c) to evaluate each child individually in a nondiscriminatory manner, emphasizing strengths and not just weaknesses, using a mandated interdisciplinary team approach; (d) to develop an annual Individualized Education Program for every child in special education, which must include child specific goals, methods proposed to achieve them, and the ways progress will be measured; (e) to use the least restrictive environment possible to educate handicapped children (defined structurally as mainstreamed classrooms where handicapped and non-handicapped students are educated together); and (f) to involve parents as key agents in the planning and treatment process. (Landesman & Ramey, 1989, p. 411)

In 1992, the research of Pfeiffer, from the Devereux Foundation, Institute of Clinical Training and Research, indicated although the laws of 1975 had been in place for nearly two decades, effective treatment and services were still lacking. Pfeiffer indicated innovative treatment of the future should encompass "Community and Vocational Interventions" (p. 242); these innovations would include supported living, community reintegration, recreation services, and competitive employment (Pfeiffer, 1992). Nearly eight decades have passed since forced sterilization and exclusion was advocated for people with intellectual disabilities (Smith, 1914)

and Pfeiffer's (1992) "wave of the future" (p. 240), foreseeing community integration, supported living, and competitive employment have arrived.

In the 1950s, not much thought was given to the employment of people with mental retardation (Kiernan, 2000). Kiernan, the director of the Institute for Community Inclusion, declared the growth of sheltered workshops throughout the 1960s and 1970s provided employment for people with intellectual disabilities; however, they did not provide opportunity for developing relationships with peers who were not disabled (Kiernan, 2000). Sheltered workshops continued to maintain early 20th century segregation strategies of keeping people with intellectual disabilities with those of similar ability, and the goal of integrating people with intellectual disabilities into the workforce was not realized. In the 21st century, with economic advancement and social evolution, several communities in the United States plan for the employment of people with intellectual disabilities—including changes in social perspectives and approaches that identify employment as an expectation, not the exception; changes in funding for agencies providing services with performance for pay; and partnerships between community leaders and people with intellectual disabilities to create natural supports for those with disabilities that non-disabled people already have at their disposal (Kiernan, 2000).

Progress in the field of developmental disabilities has been a long-standing, hard struggle. The change from institutional living to community living was demonstrated in the numbers of people moved from institutions—in 1977, over 200,000 people lived in large residential institutions, and by 2005, only 67,000 people did so (Hewitt & Larson, 2007). According to the Research and Training Center on Community Living, to which Hewitt and Larson belong; the change has opened doors for residential providers of housing. Housing for groups of fewer than 16 people has greatly expanded; in 1977, about 20,000 people lived in such housing, and by

2005, approximately 291,000 did. Although these numbers seem incredibly large, it is estimated 78% of people with developmental disabilities continue to live with family. The turnover rates for the employees providing services and training for people with developmental disabilities is staggering; in some residential settings, turnover ranges from 45% to 70%. Some reasons provided for this high turnover have been low wages, lack of supervision, and lack of training practices for employees (Hewitt & Larson, 2007). In order to integrate people with developmental disabilities into the community, leadership will need to address issues of employee dissatisfaction and find ways to motivate and retain workers serving people with developmental disabilities.

Twenty-first Century Care and Treatment of People with Intellectual Disabilities

There are two ongoing principles of intervention accepted in the field of developmental disabilities: (a) services offering residential care should provide it either at home with relatives or at the individual's own home, and (b) the recipients involved should have a choice in the services being provided (Marcenko et al., 2008). Rehabilitation service agencies may offer people with intellectual and developmental disabilities multiple services, including day treatment, sheltered workshops, independent living, and residential services. This study focused on rehabilitation agencies that offer residential services to people with intellectual and developmental disabilities.

Promotion of this system of care and treatment is based on the belief people with developmental disabilities should have the right to live in the community and be active in their communities (Marcenko et al., 2008). This belief follows the concepts of normalization and empowerment. These principles of normalization and empowerment have made it desirable and possible for people to get round-the-clock services within the community while living in a place of their own (Marcenko et al., 2008).

According to Brady, Fong, Waninger and Eidelman (2009), changes in the field as bold as *person-centered planning* became a reality when leadership included practices focused more on staff and leader relationships, not position, and incorporated the vision of the organization. Furthermore, leaders modeled values through their commitment to personal values (Brady et al., 2009).

Leaders and Change

Leaders who are responsible for the viability of an organization have an obligation to the employees as well as to the Board of Directors or consumers. Leaders who are able to meet needs of employees in three areas are recognized as transformational. These three areas include influence, involvement, and meaningfulness (Nielsen, Yarker, Brenner, Randall, & Borg, 2008). The ability of leaders to meet these obligations assists organizations to become successful in their field of operation. It is the unique relationship between leaders and followers that moves an organization forward in the direction provided by the vision by the leader.

Providing a clear vision for followers that “actively encourages them to make decisions and solve problems themselves is likely to foster an environment where followers experience high degrees of influence at work” (Neilsen et al., 2008, p. 467). The ability to make independent decisions and problem-solve adds to the satisfaction of the follower. Followers who have a feeling of individualized concern enjoy the feeling of being special; this in turn leads to additional effort on their part and they are more involved in their jobs (Neilsen et al., 2008). Meaningfulness, the final area researched by Neilsen et.al. (2008), is established through the followers’ sense of purpose and leads to change organizationally or within individuals in an organization.

Being able to motivate and handle change in a modern organization is another of a leader's primary tasks (Sellgren, Ekvall, & Tomson, 2008). Sellgren et al.'s study examines how nurse management leadership behavior leads to satisfaction and a creative work environment. Questions involved in the study focused on change, production, and employee relations. The results indicated transformational leadership leads to lower turnover and "change orientation" leads to higher job satisfaction (Sellgren et al., 2008, p. 584).

Recent studies have shown a direct link between patient satisfaction and staff job satisfaction in the field of healthcare (Al-Hussami, 2008). Leadership style has been identified as one of the areas for higher turnover and low retention (Al-Hussami, 2008). Further exploration of the research discovered the views held by staff members' immediate supervisors had greater impact on the followers than did company policies or procedures (Al-Hussami, 2008). If all levels of an organization do not share the same views of organizational change, the result can be high turnover and low rates of retention.

Leadership style as a means to change is not limited to healthcare or rehabilitation services. A study by Leech and Fulton (2008) acknowledged there are changes to be made in the education system. Blame appears to shift; parents blame educators for the problems their children face with academic achievement, and educators blame parents (Leech & Fulton, 2008). There are no clear reasons for the failures within the education system. Business is the arena most dissatisfied with education. Businesses are spending large amounts of money to teach high school graduates basic reading skills needed to learn work-related skills (Leech & Fulton, 2008).

Leech and Fulton (2008) explored whether or not a relationship existed between all of the key stakeholders within the school system. Is there shared decision making? Is it shared with parents? Is it shared with personnel? Is it shared with students? Leech and Fulton conclude

with the recommendation that educational leaders of the future will need to focus on being transformational leaders—being instructional leaders will not be enough. “Transformational leadership empowers followers and renews their commitment to the organization’s vision. Re-engineering the learning organization must be a vision shared by all members and led by the principal of a school (Leech & Fulton, 2008,p 644).

Review of Literature Relevant to Operational Terms

This section of the research study was focused on the operational terms used throughout the study. Leadership assessment of practices as the independent variable concentrates on the leaders own interpretation of their behaviors. The following section emphasis is how followers perceive their leaders’ practices as the dependent variable and focuses on terms and parameters of study.

Leadership’s Assessment of Practices as the Independent Variable

The independent variable in this study was the assessment leaders of rehabilitation facilities have regarding their leadership practices. This study utilized the Kouzes and Posner’s LPI as the means to measure whether differences exist between leaders’ perceptions of their behavior and those of their followers. The ability for leaders’ to honestly address their leadership practices as outlined in the LPI required them to have some level of self-awareness or emotional intelligence. Emotional intelligence is identified by these five underlying factors:

- (a) Empathetic response, the ability to understand the emotional makeup of other people;
- (b) mood regulation, the ability to control or redirect disruptive impulses and moods;
- (c) interpersonal skill, proficiency in managing relationships and building networks;
- (d) internal motivation, a passion to work for reasons that go beyond money and status that

involves the ability to delay gratification in pursuit of a goal; and (e) self-awareness, the person's ability to recognize and understand his or her own moods, emotions, and drives and their effects on others. (Barbuto & Burbach 2006, p. 53)

Barbuto and Burbach (2006) declared a negative relationship between the leaders' self-reporting of inspirational motivation while exploring the relationship between emotional intelligence and transformational leadership. They surmised from findings that leaders with greater self-awareness were more humble and did not see themselves as inspiring, while leaders with less self-awareness viewed themselves as more inspiring.

Gaziel (2003) noted, when examining the framework leaders and colleagues use to identify effective management and effective leadership, both the principal and the teachers in schools found the frame *human-resources* as the most successful. In the human resources frame, areas such as "high level of support and concern for others" and "personal acknowledgment" were identified as components (Gaziel, 2003, p. 479). These statements can be likened to the practices outlined in the LPI. Examples of these practices may include encouraging the heart, enabling, and inspiring (Kouzes & Posner, 2007). Gaziel (2003) acknowledged this was by far the most powerful and consistent test in the study.

Miller (2007) notes a leader's influence allows followers to move forward by impacting the vision of an organization; this is done much in the same way as a leader can assist in developing a learning environment by modeling how to be a leader. Modeling the role of leader and the practice of leadership gives followers an example to strive to emulate. The practice of the leaders and their individual persona has many implications throughout the organization (Miller, 2007).

Followers' Assessment of Leadership Practices as a Dependent Variable

The leader of an organization affects multiple outcomes in an organization, one of which is the followers' perceptions of leadership practices. The purpose of this study was to evaluate the link between followers' perceptions of leadership practices and whether a significant relationship exists on measures of leadership between the followers and the leader.

According to Feinberg, Ostroff and Burke (2005), of Columbia University, transformational leadership should create an environment of cohesion, not dispersion. Leaders' promotion of vision should create, in their opinion, a positive outcome of followers' perceptions of leadership practices if a relationship is to exist between leaders' and followers' assessment of those practices. If a positive relationship based on the results of the LPI existed in a study, then transformational leadership may be present.

Review of Literature Relevant to Assumptions

Voluntary Participants

One of the assumptions of this study was the participants were volunteering their time and effort to complete the LPI. The intent of this study was to survey leaders and followers in organizations providing services to people with developmental and intellectual disabilities. The recipients of services fall into the category of "vulnerable population," as identified by J. Fisher (2007), Assistant Professor at Arizona State University, who focused on the governance of research, ethics, and inequalities. J. Fisher identified not only the group of people with disabilities, but also people who were poor, ill, and in need of additional protection during the informed consent phase of the research.

Lönnqvist et al. (2007), all members of the National Public Health Institute, confirmed, “behavioral and medical sciences are clearly indebted to volunteer participation for much of their empirical data” (p. 1017); a potential for bias is the researcher is dealing with people who have decided to participate. It is important to note they are different from people choosing not to participate, and therefore may affect the outcomes as compared to an actual population study (Lönnqvist et al., 2007).

Voluntary study participants tend to be brighter, more outgoing, stimulation seeking, and more caring overall, but such volunteers may inadvertently be skewing the results due to being part of a study they find stimulating (Lönnqvist et al., 2007). Lönnqvist et al. indicated volunteers scored significantly less on the neuroticism scale and higher on the conscientiousness scale, as well as higher in extraversion and agreeableness. Acknowledging and correcting for the potential problems that are inherent to using volunteers is one aspect of the assumptions regarding scholarly study.

Another area for potential bias was in the selection of participants of the LPI. In order to get access to the other raters of each of the leaders, it was the leaders who selected the observers to complete the survey. Hence, the decision was made to add additional levels of confidentiality such as coded surveys with addressed, stamped envelopes so participants could return their completed surveys directly to the researcher.

Quantifiable Research

The goal of quantifiable research is data collection through the use of a random sampling that represents the population. As stated earlier, it is important to consider the information that nonresponsive subjects create on bias. According to Wunsch (1986), there are two flaws that repeatedly occur: “(1) Disregard for sampling error when determining sample size, and (2)

disregard for response and nonresponsive bias” (p. 31). The advantage of quantifiable research is the researcher’s ability to utilize “smaller groups of people to make inferences about larger groups that would be prohibitively expensive to study” (Burnett & Holton, 1997, p. 71); sample size is one of four features of study design that can influence exposure of major differences, relationships, or connections (Bartlett, Kotrlik, & Higgins, 2001).

Sample Size for the LPI

It was imperative to identify the reasonable sample size and assure sampling error was not an issue when determining the size of the study. Kouzes and Posner created the original LPI and have continued to improve and update it. How participants were selected, and the instrument’s reliability and validity are discussed in chapter three.

Components of Vision

The first component of vision is demonstrated in the dreams for the future of an organization. Kouzes and Posner (2007) describe times in which people have shared their best leadership moments, and those included the dreams of what can be. People can be confident and able to totally believe in the real possibility of making those dreams a reality regardless of the extraordinary odds. Goldschmidt (2004), a fellow and lifetime member of the American Society of Heating, Refrigeration, and Air Conditioning Engineers (ASHRAE), describes vision as “ultimately, under perfect conditions, what it is that we can become” (p. 51). Goldschmidt further describes the vision of Moses of “the Promised Land . . . a nation larger in numbers than the stars” (p. 52). These powerful dreams have led to the promise of excitement and great possibilities (Kouzes & Posner, 2007).

Envisioning and ennobling possibilities identified by Kouzes and Posner (2007) is a component of vision. Leaders appear to view life in reverse, seeing the future and then creating

a way to get there. Taylor (2003) quotes Harold Geneen, former chairman of ITT, “you read a book from beginning to end. You lead an organization the opposite way. You plan the end and then do all you can to reach it” (p. 44). Enlisting others in a common vision can be restated in a multitude of ways to explain the process of a common vision (Kouzes & Posner, 2007).

According to Tucci (2008), the director of human resources for the New Jersey State Department of Environmental Protection, it is not enough to state the vision, it is imperative the leader helps to “shape and foster a shared vision by engaging and educating employees on the importance and value of that end point and the value of the roles employees need to play in getting there” (p. 31).

Tate (2003), the director of Ohio Programs for Starr Commonwealth, further supports this statement by stating a leader may have an important part in creating the vision, but requires the support and cooperation of the workforce in order to achieve success. The process of internalizing the vision is best achieved if the leader projects that vision to employees so they feel obligated by their own choice to adopt and act upon the vision.

Review of Literature of Research Studies Addressing Similar Problems

The researcher utilized ProQuest database as the source to identify dissertations addressing the issue of whether a relationship exists between leadership practices and the assessment of subordinates. In addition to the use of dissertations, peer-reviewed articles involving similar problems were also discussed and reviewed.

Godwin 1989 Study

The first study is titled *A Study of the Relationship between Visionary Leadership Style and Perceptions of Organizational Effectiveness in University Halls*, which focused on the relationship between visionary leadership and the characteristics of organizations that are

successful (Godwin, 1989). One of the goals of Kathryn Godwin's study was to evaluate vision alignment and the impact on effective leadership.

Godwin (1989) found no correlation between visionary leadership and effectiveness of the organization. Visionary leadership was a relatively new concept and Godwin was one of the first to evaluate its effectiveness. The study opened the door for future studies to evaluate leadership and the accuracy of early research.

French 2000 Study

A dissertation by Annie Rooney French in 2000 that focused on the educational environment was entitled *Visions of an Improved Education Environment and Processes for Achieving these Visions as Identified by Female Educational Leaders*. This exploratory dissertation examined visions of female education leaders, their vision for the future, and how they intended to accomplish that vision. The beliefs of these leaders required alignment of the vision and the processes as necessary to fulfill the vision.

The leaders in French's (2000) study focused on the processes and what was needed to measure the alignment of the vision. In contrast, this researcher's study focused on whether leaders and followers were aligned in the vision, and leaders' ability to inspire followers. In addition to determining if a relationship exists between leaders and followers with regard to the leadership practice of Kouzes and Posner, *inspire a shared vision*, this researcher's study looked at whether a relationship existed between all five practices identified.

Sikkenga 2006 Study

A dissertation also focusing on education was that of Cindy Sikkenga (2006), entitled *Educational Vision in Florida School Districts: Vision Alignment and Leadership Style*. The

Sikkenga study found it was beneficial for Florida schools to identify and develop leaders who were able to communicate a shared vision in their effort to improve their school systems.

Relationships were identified as existing between leadership and followers in a positive manner.

This study was directed at many of the same relational items when evaluating the relationships in rehabilitation agencies.

These three dissertations over the course of 20 years have taken the early question of whether or not a type of leadership has any impact on the effectiveness of the agency performance, and discovered none. This researcher's study expanded the research to another field, focusing on whether a relationship existed between leadership practices and followers' assessment of those practices in organizations with a vision of community inclusion for people with intellectual disabilities. This study was expected to further the advancement of leadership studies by reducing the gaps in the literature.

It was important to this researcher to identify whether leadership was able to fulfill the obligation to the organization by envisioning the possibilities and enabling followers to carry out the vision. Identifying whether leaders and followers agree on leadership practices as they pertain to the trends of the 21st century vision of the inclusion of people with intellectual and developmental disabilities in the greater community was a primary goal of this researcher. The future of the field offering services to people with intellectual and developmental disabilities will be relying on leaders with the ability to envision a world in which *all persons* are active members of the communities in which they live, work, and entertain, including people with disabilities.

Gray and Densten 2007 Study

The study of leadership theory has often focused on the behavior of leaders and not on the perspectives of the followers (Gray & Densten, 2007). The research centered on the success or failure of an organization. Gray and Densten's study examined the impact of social desirability on leaders' perceptions of their behaviors, and sought to understand how followers develop relational feelings for leaders (Gray & Densten, 2007).

Gray and Densten (2007) introduced the concept of social desirability bias and described it in terms of self-deception and impression management. This is the method leaders used to define themselves to their followers—either knowingly or unknowingly. The goal is for leaders to come across in a positive manner to followers and downplay the negative image and performance, but it was affirmed in Gray and Densten's study that leaders may use self-deception and impression management to mold followers' beliefs and perceptions of their practices only to find followers disillusioned when the leader was found unable to live up to the followers' expectations.

Gray and Densten (2007) contend, "Leaders deceive themselves through the process of self-deception. At the same time they project and transmit their biases to cultivate and perpetuate a favorable interpretation of their leadership by others by using impression management" (p. 559). Gray and Densten found leaders deceived themselves about their own leadership practices and attempted to persuade their followers of their abilities through the use of impression management.

It is the use of impression management that allows the leaders to "downplay the negative aspects of their leadership so they are not blamed by followers for negative organizational outcomes" (Gray & Densten, 2007, p. 559). It is this motivation that leads them to use social

desirability to accentuate the positive outcomes of an organization and assure they are not held wholly to blame for failure in results.

The Gray and Densten (2007) study had a response rate to their survey of 37%—a sample size of 2,376 responses. Gray and Densten used the Transformational Leadership Scale created by Podsakoff, Mackenzie, Moorman, and Fetter in 1990 to look at six factors in their evaluation. The factors examined (and the respective reliabilities in parenthesis) included the following:

Articulates Vision (five items, $\alpha = .73$), Fosters Acceptance of Goals (four items, $\alpha = .73$), Intellectual Stimulation (four items, $\alpha = .77$), Provides Individualised Support (four items, $\alpha = .80$), High Performance Expectations (three items, $\alpha = .75$), Provides an Appropriate Model (three items, $\alpha = .69$). (Gray & Densten, 2007, p. 565)

Gray and Densten also surveyed leaders using Transactional Leadership factors of “Contingent Reward Behaviors (five items, $\alpha = .77$), and Contingent Punishment Behaviors (five items, $\alpha = .84$),” in which the rating scale was a 7-point Likert scale (Gray & Densten, 2007, p. 565).

The results of the Gray and Densten (2007) study related the extent to which leaders’ self-perceptions of their behaviors are distorted by self-deception and impression management. Their research indicated there was no effect from self-deception on the leadership factors that articulates vision and high performance expectations. However, there was an elevation of scores in the areas of providing individual support and providing an appropriate model. These results indicate leaders augment their perceptions in these areas because they play a part in positive self-image (Gray & Densten, 2007).

Additional results indicated that leaders deceived themselves about the level to which they provided recognition and rewards (Gray & Densten, 2007). Fostering acceptance of goals,

intellectual stimulation, and the contingent reward behaviors also indicated self-deception and the use of image management to assist in ingratiating followers (Gray & Densten, 2007).

The practical implications of Gray and Densten's (2007) research is for leaders to routinely check their own levels of self-deception and image management in order to improve results overall by reducing the level of discrepancies in their "espoused theories" and "theories in use" (p. 574.). Honest self-evaluation is important for leaders who want to be transformational, because transformational leadership is based on trust and credibility and serious issues may exist if leaders intentionally or unintentionally attempt to sway followers in a favorable direction, only to discover they are unable to produce positive results. This may lead to disillusionment in followers (Gray & Densten, 2007).

Feinberg, Ostroff, and Burke 2005 Study

The Feinberg, Ostroff, and Burke study of 2005 concentrated on how important the leader's behavior is in creating agreement between followers about leaders' behavior in an organization. This study was similar to the Gray and Densten (2007) study, which focused on the assessment of whether or not leadership behaviors were able to create a level of consensus among the subordinates of the organization (Feinberg et al., 2005). Feinberg et al. assert research has been slow or failed to adequately address whether a relationship exists between the leaders' behaviors and the perceptions among followers in the research. This information indicates the need for leaders to develop followers who are able to develop similar personal feelings about the leader. These feelings determine whether or not agreement exists as to the transformational practices, more so than the work itself (Feinberg et al., 2005).

Feinberg et al.'s (2005) study included 137 managers in a medium-sized organization with multiple geographic locations. Each of the managers participated in a "feedback-based

leadership development programme” (p. 477). Of these managers, 68 had usable data for the research. Ratings of the 68 managers came from “285 subordinates, 495 peers, and 68 supervisors” (p. 477).

Feinberg et al. (2005) asked the leaders in their study to assess their own leadership behavior, their style, and results. Further, the leaders’ colleagues and immediate supervisors were asked to respond to the same questionnaire. The requirement was for each manager to have at least three direct reports for rating purposes. The questionnaire consisted of 36 items and was designed by the researchers using a 5-point Likert type scale for measurement purposes. The Leadership Assessment Inventory (LAI) was administered to measure the extent to which each leader possessed transformational leadership inclinations.

The results of the Feinberg et al. (2005) study indicated there is a strong correlation between leadership behaviors and subordinates and peer agreement, on “leadership behaviors and subordinates’ aggregate rating of the level of leadership behaviors, but neither of these variables was significantly correlated with supervisor rating of transformational leadership” (p. 479). The study also noted the leadership behavior measure rating and the transformational leadership style measures are “tapping related but relatively independent constructs” (p. 479).

The findings of Feinberg et al. (2005) are indicative that a positive relationship exists between the behavior of leaders and the ability to develop a consensus between followers in their perceptions of the leaders. The results further indicated leaders should employ certain behaviors that encourage like-minded perceptions by followers in order to be considered as transformational leaders.

Review of Literature of Research Studies Using Methods Similar to Proposed Methodology

The next section of the literature review was focused on research studies using similar methods of research on leadership practices. These studies were selected because of the use of the Leadership Practices Inventory of Kouzes and Posner (2003) or other leadership practice instruments testing for similar results.

Stoner-Zemel 1988 Study

The first study identified utilizing the LPI is titled *Visionary Leadership, Management, and High Performing Work Units: An Analysis of Workers' Perceptions*. This 1988 study by Madelyn Stoner-Zemel of the University of Massachusetts Amherst is an early example of an attempt to quantify the relationships between management and high performance in work units. The LPI was given to employees to rate their immediate supervisor within high performing work units. The same methodology was employed in this study to measure the relationships between the CEO and followers at companies providing rehabilitation services.

Schacherer 2004 Study

The second study included is the 2004 dissertation of Aileen Schacherer titled *One Midwest State's Community College Presidents' Leadership Styles: Self-Perception and Employee Perception*. Schacherer's dissertation was reviewed because it took the subject one step closer to the methodology used in the present study. The Schacherer study used the LPI to compare the perception of college presidents' leadership to the perception of such by the employees of the colleges. While the Stoner-Zemel study of 1988 used other instruments for evaluation; the Schacherer (2004) study used only the LPI.

This study is similar to the Schacherer (2004) study by using leadership at the executive level as the independent variable and comparing the assessment of middle- and lower-ranking employees. The Schacherer study divided the subjects into two groups of faculty and non-faculty in the examination of community college presidents. The present study built upon this research by comparing two groups of participants, the CEO and the subordinates of the organization.

Bremner 2004 Study

The third study chosen for review was that of Sharon Bremner (2004), titled *An Exploratory Research Study of the Leadership Practices of Special Education Directors as They Establish Relationships with High School Transition Planning Teams*. Bremner not only used the LPI as the instrument but the subject group was comprised of directors involved in special education, which can be compared to the leadership of CEOs in the rehabilitation field—specifically the agencies providing services to people with developmental disabilities. Bremner’s study was also included for review because of the practices that emerged from the results. The results identified challenging the process and inspiring a shared vision as important attributes for directors of special education to possess.

de Luque, Washburn, Waldman, and House 2008 Study

The study, *Unrequited Profit: How Stakeholder and Economic Values Relate to Subordinates’ Perceptions of Leadership and Firm Performance* by de Luque, Washburn, Waldman, and House (2008), examined how followers’ perceptions of leaders’ values relate to the willingness of followers to follow the administrators’ lead. de Luque et al. proposed leaders who put forth

economic values may be perceived as autocratic leaders, which could be associated with less effort from subordinates and decrease firm performance. Conversely, executives who advance stakeholder values may be perceived as visionary leaders who thus motivate employees to exert extra effort, which should improve firm performance. (p. 627)

Leaders who have the ability to motivate followers to a level of performance that exceeds expectations have been identified as visionary or transformational (de Luque et al., 2008). Leaders who are perceived to have an eye on the future of the organization and are able to explain their vision for the future have employees who are willing to make the individual sacrifices needed to make the company successful (de Luque et al., 2008).

de Luque et al. (2008) used two of their hypotheses to test whether or not their assumptions were correct. One hypothesis of the study suggested visionary leadership had a positive relationship with followers' extra effort, whereas autocratic leadership had a negative relationship. An additional hypothesis suggested there was a positive relationship between firm performance and followers' extra effort put into the organization's success (de Luque et al., 2008).

In order to test these hypotheses, de Luque et al. (2008) used information derived from a previous study, "Global Leadership in Organizational Behavior Effectiveness (GLOBE)," to determine what viewpoint the leaders held who were being studied (p. 636). Incorporating the results of the GLOBE study, the authors began testing their own hypotheses and came to the following conclusion:

Stakeholders' values appear to provide superior results, in terms of both the indirect effects through leadership as hypothesized in our model, as well as other unmeasured

indirect effects (e.g., strategic decisions, as suggested by the direct path from values to performance). (de Luque et al., 2008, p. 646)

de Luque et al. (2008) concluded their findings were reliable in predicting that promoting stakeholders' ideas leads to stakeholders viewing the leader as more "visionary and less autocratic," which, in turn, promotes additional effort on behalf of the firm's performance (p. 646).

Sumner, Bock, and Giamartino 2006 Study

The study *Exploring the Linkage Between the Characteristics of IT Project Leaders and Project Success* by Sumner, Bock, and Giamartino (2006) was trying to determine if one set of leadership characteristics could be identified in order to assist with the selection of leaders in an industry plagued with cost overruns and late completion. Understanding the characteristics of successful project leaders was the aim of the study, to facilitate the selection of such leaders.

Sumner et al. (2006) wanted answers to the following two research questions:

1. Do managers of more successful IT projects exhibit positive Leadership behaviors to a greater extent than managers of less successful IT projects, as measured by the LPI Self-Assessment?
2. Do managers of more successful IT projects exhibit positive Leadership behaviors to a greater extent than managers of less successful IT projects, as measured by the LPI Observer Assessment? (p. 45)

Sumner et al. (2006) sent out 112 surveys to IT project managers and observers. Of these 112 surveys, only 57 responses were usable. They determined this was an acceptable rate of response due to the in-depth analysis and the precision of the instrument. The conclusions of the study indicated significant results did not exist for the first research question. However, the

summation indicated the researchers were able to deduce “managers of more successful projects, do, in fact, exhibit positive leadership behaviors for the five leadership practices categories, as measured by observer assessment” (p. 47). It was the conclusion of Sumner et al. that the leadership characteristics as assessed by the leadership assessment tool indicated there are behaviors to be developed in individuals who want to be leaders. The assessment process identified behaviors going beyond the usual project management skills and can be used to identify leadership behaviors to be developed. These behaviors are at least as important as the technical skills taught for project management (Sumner et al., 2006).

Sumner et al.’s (2006) research indicated success was not driven solely by work or task-related skills, but also by the behaviors of leaders who are able to develop loyalty through positive behaviors and relationships with their followers.

Review of Literature on the Leadership Practices Inventory (LPI)

The LPI is the compilation of work conducted by Kouzes and Posner, who began their research of leadership back in the 1980s and continued to improve their LPI. Initially, the LPI was based on over 1,000 surveys wherein Kouzes and Posner asked leaders to describe “an experience where they achieved something extraordinary in their organizations” (Goldstein, 2007, p. 27); the premise was to create a standard of excellence or personal best, and was based on personal beliefs. According to Posner (2010), by 2008, the LPI had over 650,000 total respondents. The LPI is discussed in detail in chapter three.

Although the LPI has been used for over 15 years in the fields of education, business, and the non-profit sector, it does have its detractors. In an article written by Zagorsek, Stough, and Jaklik (2006), the authors identify problems with redundancies within the tool that do not add

any value to the instrument. Zagorsek et al. argue although the instrument is usable for training and development, it is not reliable enough to use for leadership selection.

The Zagorsek et al. (2006) study indicates that although the LPI is suitable to assist in the selection process to weed out “bad or inferior leaders,” it is not reliable in differentiating between “good and excellent leaders” (p. 189). Zagorsek et al. imply it is reasonable to use LPI for advancement and training of lower and middle management, especially in identifying strengths and weaknesses of the leader.

Assessing the discriminate validity of the LPI, Carless’s (2001) results indicated there were problems with the LPI and the ability to use its results to provide information on the development of specific behaviors. However, it may be used to compare the results of leaders to the scores of other identified groups, as well as measure the progress of leadership abilities over time (Zagorsek et al., 2006). Although these studies identify problems with the LPI, they both acknowledge the usefulness of the instrument and the need for both additional research and replication of the research.

Conclusion

Studying leaders and their followers and whether or not alignment of their perceptions of leadership practice exists is a daunting task. The research indicates there have been studies focused in the areas of education and business throughout time. The literature shows academic studies that are very similar in design, instrument use, and closely related professions, but none were focused specifically on the rehabilitation agencies providing services to people with intellectual and developmental disabilities. Given the parameters set out for this study, a review of vision and leadership styles was needed, as indicated by the research of transformational and visionary leadership. In addition, setting the stage by providing history of the field of intellectual

and developmental disabilities gave the reader a sense of where the vision and mission for the future of this profession is headed. The question remained as to whether or not leaders are able to transform this vision/ mission into transformational leadership practices and, if so, do followers perceive the practices of leadership the same way as leaders do? The use of the time-tested LPI with over 650,000 respondents to date was a reasonable method to seek answers for this research question.

Chapter Three: Methods and Procedures

The purpose of this study was to research organizational leadership in the field of rehabilitation by utilizing the Leadership Practices Inventory to identify whether a statistical relationship exists between the leaders' perception of their leadership practices and their followers' perception of the same leadership practices (Kouzes & Posner, 2003). The Leadership Practices Inventory is made up of two surveys: the *LPI Self* and *LPI Observer*—see Appendices A and B (Kouzes & Posner, 2007). The results of this study are expected to benefit leaders in the field of rehabilitation by providing them with insight and information to guide their organizations in the direction of congruent leadership practices.

The LPI instrument has a 10-point scale to measure its components of 30 statements, each related to one of the leadership practices for the subjects to review and rate. In addition, the participants were asked to answer demographic questions such as gender, locale, and length of service with company being surveyed (see Appendix C). Permission to use the instrument was granted by Kouzes Posner International in May of 2011 (see Appendix D).

The LPI is a leadership assessment instrument with two assessments that measure leadership practices. The first assessment, completed by the leaders, is known as the self-assessment. The second assessment, completed by three other members is the observer assessment (Sumner et al., 2006). Thus, according to Kouzes and Posner, the two assessments provide the leaders with a 360-degree feedback on their performance on the five leadership practices: (a) *model the way*, which deals with credibility of the leaders; (b) *inspire a shared*

vision, which articulates the value and importance of envisioning a future and the possibilities; (c) *enable others to act*, which addresses the issues of trust, goal setting, and empowerment; (d) *challenge the process*, which evaluates whether the leaders look for ways to innovate, change, grow, and improve the organization, and (e) *encourage the heart*, which recognizes the need of individuals for recognition and a sense of kinship (as cited in Sumner et al., 2006). The LPI consists of 30 statements used to evaluate leadership behavior in each of the aforementioned five practices (see Table 1). These 30 statements are divided into five groups, with six statements allocated to each practice. The respondents were asked to rate the frequency of each of the different behaviors on a scale from 1-10. The “descriptive scale anchors are *almost never* (1) and *almost always* (10)” (Sumner et al., 2006, p. 44). The scores are summed up with a low value of 6 to a maximum value of 60 (Sumner et al., 2006). Using the feedback scores from the observers, leaders can develop a leadership development plan as an effective tool to improve their leadership practices.

Table 1

Leadership Practices

Leadership Practice	Items Measuring the Practice
Model the Way	<p>I set a personal example of what I expect of others.</p> <p>I spend time and energy making certain that the people I work with adhere to the principles and standards we have agreed on.</p> <p>I follow through on promises and commitments that I make.</p> <p>I ask for feedback on how my actions affect other people's performance.</p> <p>I build consensus around a common set of values for running our organization.</p> <p>I am clear about my philosophy of leadership.</p>
Inspire a Shared Vision	<p>I talk about the future trends that will influence how our work gets done.</p> <p>I describe a compelling image of what our future could be like.</p> <p>I appeal to others to share an exciting dream of the future.</p> <p>I show others how their long-term interests can be realized by enlisting in a common vision.</p> <p>I paint the "big picture" of what we aspire to accomplish.</p> <p>I speak with genuine conviction about the higher meaning and purpose of our work.</p>
Challenge the Process	<p>I seek out challenging opportunities that test my own skills and abilities.</p> <p>I challenge people to try out new and innovative ways to do their work.</p> <p>I search outside the formal boundaries of my organization for innovative ways to improve what we do.</p> <p>I ask, "What can we learn?" when things don't go as expected.</p> <p>I make certain that we set achievable goals, make concrete plans, and establish measurable milestones for the projects and programs we work on.</p> <p>I experiment and take risks, even when there is a chance of failure.</p>
Enable Others to Act	<p>I develop cooperative relationships among the people I work with.</p> <p>I actively listen to diverse points of view.</p> <p>I treat others with dignity and respect.</p> <p>I support the decisions that people make on their own.</p> <p>I give people a great deal of freedom and choice in deciding how to do their work.</p> <p>I ensure that people grow in their jobs by learning new skills and developing themselves.</p>
Encourage the Heart	<p>I praise people for a job well done.</p> <p>I make it a point to let people know about my confidence in their abilities.</p> <p>I make sure that people are creatively rewarded for their contributions to the success of our projects.</p> <p>I publicly recognize people who exemplify commitment to shared values.</p> <p>I find ways to celebrate accomplishments.</p> <p>I give members of the team lots of appreciation and support for their contributions.</p>

United States Regions for Sampling

The United States was divided into five specific regions as depicted on the map in Figure 3, which was used to identify where the participants' organizations are located.

The LPI was utilized to compare whether the independent variable, that is, the leaders' practices, affects the dependent variable, that is, the followers' evaluation of the leaders' practices. If the results indicated a positive correlation between the two variables, it would be assumed alignment existed between the leaders' practices and followers' perceptions of those practices.

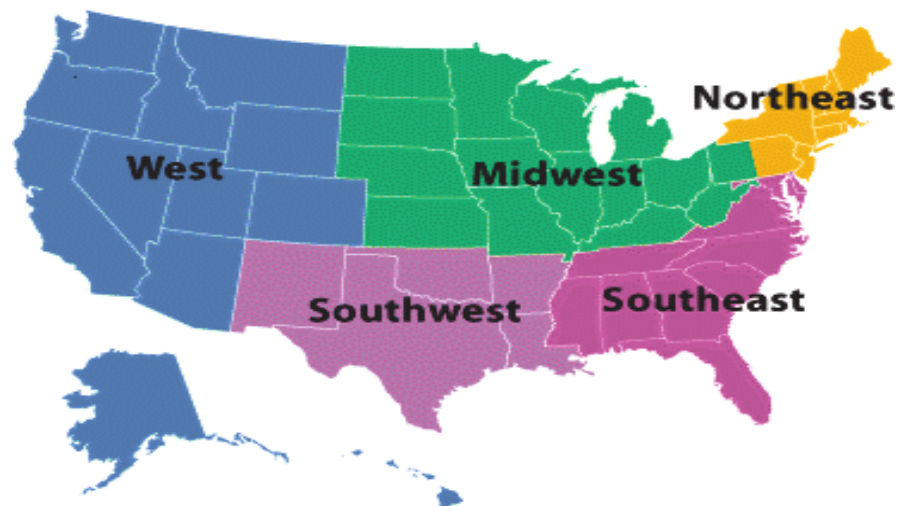


Figure 3. Map of the United States divided into regions.

Step one of the searches was to contact each individual state government via Internet or telephone to secure a list of all residential providers within the state. Through the use of random sampling of each region, agencies were solicited for their participation in the study.

Table 2

Random Table Used for Surveys

<u>Set #1: West</u>	43	47	48	53	57
<u>Set #2: Southwest</u>	6	10	17	18	35
<u>Set #3: Midwest</u>	32	33	54	64	72
<u>Set #4: Southeast</u>	13	19	22	24	33
<u>Set #5: Northeast</u>	5	27	46	51	70

Note. Urbaniak, G. C., & Plous, S. (2011). Research Randomizer (Version 3.0) Copyright ©1997-2008 by Geoffrey C. Urbaniak and Scott Plous | Site Statistics.

Statement of Hypotheses

The statement of hypothesis is demonstrated by looking at the five components identified in the LPI. The hypotheses for the purposes of this study are as follows:

Ha1: There is a statistically significant relationship between the leader's and staff persons' assessment of the leader's practice of *challenge the process*.

Ho1: There is not a statistically significant relationship between the leader's and staff persons' assessment of the leader's practice of *challenge the process*.

Ha2: There is a statistically significant relationship between the leader's and staff persons' assessments of the leader's practice of *inspire a shared vision*.

Ho2: There is not a statistically significant relationship between the leader's and staff persons' assessments of the leader's practice of *inspire a shared vision*.

Ha3: There is a statistically significant relationship between the leader's and staff persons' assessment of the leader's practice of *enable others to act*.

Ho3: There is not a statistically significant relationship between the leader's and staff persons' assessment of the leader's practice of *enable others to act*.

Ha4: There is a statistically significant relationship between the leader's and staff persons' assessment of the leader's practice of *model the way*.

Ho4: There is not a statistically significant relationship between the leader's and staff persons' assessment of the leader's practice of *model the way*.

Ha5: There is a statistically significant relationship between the leader's and staff persons' assessments of the leader's practice of *encourage the heart*.

Ho5: There is not a statistically significant relationship between the leader's and staff persons' assessment of the leader's practice of *encourage the heart*.

Significance of the Study

The trend in the lives of people with disabilities is the move from life in an institution to a life in the community (Racino, 2002). This trend would not be possible without the foresight and dedication of individuals and agencies committed to this change. In the State of Michigan, the Macomb-Oakland Regional Center (MORC) was actively involved with the deinstitutionalization movement of people with developmental disabilities in the state (Parish, 2005). Accolades for MORC indicated they were "absolute visionaries" (Parish, 2005, p. 222). MORC was seen as inspiring and ultimately leading the way by their support of smaller homes for people with developmental disabilities, especially those with severe disabilities (Parish, 2005).

Groups such as MORC have led the deinstitutionalization movement and supported policies that created more opportunities for community integration (Parish, 2005). What is

significant about this study was the focus on leadership and vision for the future of people with developmental disabilities who are living in the community. This study attempted to find whether the vision and related leadership practices in MORC and agencies like them are being carried out in the day-to-day operations of residential facilities in serving people with developmental disabilities.

Sample of Participants

The participants in this study were selected based on the following criteria:

1. Agencies were selected based on the names provided by the individual states.
2. The agency CEO determined who completed the survey. They were instructed to select three additional people to complete the survey in varying positions within the agency to provide 360-degree feedback.
3. The vision/mission statement incorporated themes that identify community living and/or full lives comparable to a non-disabled community at large. The statement will include terms such as “inclusion,” “integration,” “participation,” or “involvement,” (Clement & Bigby, 2009, p.264).
4. Surveys were coded in an effort to further assure participants’ confidentiality, and separate mailing supplies were provided for returned materials.

To demonstrate how agencies were chosen as potential participants, this researcher conducted an Internet search in the Midwest for agencies that, (a) offered services to people with intellectual and developmental disabilities, and (b) had vision statements including community integration and/or full living as the theme. For example, the four agencies shown in Table 3 met both requirements.

Table 3

An Example of Agencies Having Vision Statements Incorporating Community Living or Full Lives

State	Company Name	Address	Vision Statement
Michigan	Manistee-Benzie Community Mental Health	http://www.mbcmh.org/html/about_us/about_us.html	We see a community where everyone's life is valued, has meaning, and where each person is treated with dignity and respect.
Illinois	Horizon House of Illinois Valley Residential/Day Services	http://www.horizonhouseperu.org/index.htm	Horizon House of Illinois Valley will be the preferred source of support by people with developmental disabilities to have the same opportunities as you and I.
Illinois	Blue Cap	http://www.bluecap.org/feedback.html	Blue Cap is a person-centered organization connecting and advocating with people to participate fully and equitably in society.
Ohio	Toward Independence, Inc.	http://www.ti-inc.net/index.php?option=com_content&task=view&id=12&Itemid=37	Individuals with disabilities moving toward independence as they live their lives to the fullest.

Sample Size

Bryman (2008) notes a difference between absolute and relative sample size when determining the size of sample to use in a study. As sample size increases, it is likely the precision of the data also increases (Bryman, 2008). There are multiple factors to consider when determining an acceptable sample, including the constraints of time, money, and response rates (Bryman, 2008). For this study, the initial agencies were identified within each of the five regions, from the map of the United States in Figure 3. Within each of the regions, agencies were compiled through random sampling to identify 75 potential subjects. Seventy-five agencies from each region were contacted, for a total of 375 agencies from the United States. The goal of 75 agencies responding to the survey that met the preset criteria would meet the significance (alpha) set at 0.50 with a power of 80.1% (Lentb, 2006). Figure 4 depicts the power of sample size.

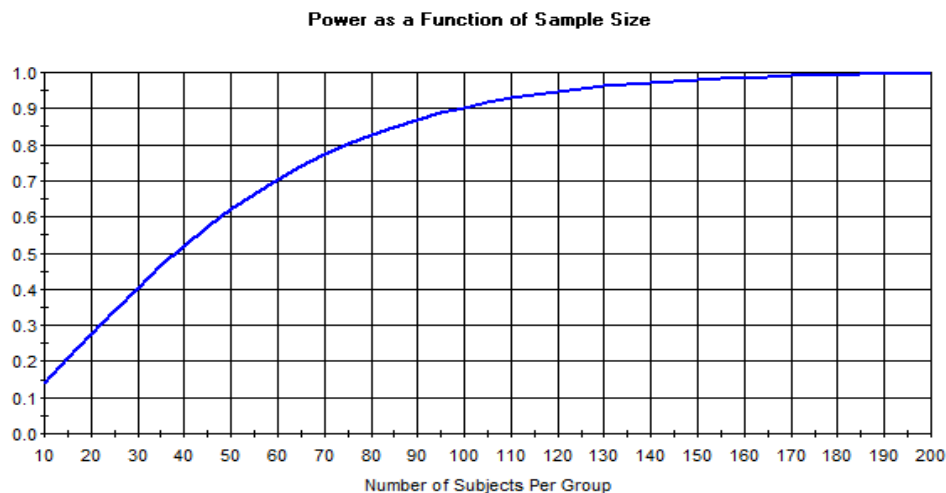


Figure 4. Power as a function of sample size.

The test is 2-tailed and the effects in either direction will be interpreted and reported in the results section of this study.

Data Analysis

Instrument

This study used the Leadership Practices Inventory (LPI) as the survey instrument with which to collect data. The LPI uses a 10-point scale in order to score the results of the survey taken by the participants. According to Bryman (2008) a Likert scale is used to measure the “intensity of feelings about the area in question” (p.146). The LPI’s use of a 10-point scale allows it to be more precise in defining feelings of the participants.

The latest information regarding the validity and reliability of the LPI was compiled in September of 2010. The instrument has been repeatedly tested, has had over 1.3 million online respondents between 2005 and 2009, and has been utilized in over 250 dissertations (Posner, 2010). The internal reliability continues to be strong as measured using Cronbach’s Alpha. Table 4 indicates all scales with levels above .80.

Table 4

Internal Reliability of Leadership Practices Inventory (LPI)

http://media.wiley.com/assets/56/95/lc_jb_psychometric_properti.pdf

Leadership Practices	Self	Observers (All)	Manager	Direct Report	Co-Worker or Peer	Others
Challenge	.86	.87	.85	.87	.87	.87
Inspire	.91	.92	.91	.92	.92	.91
Enable	.86	.87	.83	.89	.86	.86
Model	.84	.85	.82	.85	.87	.85
Encourage	.91	.92	.90	.92	.91	.91

Additional information provided by the September 2010 statistical information confirmed the differences between the leader (self) and the observer, as shown in Table 5. It is significant that observers tend to have higher scores than self-reporters (Posner, 2010). For purposes of this study, it was assumed that unless the data collected from this study is significantly different from that of 2010, bias has been accounted for and is not relevant for this study.

Table 5

Leadership Practices by Respondent Type Means (Standard Deviations)

	Model the Way	Inspire Vision	Challenge the Process	Enable Others	Encourage the Heart
Self (N = 282,883)	46.51 (6.92)	43.29 (10.74)	44.41 (9.40)	49.43 (7.81)	45.54 (10.22)
All Observers (N = 869,873)	46.76 (8.86)	43.70 (10.82)	44.76 (9.54)	49.32 (8.20)	45.86 (10.42)
Managers (N = 133,031)	46.29 (7.75)	41.84 (10.10)	44.16 (8.56)	48.66 (6.95)	45.22 (9.24)
Co-workers (N = 330,113)	46.46 (8.71)	43.06 (10.81)	44.49 (9.46)	48.65 (8.22)	45.34 (10.29)
Direct Reports (N = 276,268)	46.82 (9.45)	44.70 (11.07)	44.89 (10.07)	50.18 (8.70)	46.23 (11.16)
Others (N = 130,461)	47.87 (8.64)	45.07 (10.61)	45.78 (9.46)	49.84 (7.99)	47.01 (10.12)

Descriptive statistics from the LPI were utilized to further examine the relationship between the leaders of the organizations and the observers or followers. Once the data was entered and compiled, the use of parametric testing was utilized. The Pearson r correlation is the testing that was used.

The objective is to determine the strength of the relationship between the leader's practices and the follower's assessment of those practices. The Pearson r is acceptable because the variables were measured in interval or ratio scales (Cronk, 2008).

Procedures for Collecting Data

Surveys were sent via United States postal mail. Upon the return of the surveys the information was entered into SPSS and analysis was completed. Follow up was via U.S. mail; phone or email contacts were conducted at two week intervals until a usable amount of surveys were returned. In addition to the surveys, each participant received a copy of the IRB for their review (see Appendix E). The directions and expectations for the study were included in a cover letter attached to the packet of information sent to each agency (see Appendix F).

This study measured the degree of agreement between the organizational leaders and the followers in the agencies studied through correlation analysis (Bryman, 2008). The use of correlation in this study determined if a relationship exists, which was established by the strength the Pearson r (Bryman, 2008). In other words, the stronger the relationship is for this study, the more likely leaders and staff agree on how well leaders adhere to leadership practices being tested.

The results of the correlation will fall between -1.0 and +1.0 (Cronk, 2008). Scores that fall close to zero indicate a weak correlation and those that are close to -1.0 or +1.0 indicate a strong relationship (Cronk, 2008). In addition, it is important to note that not all significant correlations indicate strong correlations, but rather a reliable relationship (Cronk, 2008). Correlations larger than 0.7 are considered strong, those less than 0.3 weak and those falling between 0.3 and 0.7 are moderate (Cronk, 2008).

Conclusion

In conclusion, this chapter is focused on the use of the LPI to survey leaders and followers in agencies providing services to people with developmental and intellectual disabilities. Through the use of the LPI by Kouzes and Posner to collect data, this study has analyzed the data to determine if a significant relationship exists between leaders' and followers' assessments of leaders' practices by using statistical calculations to test the hypotheses.

Chapter Four: Results

The purpose of this study was to conduct research in the field of organizational leadership as it pertains to leadership in rehabilitation agencies. This was accomplished using the *Leadership Practices Inventory* (LPI) developed by Kouzes & Posner (2003). The study compared the leaders' perceptions of their leadership practices and their followers' perceptions of the same leadership practices (Kouzes & Posner, 2003). This was completed by compiling the results of surveys sent to agencies throughout the United States and the results are presented in the remainder of chapter four.

Description of the Sample

For the purpose of this study, the United States was divided into five distinct regions (see Figure 3), and 75 agencies from each region were randomly selected. The Census Bureau listed the total number of agencies in 2001 as 4151, and lists from each of the states were used to randomly select the 375 agencies for the study (Perlman and Waldman, 2006). Of the 375 agencies surveyed, 15.2 % responded, for a total 57 agencies. However, the parameters set for usable data required one leader and a minimum of three observers to have a complete data set. Usable data sets totaled 40 agencies (10.6 % return) with a total of 168 surveys for analysis. This is a small sample, but was enough to complete the study.

Of the 75 agencies contacted from each region, the breakdown of respondents is as follows: West 25 (14.9%), Southwest 19 (11.3%), Midwest 52 (31%), Southeast 32 (19%), and Northeast 40 (23.8%), as confirmed in Table 6. The Midwest responded at a rate nearly 8%

higher than the next closest region, the Northeast, and at a rate nearly 20% higher than the lowest responding region, the Southwest.

Table 6

Frequency of Respondents per Location

	Location	Frequency	Percent	Valid Percent	Cumulative Percent
	West	25	14.9	14.9	14.9
	Southwest	19	11.3	11.3	26.2
Valid	Midwest	52	31.0	31.0	57.1
	Southeast	32	19.0	19.0	76.2
	Northeast	40	23.8	23.8	100.0
	Total	168	100.0	100.0	

The respondents were asked to complete a demographic questionnaire, but this was not required to be included in the main study. Ten respondents chose not to enter their gender information on the demographic form. Of the 158 people who did respond, 117 (74.1%) were female and 41(25.9%) were male, out of all respondents as confirmed in Table 7.

Table 7

Gender Breakdown of All Respondents

	Gender	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	117	69.6	74.1	74.1
	Male	41	24.4	25.9	100.0
	Total	158	94.0	100.0	
Missing	System	10	6.0		
Total		168	100.0		

The number of leaders who responded was 40 and the breakdown of the gender for leaders is female 24 (60%) and male 16 (40%) as confirmed in Table 8.

Table 8

Gender Frequency of Leaders

	Gender	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	24	60.0	60.0	60.0
	Male	16	40.0	40.0	100.0
	Total	40	100.0	100.0	

The number of observers who answered the survey was 128 with ten of those not answering the gender question for a total of 118 responses. The gender breakdown for observers was 93 females (78.8%) and 25 males (21.2%) as confirmed in Table 9. This was representative of the total number of respondents with only a slight difference of 4.7% more females and a 4.2% decrease in males.

Table 9

Gender Frequency of Observers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	93	72.7	78.8	78.8
	Male	25	19.5	21.2	100.0
	Total	118	92.2	100.0	
Missing	System	10	7.8		
Total		128	100.0		

All respondents were asked about the number of years of service within the field of rehabilitation and developmental disabilities. The number of years for leaders is depicted in Table 10. Thirty-seven leaders responded and three did not. Of these, 28 (70%) had more than 20 years of service. The number of leaders who had between 10 and 20 years of service is 6 (15%) and leaders who had between 5 and 10 years are 3 (7.5%). There were zero leaders with less than five years of service.

Table 10

Service Seniority of Leaders

	Years of Service	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5–10 years	3	7.5	8.1	8.1
	10–20 years	6	15.0	16.2	24.3
	Greater than 20 years	28	70.0	75.7	100.0
	Total	37	92.5	100.0	
Missing	System	3	7.5		
Total		40	100.0		

The number of years of service for observers is depicted in Table 11. Thirty-one or 24.2% had greater than 20 years of service. Thirty-four (26.6%) had 10 to 20 years of service. Twenty-six (20.3%) had 5 to 10 years of service and sixteen (12.5%) had two to five years of service. Four (3.1%) of the staff had one to two years of service and seven (5.5%) had less than or equal to one year of service.

Table 11

Service Seniority of Observers

	Years of Service	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than or equal to 1 year	7	5.5	5.9	5.9
	1–2 years	4	3.1	3.4	9.3
	2–5 years	16	12.5	13.6	22.9
	5–10 years	26	20.3	22.0	44.9
	10–20 years	34	26.6	28.8	73.7
	Greater than 20 years	31	24.2	26.3	100.0
	Total	118	92.2	100.0	
Missing	System	10	7.8		
	Total	128	100.0		

Although there was a low response rate, it is important to note many respondents to the survey had significant years of service. Over 70% of leaders and observers had over 20 years of

service in the field. This is important because they are not new to the field of disabilities or the trends in the field of residential services.

Tests of Normality

Each of the variables was subjected to two tests of normality. In order for a variable to be deemed non-normal, both tests must have calculated probabilities for non-normalcy lower than .05. The Kolmogorov-Smirnov and Shapiro-Wilk tests were employed in this analysis of all of the variables assessed (see Table 12). Only one of the variables, *enable others to act*, for the observer group was determined to have a non-normal distribution and upon further investigation it was determined the likely cause was from one single observation. This observation disproportionately impacted the mean of the variable. All of the remaining variables were normally distributed and parametric testing was utilized. The outlier was kept in the data set due to the low response rate. It was more prudent for the study to include the data from the outlier to increase the overall number of respondents for a more accurate representation of the sample. Additionally, parametric tests have more power, meaning the probability of a Type II error is reduced, lowering the chance of failing to reject the null hypothesis when it is false in the population.

Table 12

Tests of Normality

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Observer <i>challenge the process</i>	.086	40	.200*	.976	40	.544
Leader <i>challenge the process</i>	.164	40	.008	.955	40	.110
Observer <i>inspire a shared vision</i>	.106	40	.200*	.975	40	.501
Leader <i>inspire a shared vision</i>	.101	40	.200*	.958	40	.146
Observer <i>enable others to act</i>	.171	40	.005	.914	40	.005
Leader <i>enable others to act</i>	.128	40	.097	.953	40	.100
Observer <i>model the way</i>	.132	40	.076	.966	40	.269
Leader <i>model the way</i>	.081	40	.200*	.964	40	.234
Observer <i>encourage the heart</i>	.091	40	.200*	.981	40	.738
Leader <i>encourage the heart</i>	.115	40	.198	.951	40	.083

Note. *This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Statistical Descriptions

The leadership practices being evaluated for statistical significance using the Leadership Practices Inventory (LPI) were as follows:

Challenge the Process

Inspire a Shared Vision

Enable Others to Act

Model the Way

Encourage the Heart

Challenge the Process

Ha1: There is a statistically significant relationship between the leader's and staff persons' assessment of the leader's practice of *challenge the process*.

Ho1: There is not a statistically significant relationship between the leader's and staff persons' assessment of the leader's practice of *challenge the process*.

The data of the observers' responses to the *challenge the process* leadership practice are displayed in the tables and figures below. The mean is 48.46 with a standard deviation of 5.18, the median score is 47.67 and there is a slight positive skewing of the data as confirmed in Table 13.

The goal of the LPI is to provide leaders in organizations 360-degree feedback of their leadership practices. For assessing the practice of *challenge the process*, the highest score given the leaders of this study is 59.67 and the lowest is 39.00. It is notable the observers' mean for the leaders of this study's practice of *challenge the process* is 48.46.

Table 13

Statistical Analysis of Observer Responses to Challenge the Process

Statistical Analysis of Observer Responses to <i>Challenge the Process</i>		Statistic	Std. Error
Mean		48.4688	.82060
95% Confidence Interval for Mean	Lower Bound	46.8089	
	Upper Bound	50.1286	
5% Trimmed Mean		48.3728	
Median		47.6700	
Variance		26.935	
Std. Deviation		5.18990	
Minimum		39.00	
Maximum		59.67	
Range		20.67	
Interquartile Range		7.38	
Skewness		.146	.374
Kurtosis		-.532	.733

The data of the leader's responses to the *challenge the process* leadership practice for this study are displayed in the tables and figures below. The mean for the leaders score is 44.30, with a median of 46.00 and a negative skew corroborated by a skew value of -.498 as confirmed in Table 14. The practice of *challenge the process* as scored by leaders of this study is a high score of 60.00 and low score of 28.00. It is notable the leaders' mean for the practice of *challenge the process* is 44.30. The leaders mean score is 4.16 points below the observers' scores of this study

and indicates the leaders do not rate themselves as highly as the observers for the *challenge the process* practice.

Table 14

Statistical Analysis of Leader Responses to Challenge the Process

Statistical Analysis of Leader Responses to <i>Challenge the Process</i>		Statistic	Std. Error
Mean		44.3000	1.11758
95% Confidence Interval for Mean	Lower Bound	42.0395	
	Upper Bound	46.5605	
5% Trimmed Mean		44.4444	
Median		46.0000	
Variance		49.959	
Std. Deviation		7.06817	
Minimum		28.00	
Maximum		60.00	
Range		32.00	
Interquartile Range		10.75	
Skewness		-.498	.374
Kurtosis		.167	.733

The Pearson Correlation was used to determine whether or not a correlation existed between the observer and leader responses to *challenge the process*. The results indicated a correlation was not found $r(38) = -.019, p \geq .05$ as confirmed in Table 15 (Cronk, 2008).

Table 15

Pearson's r Correlation for Observer and Leader Responses to Challenge the Process

		Observer challenge the process	Leader challenge the process
Observer challenge the process	Pearson Correlation	1	-.019
	Sig. (2-tailed)		.906
	N	40	40
Leader challenge the process	Pearson Correlation	-.019	1
	Sig. (2-tailed)	.906	
	N	40	40

Figure 5 graphically depicts the lack of correlation between the leaders and observers responses to *challenge the process*. The scattered responses are not linear and represent the lack of correlation between the leaders' and observers' responses.

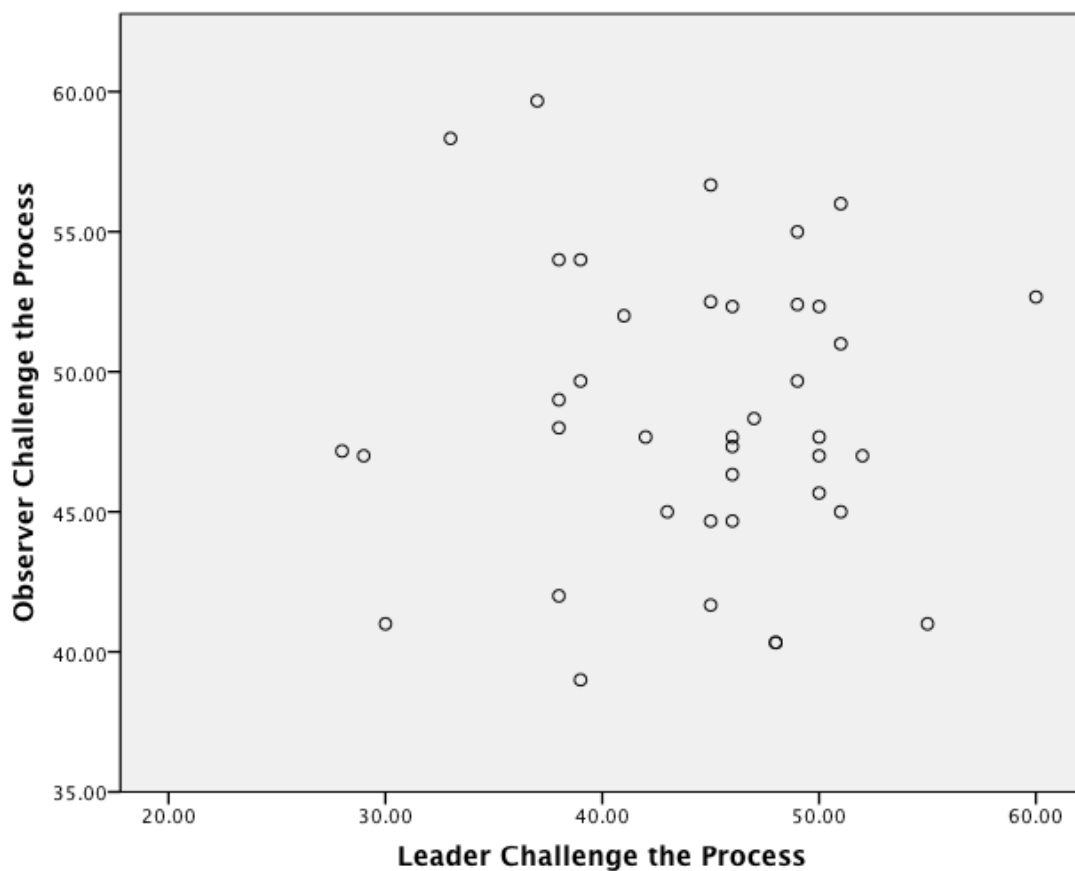


Figure 5. The graphical depiction of the Pearson r correlation of *challenge the process*

A single sample t test of all observers from Posner's results Table 5 and observers from this study compared the mean score of observers' *challenge the process* to the mean score of the all Posner's observers' responses and a significant difference was found, $t(39) = 2.082, p < .05$. The sample mean of 48.4687 ($sd = 5.18990$) was significantly greater than Posner's mean of 46.76. The results are displayed in Tables 16 and 17.

Table 16

Observer One Sample Statistics Challenge the Process

	One-Sample Statistics			
	N	Mean	Std. Deviation	Std. Error Mean
Observer <i>challenge the process</i>	40	48.4687	5.18990	.82060

Table 17

Observer One Sample Test Challenge the Process

	One-Sample Test					
	Test Value = 46.76					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
				Lower	Upper	
Observer <i>challenge the process</i>	2.082	39	.044	1.70875	.0489	3.3686

A single sample t test of all leaders from Posner's results Table 5 and leaders from the current study compared the mean score of leaders' *challenge the process* to the mean, $t(39) = .565, p > .05$. The sample mean of the leaders' scores of this study of 44.30 ($sd = 7.06817$)

was not significantly different than Posner's mean of 44.41. The results are displayed in Tables 18 and 19.

Table 18

Leader One Sample Statistics Challenge the Process

	One-Sample Statistics			
	N	Mean	Std. Deviation	Std. Error Mean
Leader challenge the process	40	44.3000	7.06817	1.11758

Table 19

Leader One Sample Test Challenge the Process

	One-Sample Test					
	t	df	Sig. (2-tailed)	Test Value = 44.41 Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Leader challenge the process	-.098	39	.922	-.11000	-2.3705	2.1505

Inspire a Shared Vision

Ha2: There is a statistically significant relationship between the leader's and staff persons' assessment of the leader's practice of *inspire a shared vision*.

Ho2: There is not a statistically significant relationship between the leader's and staff persons' assessment of the leader's practice of *inspire a shared vision*.

The data of the observers' responses to *inspire a shared vision* are depicted in Table 20. The scoring of the observers of this study indicates the mean as 50.229 with a standard deviation of 5.10. The median is 49.71 with a slight negative skew. Assessing the practice of *inspire a shared vision*, the highest score given any single leader of this study is 60.00 and the lowest

score is 37.33. It is notable the observers' mean for leaders' practice of *inspire a shared vision* is 50.229.

Table 20

Statistical Analysis of Observer Responses to Inspire a Shared Vision

Statistical Analysis of Observer Responses to <i>Inspire a Shared Vision</i>		Statistic	Std. Error
Mean		50.2292	.80773
95% Confidence Interval for Mean	Lower Bound	48.5955	
	Upper Bound	51.8630	
5% Trimmed Mean		50.3472	
Median		49.7100	
Variance		26.097	
Std. Deviation		5.10853	
Minimum		37.33	
Maximum		60.00	
Range		22.67	
Interquartile Range		7.50	
Skewness		-.399	.374
Kurtosis		-.041	.733

The data of the leaders' responses to *inspire a shared vision* are depicted in Table 21. The scoring of the leaders of this study indicates a mean of 43.90 with a standard deviation of 6.83 and is a slight negative skew corroborated by a skew value of -.593. The practice of *inspire a shared vision* as scored by leaders of this study is a high score of 56.00 and a low score of 28.00.

It is notable the leaders' mean for the practice of *inspire a shared vision* is 43.90. This score is 6.32 points below the observers of this study and indicates the leaders do not rate themselves as highly as the observers for the *inspire a shared vision* practice.

Table 21

Statistical Analysis of Leader Responses to Inspire a Shared Vision

Statistical Analysis to Leader Responses to <i>Inspire a Shared Vision</i>		Statistic	Std. Error
Mean		43.9000	1.08060
95% Confidence Interval for Mean	Lower Bound	41.7143	
	Upper Bound	46.0857	
5% Trimmed Mean		44.0833	
Median		44.5000	
Variance		46.708	
Std. Deviation		6.83430	
Minimum		28.00	
Maximum		56.00	
Range		28.00	
Interquartile Range		9.00	
Skewness		-.593	.374
Kurtosis		-.100	.733

The Pearson Correlation was used to determine whether or not a correlation existed between the observers and leaders responses of this study to *inspire a shared vision*. The results

indicate a correlation was not found, $r(38) = -.032$, $p \geq .05$ as confirmed in Table 22 (Cronk, 2008).

Table 22

Pearson's r Correlation to Observer and Leader Responses to Inspire a Shared Vision

		Leader <i>inspire a shared vision</i>	Observer <i>inspire a shared vision</i>
Leader <i>inspire a shared vision</i>	Pearson Correlation	1	-.032
	Sig. (2-tailed)		.843
	N	40	40
Observer <i>inspire a shared vision</i>	Pearson Correlation	-.032	1
	Sig. (2-tailed)	.843	
	N	40	40

Figure 6 graphically depicts the lack of correlation between the leaders and observers of the current study responses to *inspire a shared vision*. The scattered responses are not linear and represent the lack of correlation between the leaders' and observers' responses.

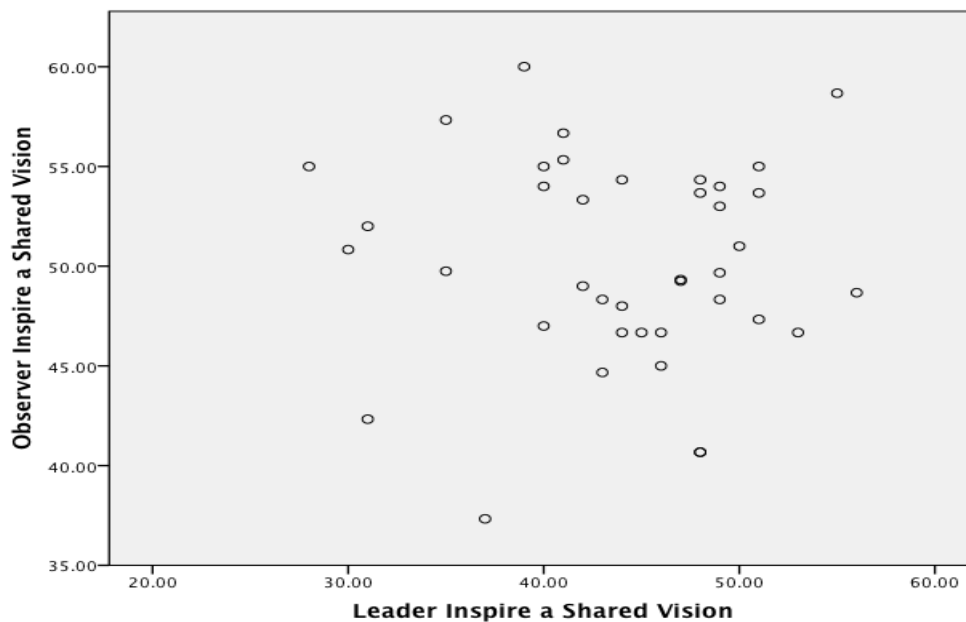


Figure 6. The graphical depictions of the Pearson r correlation of *inspire a shared vision*.

A single sample t test of all observers from Posner's results Table 5 and observers from this study compared the mean score of observers' *inspire a shared vision* to the mean score of Posner's all observers' responses and a significant difference was found, $t(39) = 8.083, p < .05$. The sample mean of 50.2293 ($sd = 5.10853$) was significantly greater than Posner's 43.70 all observers mean. The results are displayed in Tables 23 and 24.

Table 23

Observer One Sample Statistics Inspire a Shared Vision

	One-Sample Statistics			
	N	Mean	Std. Deviation	Std. Error Mean
Observer <i>inspire a shared vision</i>	40	50.2293	5.10853	.80773

Table 24

Observer One Sample Test Inspire a Shared Vision

	One-Sample Test					
	Test Value = 43.70					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
				Lower	Upper	
Observer <i>inspire a shared vision</i>	8.083	39	.000	6.52925	4.8955	8.1630

A single sample t test of all leaders from Posner's results Table 5 and leaders from this study compared the mean score of leaders' *inspire a shared vision* to the mean score of the leaders' responses and no significant difference was found, $t(39) = .565, p > .05$. The sample mean of 43.90 ($sd = 6.83430$) was not significantly different than Posner's mean of 43.29. The results are displayed in Tables 25 and 26.

Table 25

Leader One Sample Statistics Inspire a Shared Vision

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
Leader <i>inspire a shared vision</i>	40	43.9000	6.83430	1.08060

Table 26

Leader One Sample Test Inspire a Shared Vision

One-Sample Test						
Test Value = 43.29						
	t	df	Sig. (2- tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Leader <i>inspire a shared vision</i>	.565	39	.576	.61000	-1.5757	2.7957

Enable Others to Act

Ha3: There is a statistically significant relationship between the leader's and staff persons' assessment of the leader's practice of *enable others to act*.

Ho3: There is not a statistically significant relationship between the leader's and staff persons' assessment of the leader's practice of *enable others to act*.

The data of the observers of the current study responses to *enable others to act* are depicted in Table 27. The observer's scoring indicates the mean as 51.24 with a standard deviation of 4.24. The median is 51.83 with a skew value of -.123. Assessing the practice of *enable others to act*, the highest score given any single leader of this study is 59.67 and the

lowest is 36.33. It is notable the observers' mean for leaders' practice of *enable others to act* is 51.24.

Table 27

Statistical Analysis of Observer Responses to Enable Others to Act

Statistical Analysis of Observer Responses to <i>Enable Others to Act</i>		Statistic	Std. Error
Mean		51.2480	.67068
95% Confidence Interval for Mean	Lower Bound	49.8914	
	Upper Bound	52.6046	
5% Trimmed Mean		51.5394	
Median		51.8350	
Variance		17.993	
Std. Deviation		4.24177	
Minimum		36.33	
Maximum		59.67	
Range		23.34	
Interquartile Range		4.09	
Skewness		-1.235	.374
Kurtosis		3.252	.733

The data of the leaders of the current study responses to *enable others to act* are depicted in Table 28. The leaders' scoring indicates a mean of 48.82 with a standard deviation of 4.54 and has a slight negative skew corroborated by a skew value of -.594. The practice of *enable others to act* as scored by leaders is a high score of 57.00 and a low score of 38.00. It is notable the leaders' mean for the practice of enable other to act is 48.82. The leaders' score is 2.42 points

below the observers' and indicates the leaders do not rate themselves as highly as the observers for the *enable others to act* practice.

Table 28

Statistical Analysis of Leader Responses to Enable Others to Act

Statistical Analysis of Leader Responses to <i>Enable Others to Act</i>		Statistic	Std. Error
Mean		48.8250	.71869
95% Confidence Interval for Mean	Lower Bound	47.3713	
	Upper Bound	50.2787	
5% Trimmed Mean		48.9722	
Median		49.0000	
Variance		20.661	
Std. Deviation		4.54543	
Minimum		38.00	
Maximum		57.00	
Range		19.00	
Interquartile Range		5.00	
Skewness		-.594	.374
Kurtosis		.036	.733

Although there was an outlier in the data for the *enable others to act* and the distribution did appear to have an abnormality, given the descriptive statistics, parametric analysis is most appropriate. Ideally, for Pearson's r , both variables would be normally distributed. There is not, however, a requirement as such. Through parametric analysis, the Pearson r Correlation was used to determine whether or not a correlation existed between the observer and leader responses

of this study to the *enable others to act* practice. The results indicate a correlation was not found, $r(38) = -.183, p \geq .05$ as confirmed in Table 29 (Cronk, 2008).

Table 29

Pearson's r Correlations for Observer and Leader Responses to Enable Others to Act

		Leader	Observer
Leader <i>enable others to act</i>	Pearson Correlation	1	.183
	Sig. (2-tailed)		.259
	N	40	40
Observer <i>enable others to act</i>	Pearson Correlation	.183	1
	Sig. (2-tailed)	.259	
	N		

Figure 7 graphically depicts the lack of correlation between the leaders and observers of the current study responses to *enable others to act*. The scattered responses are not linear and represent the lack of correlation between the leaders' and observers' responses.

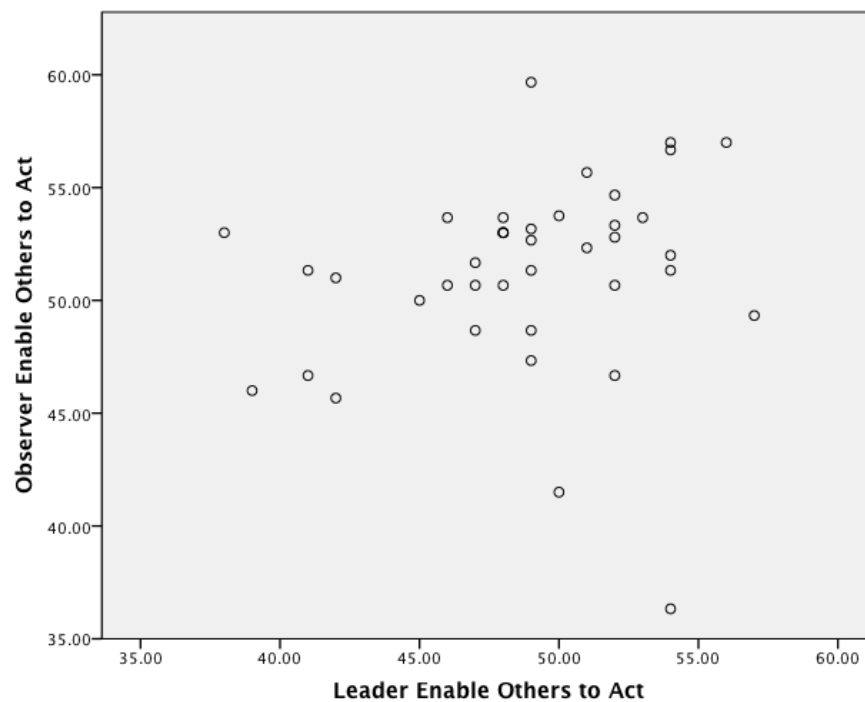


Figure 7. The graphical depictions of the Pearson r correlation of *enable others to act*.

A single sample t test of Posner's all observers Table 5 and observers from Posner's all observers' responses compared the mean score and a significant difference was found, $t(39) = 2.875, p < .05$. The sample mean of 51.2480 ($sd = 4.24177$) was significantly greater than Posner's 49.32 all observers mean. The results are displayed in Tables 30 and 31.

Table 30

Observer One-Sample Statistics Enable Others to Act

	One-Sample Statistics			
	N	Mean	Std. Deviation	Std. Error Mean
Observer <i>enable others to act</i>	40	51.2480	4.24177	.67068

Table 31

Observer One-Sample Test Enable Others to Act

	One-Sample Test					
	t	df	Sig. (2-tailed)	Test Value = 49.32		
				Mean Difference	95% Confidence Interval of the Difference	
				Lower	Upper	
Observer <i>enable others to act</i>	2.875	39	.007	1.92800	.5714	3.2846

A single sample t test of all leaders from Posner's results Table 5 and leaders from this study compared the mean score of leaders' *enable others to act* to the mean score of the leaders' responses and a significant difference was not found, $t(39) = -.842 p > .05$. The sample mean of 48.8250 ($sd = 4.54543$) was not significantly different than Posner's mean of 49.43. The results are displayed in Tables 32 and 33.

Table 32

Leader One-Sample Statistics Enable Others to Act

	One-Sample Statistics			
	N	Mean	Std. Deviation	Std. Error Mean
Leader <i>enable others to act</i>	40	48.8250	4.54543	.71869

Table 33

Leader One-Sample Test Enable Others to Act

	One-Sample Test					
	t	df	Sig. (2- tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Leader <i>enable others to act</i>	-.842	39	.405	-.60500	-2.0587	.8487

Model the Way

Ha4: There is a statistically significant relationship between the leader's and staff persons' assessment of the leader's practice of *model the way*.

Ho4: There is not a statistically significant relationship between the leader's and staff persons' assessment of the leader's practice of *model the way*.

The data of the observers' responses of this study to *model the way* are depicted in Table 34. The observers' scoring indicates the mean as 50.4150 with a standard deviation of 4.66. The median is 49.16 with a slight negative skew value of -.355. Assessing the practice of *model the*

way, the highest score given any single leader is 60.00 and the lowest is 38.00. It is notable the observers' mean for leaders' practice of *model the way* is 50.4150.

Table 34

Statistical Analysis of Observer Responses to Model the Way

Statistical Analysis of Observer Responses to <i>Model the Way</i>		Statistic	Std. Error
Mean		50.4150	.73819
95% Confidence Interval for Mean	Lower Bound	48.9219	
	Upper Bound	51.9081	
5% Trimmed Mean		50.5722	
Median		49.1650	
Variance		21.797	
Std. Deviation		4.66870	
Minimum		38.00	
Maximum		60.00	
Range		22.00	
Interquartile Range		6.58	
Skewness		-.355	.374
Kurtosis		.026	.733

The data of the leaders of the current study responses to *model the way* are depicted in Table 35. The leaders' scoring indicates a mean of 46.27 with a standard deviation of 5.32 and is a slight positive skew corroborated by a skew value of .316. The practice of *model the way* as scored by leaders is a high score of 58.00 and a low score of 38.00. It is notable the leaders' mean for the practice of *model the way* is 46.27. This score is 4.14 points below the observers'

and indicates the leaders do not rate themselves as highly as the observers for the *model the way* practice.

Table 35

Statistical Analysis of Leader Responses to Model the Way

Statistical Analysis of Leader Responses to <i>Model the Way</i>		Statistic	Std. Error
Mean		46.2750	.84200
95% Confidence Interval for Mean	Lower Bound	44.5719	
	Upper Bound	47.9781	
5% Trimmed Mean		46.1389	
Median		46.0000	
Variance		28.358	
Std. Deviation		5.32525	
Minimum		38.00	
Maximum		58.00	
Range		20.00	
Interquartile Range		6.75	
Skewness		.316	.374
Kurtosis		-.546	.733

The Pearson Correlation was used to determine whether or not a correlation existed between the observers and leaders responses of this study to *model the way*. The results indicate a correlation was not found, $r(38) = -.132$, $p \geq .05$ as confirmed in Table 36 (Cronk, 2008).

Table 36

Pearson's r Correlation for Observer and Leader Responses to Model the Way

		Observer <i>model the way</i>	Leader <i>model the way</i>
Observer <i>model the way</i>	Pearson Correlation	1	.132
	Sig. (2-tailed)		.416
	N	40	40
Leader <i>model the way</i>	Pearson Correlation	.132	1
	Sig. (2-tailed)	.416	
	N	40	40

Figure 8 graphically depicts the lack of correlation between the leaders and observers of the current study responses to *model the way*. The scattered responses are not linear and represent the lack of correlation between the leaders' and observers' responses.

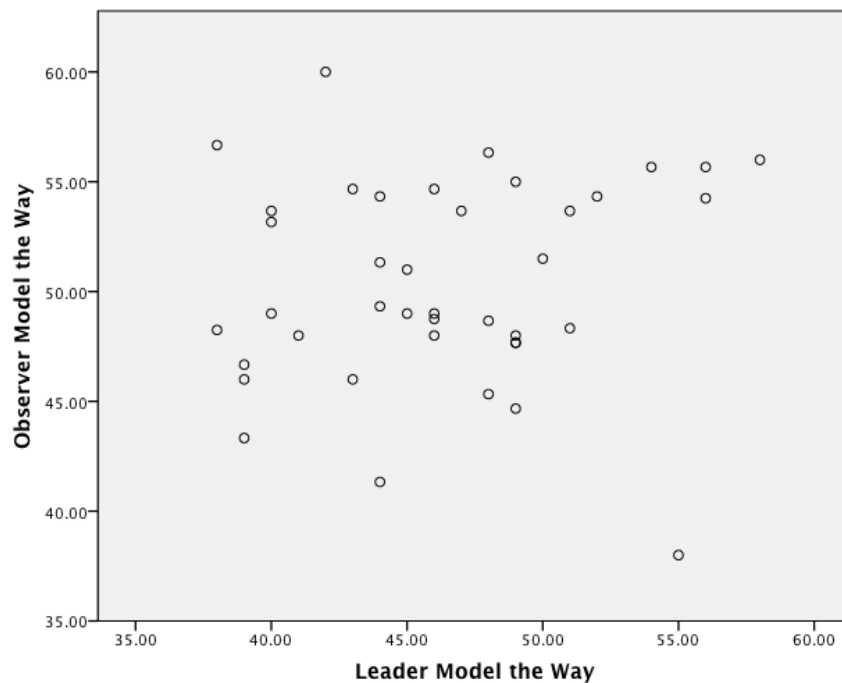


Figure 8. The graphical depictions of the Pearson r correlation of *model the way*.

A single sample t test of Posner's all observers and observers from this study compared the mean score of observers' *model the way* to the mean score of all observers' responses and a significant difference was found, $t(39) = 4.951, p < .05$. The sample mean of 50.4150 ($sd = 4.66870$) was significantly greater than Posner's 46.76 all observers mean. The results are displayed in Tables 37 and 38.

Table 37

Observer One-Sample Statistics Model the Way

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
Observer <i>model the way</i>	40	50.4150	4.66870	.73819

Table 38

Observer One-Sample Test Model the Way

One-Sample Test						
Test Value = 46.76						
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Observer <i>model the way</i>	4.951	39	.000	3.65500	2.1619	5.1481

A single sample t test of all leaders from Posner's results Table 5 and leaders from this study compared the mean score of leaders of the current study *model the way* to the mean score of the leaders' responses and a significant difference was not found, $t(39) = -.279 p > .05$. The

sample mean of 46.2750 ($sd = 5.32525$) was not significantly different than Posner's mean of 46.51. The results are displayed in Tables 39 and 40.

Table 39

Leader One-Sample Statistics Model the Way

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
Leader <i>model the way</i>	40	46.2750	5.32525	.84200

Table 40

Leader One-Sample Test Model the Way

One-Sample Test						
Test Value = 46.51						
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Leader <i>model the way</i>	-.279	39	.782	-.23500	-1.9381	1.4681

Encourage the Heart

Ha5: There is a statistically significant relationship between the leader's and staff persons' assessment of the leader's practice of *encourage the heart*.

Ho5: There is not a statistically significant relationship between the leader's and staff persons' assessment of the leader's practice of *encourage the heart*.

The data of the observers' of the current study responses to *encourage the heart* are depicted in Table 41. The observers' scoring indicates the mean as 48.55 with a standard deviation of 5.03. The median is 48.35 with a slight negative skew value of -.201. Assessing the

practice of *encourage the heart*, the highest score given any single leader is 60.00 and the lowest is 35.67. It is notable the observers' mean for leaders' practice of *encourage the heart* is 48.5465.

Table 41

Statistical Analysis of Observer Responses to Encourage the Heart

Statistical Analysis of Observer Responses to <i>Encourage the Heart</i>		Statistic	Std. Error
Mean		48.5465	.79535
95% Confidence Interval for Mean	Lower Bound	46.9378	
	Upper Bound	50.1552	
5% Trimmed Mean		48.6628	
Median		48.3350	
Variance		25.303	
Std. Deviation		5.03022	
Minimum		35.67	
Maximum		60.00	
Range		24.33	
Interquartile Range		6.78	
Skewness		-.201	.374
Kurtosis		.596	.733

The data of the leaders of this study response to *encourage the heart* are depicted in Table 42. The leaders' scoring indicates a mean of 43.85 with a standard deviation of 7.34 and has a negative skew corroborated by a skew value of $-.486$. The practice of *encourage the heart* as scored by leaders is a high score of 55.00 and a low score of 28.00. It is notable the leaders' mean for the practice of *encourage the heart* is 43.85. The leaders' mean is 4.69 points below the

observers' and indicates the leaders do not rate themselves as highly as the observers for the *encourage the heart* practice.

Table 42

Statistical Analysis of Leader Responses to Encourage the Heart

Statistical Analysis of Leader Responses to <i>Encourage the Heart</i>		Statistic	Std. Error
Mean		43.8500	1.16109
95% Confidence Interval for Mean	Lower Bound	41.5015	
	Upper Bound	46.1985	
5% Trimmed Mean		44.0833	
Median		45.5000	
Variance		53.926	
Std. Deviation		7.34341	
Minimum		28.00	
Maximum		55.00	
Range		27.00	
Interquartile Range		12.25	
Skewness		-.486	.374
Kurtosis		-.693	.733

The Pearson Correlation was used to determine whether or not a correlation existed between the observers and leaders of the current study responses to the *encourage the heart* practice. The results indicate a correlation was not found, $r(38) = -.133$, $p \geq .05$ as confirmed in Table 43 (Cronk, 2008).

Table 43

Pearson's r Correlation for Observer and Leader Responses to Encourage the Heart

		Observer <i>encourage the heart</i>	Leader <i>encourage the heart</i>
Observer <i>encourage the heart</i>	Pearson Correlation	1	.133
	Sig. (2-tailed)		.414
	N	40	40
Leader <i>encourage the heart</i>	Pearson Correlation	.133	1
	Sig. (2-tailed)	.414	
	N	40	40

Figure 9 graphically depicts the lack of correlation between the leaders and observers responses to *encourage the heart*. The scattered responses are not linear and represent the lack of correlation between the leaders' and observers' responses.

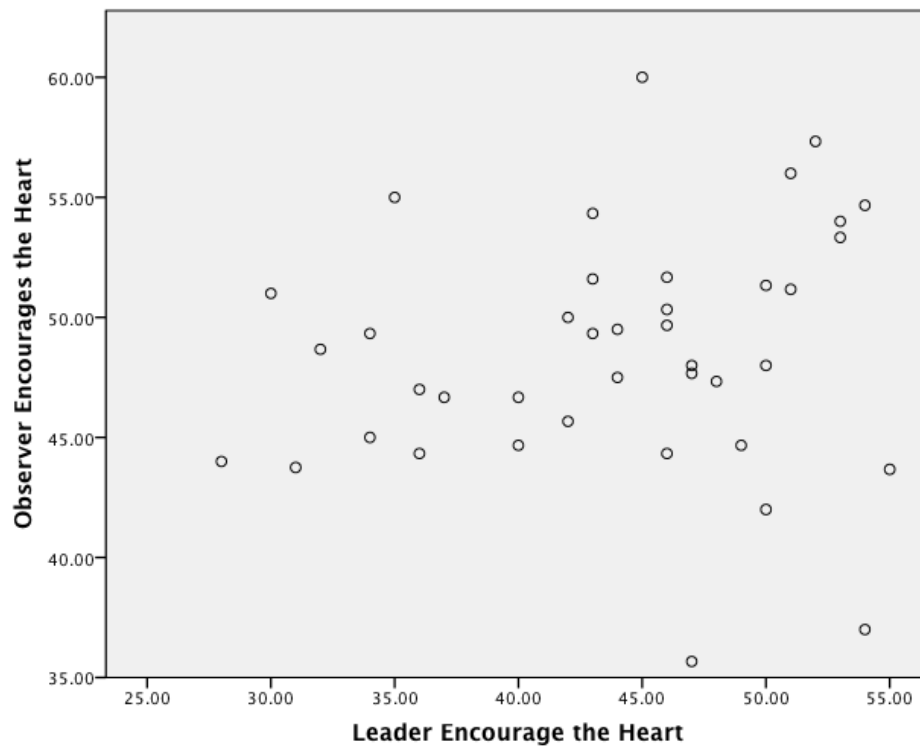


Figure 9. The graphical depictions of the Pearson r correlation of *encourage the heart*.

A single sample t test of Posner's all observers and observers from this study compared the mean score of observers' *encourage the heart* to the mean score of all observers' *encourage the heart* responses and a significant difference was found, $t(39) = 3.378, p < .05$. The sample mean of 48.5465 ($sd = 5.03022$) was significantly greater than Posner's 45.86 all observers mean. The results are displayed in Tables 44 and 45.

Table 44

Observer One-Sample Statistics Encourage the Heart

	One-Sample Statistics			
	N	Mean	Std. Deviation	Std. Error Mean
Observer <i>encourage the heart</i>	40	48.5465	5.03022	.79535

Table 45

Observer One-Sample Test Encourage the Heart

	One-Sample Test					
	Test Value = 45.86					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
				Lower	Upper	
Observer <i>encourage the heart</i>	3.378	39	.002	2.68650	1.0778	4.2952

A single sample t test of all leaders from Posner's results Table 5 and leaders from this study compared the mean score of leaders of this study *encourage the heart* to the mean score of Posner's leaders' responses and a significant difference was found, $t(39) = 3.780 p < .05$. The

sample mean of 48.5465 ($sd = 5.03022$) was significantly greater than Posner's mean of 45.54. The results are displayed in Tables 46 and 47.

Table 46

Leader One-Sample Statistics Encourage the Heart

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
Leader <i>encourage the heart</i>	40	48.5465	5.03022	.79535

Table 47

Leader One-Sample Test Encourage the Heart

One-Sample Test						
Test Value = 45.54						
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Leader <i>encourage the heart</i>	3.780	39	.001	3.00650	1.3978	4.6152

Summary

The statistical analysis demonstrated the data was normally distributed with one exception being the observers' scores for *enable others to act*. The Pearson r was chosen as the most appropriate testing method for the analysis and the results indicate there is no correlation between the leaders' and the observers' responses. The summary results of correlation coefficients are depicted in Table 48.

Table 48

Correlation Coefficients Summary Table

Leadership Practice	
<i>Challenge the Process</i>	$r(38) = -.019, p \geq .05$
Pearson r	No Significant Correlation
<i>Inspire a Shared Vision</i>	$r(38) = -.032, p \geq .05$
Pearson r	No Significant Correlation
<i>Enable Others to Act</i>	$r(38) = -.183, p \geq .05$
Pearson r	No Significant Correlation
<i>Model the Way</i>	$r(38) = -.132, p \geq .05$
Pearson r	No Significant Correlation
<i>Encourage the heart</i>	$r(38) = -.133, p \geq .05$
Pearson r	No Significant Correlation

A single t test was used to analyze the results of Posner's mean score for all observer scores of each of the leadership practices. The single t test was acceptable to use due to the numbers of respondents in Posner's results. Posner's observer respondents numbered 869,873. All of the observer means of this study are significantly greater than the means of the Posner. The results are displayed in Table 49.

Table 49

Test Results for Observer's Summary Table

Leadership Practice	
<i>Challenge the Process</i>	$t(39) = 2.082, .044 < .05$ Significant Difference
<i>Inspire a Shared Vision</i>	$t(39) = 8.083, .000 < .01$ Significant Difference
<i>Enable Others to Act</i>	$t(39) = 2.875, .007 < .01$ Significant Difference
<i>Model the Way</i>	$t(39) = 4.951, .000 < .01$ Significant Difference
<i>Encourage the heart</i>	$t(39) = 3.378, .002 < .01$ Significant Difference

A single t test was used to analyze the results of the current study's leaders to Posner's mean score for all leaders' scores of each of the leadership practices. The single t test was acceptable to use due to the numbers of respondents in Posner's results. Posner's leaders numbered 282,883. Most of the leaders' means of this study are not significantly different than the means of the Posner, with the exception of the practice *encourage the heart*. The results are displayed in Table 50.

Table 50

T Test Results for Leaders Summary Table

Leadership Practice	
<i>Challenge the Process</i>	$t(39) = -.098, .922 > .05$ No Significant Difference
<i>Inspire a Shared Vision</i>	$t(39) = .565, .576 > .05$ No Significant Difference
<i>Enable Others to Act</i>	$t(39) = -.842, .405 > .05$ No Significant Difference
<i>Model the Way</i>	$t(39) = -.279, .782 > .05$ No Significant Difference
<i>Encourage the heart</i>	$t(39) = 3.780, .001 < .01$ Significant Difference

Chapter Five: Discussion

The purpose of this study was to research organizational leadership in the field of rehabilitation by utilizing the Leadership Practices Inventory to identify whether a statistical relationship exists between the leaders' perception of their leadership practices and their followers' perception of the same leadership practices (Kouzes & Posner, 2003). The findings of this study were presented in Chapter 4. The results will be discussed in this chapter, as along with a comparison with previous research and an assessment of whether the findings of this study are in line with other studies. Final conclusions, implications for practicing leaders, limitations, and suggestions for the future are also provided.

Summary of Results

No significant relationship was found between how the leaders in rehabilitation services rated themselves and how the observers rated the leaders on the five practices of exemplary leadership. However, some of the data from the current study had an intriguing relationship with the normative data on the LPI. The discussion that follows is organized by each of the five leadership practices that were measured with the Leadership Practices Inventory developed by Kouzes and Posner (2003).

Challenge the Process

Challenge the process evaluates items such as experimenting and taking risk, finding innovative ways of doing things, and asking questions about what can be learned when things go wrong (Kouzes and Posner, 2003). A significant correlation between the leaders' assessment of

the practice of *challenge the process* and the observers' assessment was not found, which led the researcher to ask additional questions about this group compared to the ongoing research of Kouzes and Posner. The researcher followed up with a single *t* test of the mean score of Kouzes and Posner's leaders. The mean score of 44.300 (*sd* = 7.06817) for the current study's leaders is not significantly different than the mean of Kouzes and Posner's leaders' score of 44.41. This indicated the leaders of the current study did not rate themselves significantly different than those of Kouzes and Posner. However, there was a significant difference between the observers of the current study and Kouzes and Posner's observers. This may indicate the observers of the current study believe their leaders do indeed challenge the process at a higher level by taking risks, finding new ways of doing things, and learning from mistakes.

The results of the current study suggests this sample of leaders do not view themselves differently than approximately 250,000 other leaders who have used the LPI. One explanation for the leaders of the current study not *challenging the process* at the level their observers believe they do may be related to the amount of regulation of the industry covered in this study and the risks involved when working with such a vulnerable population. Governmental agencies, families, and the general public, especially in the area of risk, scrutinize leaders in the field of intellectual and developmental disabilities, and this may hinder their ability to *challenge the process*.

Leaders may not want to reveal even on an anonymous survey that they do *challenge the process* in this highly regulated environment. Yet they may *challenge the process* as much as the Kouzes and Posner's leaders in areas that are not strictly regulated. Examples of this leadership include the acceptance of marriage between clients with intellectual disabilities and the provision of ongoing support to these couples. In addition, when they challenge the status quo of group-

home living, some leaders have included home ownership as an expectation and not just a dream by taking the risk of challenging what is considered the norm. These leaders are indeed challenging the process.

Inspire a Shared Vision

A significant correlation between the leaders' assessment of the practice of *inspire a shared vision* and the observers' assessment of this practice was also not found. The leadership practice of *inspire a shared vision* evaluates items such as the future picture of the agency, the trends of the business sector, and how the employees' work impacts the future (Kouzes and Posner, 2003). This researcher used the same method of follow-up, using a single *t* test to compare Kouzes and Posner's means to the means of the current study. The leaders' results of the current study were not significantly different than Kouzes and Posner's leaders, but once again the observer results of the current study were significantly higher than the results of Kouzes and Posner's observers means. The mean score of 50.2293 ($sd = 5.10853$) for the current study's observers was significantly higher than the mean of Kouzes and Posner's observers mean of 43.70. The probability of these results occurring randomly was less than one percent. This result appears to support the idea the observers of the current study believe these leaders as an aggregate are doing significantly more to inspire a shared vision, by envisioning possibilities, seeing trends in the field of rehabilitation, and impacting the future.

The sample of leaders in the current study may not see themselves as different than leaders in other industries. However, the observers of the current study, most of whom have worked in the field during the transition from institutional living to community living, may attribute these changes to leadership rather than political and social changes. The change to community living appears to be driven by political, social, and economic conditions, and the

leaders may not believe as strongly as their followers that their vision of community involvement has moved this trend onward. Another consideration may be that leaders are more removed from client involvement, whereas the staff provides community integration services and sees results of the organization vision that the leader misses.

Enable Others to Act

Enable others to act evaluates items such as treating others with dignity and respect, listening to diverse points of view, and allowing others the freedom to do their jobs as they see fit (Kouzes and Posner, 2003). The current study did not find a correlation between leaders and observers for this leadership practice across the United States. When using a single *t* test to compare the results of the current study to Kouzes and Posner's data, the results for leaders were not significantly different. However, the results of the *t* test with the mean score of 51.2480 (*sd* = 4.24177) for the current study's observers were significantly higher than Kouzes and Posner's *observers* mean of 49.32. The test indicated there was less than a one percent chance the results were random. This suggests the observers of the current study did identify these leaders as treating others with respect, listening to others points of view, and allowing them the freedom to do their jobs as they see fit. This is a significant finding and might indicate the leaders of this study believe these leaders practice *enable others to act*. This may be indicative the leaders are more transformational than the Pearson *r* indicated.

Enable others to act as a practice taps into the emotional beliefs of the observers. Although the leaders of the current study did not view themselves as enabling others to act any more than the normative data for this practice shows, the observers of the current study seem to feel these leaders do allow them the freedom to do their jobs and feel they are heard when they have something to say. This may be due the level of individual care required to provide services

to people with intellectual and developmental disabilities, and how leadership must rely on the skills and expertise of the direct care workers to meet the needs of the clients living in the homes. In addition, changes in the industry include an interdisciplinary approach to meeting the needs of clients. This is evident when one sees staff being active members of psychiatric teams, determining the activities and schedules of clients, and discovering new and innovative ways to involve clients in the community. Such involvement would not be achieved without the support of leadership.

Model the Way

The leadership practice *model the way* evaluates items such as setting a personal example for others, receiving 360-degree feedback, and developing a consensus of the company values among all (Kouzes and Posner, 2003). The results of the current study did not find a correlation between the leaders and followers in the aggregate across the United States for this practice. However, a significant difference was found between the observers of Kouzes and Posner's normative data and the observers of the current study. The mean score of 50.4150 (sd = 4.66870) for the current study's observers was significantly higher than the mean of Kouzes and Posner's *observers* mean of 46.76 ($p < .001$). This information points in the direction that these observers believe leaders in rehabilitation services are *modeling the way*.

Given similar results as found with *inspire a shared vision*, it is reasonable to propose leaders who are able to inspire a shared vision are also able to develop a consensus of shared values, which is a component of *model the way*. Seventy percent of the observers and leaders in this particular study have extensive years of service working with people who have intellectual and developmental disabilities and making the connection that they share the same values towards the care and treatment of people with disabilities. In some cases their entire working

cares have been spent with the same clients. The joy they experience when a client learns to comb their own hair or tie their shoes is as important as their own children graduating from high school.

The leaders of this current study may not view themselves as any different than any other leader, but this group of observers see these leaders modeling the way significantly higher than the 800,000 observers of Kouzes and Posner. Leaders in the field have been known to volunteer their time as guardians and advocates long after retirement, demonstrating a commitment beyond the workplace. This level of commitment may help the observers maintain their own convictions and values regarding the care and treatment of people with disabilities.

Encourage the Heart

The results for the final practice to be reviewed, *encourage the heart*, are similar to the other four practices, and did not show a significant correlation between the leaders' assessment of the practice of *encourage the heart* and the observers' assessment therefore no relationship was found. *Encourage the heart* evaluates items such as publically praising others, rewarding others for the accomplishments, and celebrating accomplishments (Kouzes and Posner, 2003).

The practice of *encourage the heart* contrasts with the other practices in that a significant difference was found between **both sets** of data—the leaders and observers of the current study and the leaders and observers of Kouzes and Posner's study. The single *t* tests resulted with the mean score of 48.5465 (sd = 5.03022) for the current study's leaders, and were significantly higher than that of Kouzes and Posner's *leaders* mean of 45.54 ($p < .001$). In addition, the results for the *observers* mean score of 48.5465 (sd = 5.03022) for the current study's *observers* were also significantly higher than the mean of Kouzes and Posner's *observers* mean of 45.86. The *p* value for this test was .002.

Both the leaders and observers in the current study appear to believe the leaders of the current study celebrate accomplishments and recognize achievements considerably more than the 250,000 leaders of Kouzes and Posner's data. The ability of the leaders in the field of intellectual disabilities to celebrate the simple wins of clients and staff with genuine affection and caring is demonstrated when agencies pass government inspections. These leaders may provide ice cream and cookouts with the same pride as a Fortune 500 company delivering bonuses at the end of year.

Overall Results of Five Practices

A significant relationship between leaders and observers was not identified for any of the five hypotheses of the current study using the Pearson r correlation. Therefore, the results of this study indicate that the leaders view of their own leadership does not affect perceptions by observers in this study either negatively or positively. In other words, it appears how the leaders of the current study score or view them is not related to how the observers of this study view these leaders on the five practices. Based on this study and the lack of other empirical studies using the LPI with this sector of leaders, this researcher concludes there is no correlation between the leaders' and observers' perceptions of the five leadership practices in the field of developmental and intellectual disabilities.

Although no correlations were found between the leaders and followers, the t test results for all five practices demonstrate the observers of the current study scored the leaders significantly higher than Kouzes and Posner's observers. With the exception of *challenge the process*, each practice had a significance level of less than .01. Based on the results of the t test, the researcher was able to conclude the observers of this study definitively found the leaders in

this sector showed the five leadership practices at a significantly higher level than the over 250,000 leaders of Kouzes and Posner's data.

There was not a significant difference between the means of the leaders of the current study and those of Kouzes and Posner, with the exception of the practice *encourage the heart*. This practice is demonstrated by praising people for a job well done and publically recognizing people for their commitment to the values and organization. The commitment to working with people with intellectual and developmental disabilities requires more than technical skills or education. The lack of financial gain coupled with the slow pace of progress requires the heart to be engaged with the work, and both the leaders and observers of the current study agree these leaders do so significantly more than the norm.

Relationship to Theory and Previous Research

The Leadership Practices Inventory (LPI) tool has been used to identify transformational leadership by utilizing the five practices of extraordinary leadership developed by Kouzes and Posner. Transformational leadership has been identified as visionary, ethical, motivational and has been identified as leadership that motivates followers to go above and beyond for their leaders. The current study used transformational leadership theory and the LPI to guide this inquiry.

The Mancheno-Smoak et al. study of 2009 used the LPI as an approach to study transformational leadership characteristics. The results of their study indicated that a significant relationship did not exist between the leaders' assessment and the staff assessment of leadership practices of transformational leadership through the use of the LPI. The authors concluded their study results did conform to the expectations of transformational leadership, which is defined as "the passion for people, belief that together they can make a difference, recognizing individual

value contributions, and strengthening the team [which] all harmonize with compassion for the well being of others” (p. 17). The results may suggest that transformational leadership practices exist, but are not readily identifiable.

However, a study by Dunn, Dastoor, and Sims (2012) indicated transformational leadership found a significant and positive relationship between leaders and observers in a multinational high tech corporation in the United States. Dunn et al. used the LPI along with Myer & Allen’s Organizational Commitment Scale to determine if transformational leadership led to commitment to an organization. The results “showed a consistently positive relationship between all five transformational leadership practices and both affective and normative commitment for all respondents” (Dunn et al., 2012, p. 54).

A study by Feinberg et al. (2005) indicated that transformational leadership results in significant relationships within groups of subordinates and non- transformational leadership does not. The Feinberg et al. study created the Leadership Assessment Inventory to evaluate transformational leadership specifically for the financial industry.

According to a study by Casey (2011), there are common characteristics of workers in the field of intellectual and developmental disabilities that are desirable. These are teamwork, open-mindedness, and emotional and physical strength (Casey, 2011). One explanation is the type of employees drawn to work in the field of developmental disabilities may be related to the personal calling of individuals to work in the field of human services and their commitment to helping others. The same may be true with the significance of the leaders’ practice *encourage the heart* in the current study, which the study by Casey (2011) seems to support. In addition, patience, nurturing, and having a personal connection to people with a disability were identified with successful workers in the field of intellectual and developmental disabilities (Casey, 2011).

Other Conclusions from the Findings of the Current Study

Based on the results of the demographic information attained, it can be concluded more females work in the field of rehabilitation services. The gender breakdown of the respondents who chose to answer indicates 74.1% of them are female while 25.9% were male. However when drilling down in the data, the number of female leaders drops to 60% and the number of responding male leaders increases to 40%. This means there are more males in leadership positions, 14.1% higher than the total number of respondents' gender balance. If leadership is drawn from the current pool of observers, females (78.8%) may indicate an 18.8% decrease in females potentially becoming leaders. However, male observers (21.2%) have a potential increase of opportunity of 18.2%.

This raises the question of what happens to potential female leaders and why they do not rise through the ranks and become CEOs at the same rate as the males of organizations. One explanation for this phenomenon is the glass ceiling women experience in all levels of employment in the workforce, and the field of rehabilitation is no different. This is supported by the percentage of female CEOs in Fortune 500 companies, which is 2.4%, and the overall percentage of female CEOs is 3.8% (Gunelius, S., 2008).

The Casey (2011) study noted that younger workers are less likely to stay in the field of intellectual and developmental disabilities than older workers, and this may have impacted the results of the current study because the observers and leaders had extensive service tenure. The older workers of the Casey study said that younger workers were more verbal about their need for personal recognition and acknowledgement than the older workers. In addition, the older workers were noted to be more satisfied with the support they receive than younger workers. Seventy percent of the observers of the current study had long-term tenure, and therefore the

conclusion may be made they are more satisfied with their jobs and believe they are receiving enough support and acknowledgment from their leaders. In turn, the leaders of the current study were also tenured, and they too may have the same characteristics that are desirable in this sector of rehabilitation services. The relationships that develop over time between employees and leaders—sharing common goals and common connections to people with intellectual and developmental disabilities—may have had a large impact on the results of this study.

Implications for Practice

A 2008 dissertation by Rozeboom indicated leaders scored themselves lower than observers. These results are not unusual, as indicated by the Sala (2003) study. The Sala (2003) study reviewed the discrepancies between self and other raters, and the results indicated *higher-level* employees are less likely to be in agreement with the perceptions others have of them, whereas *higher-performing* employees are more self-aware. The study pointed out that *higher-level* employees are more apt to rate themselves higher because they may not have an inner circle that is able to be frank and honest with them regarding others' perceptions. The Sala (2003) study did find that *higher-performing* leaders are more self-aware and in tune with the perceptions of others. The results of the current study and others may indicate the leaders in the field of rehabilitation services are not as self-aware as *high-performing* leaders. Alexander, the President of Centers for Creative Leadership, writes in his 2005 article that strong leaders are self-aware and use not only their strengths, but also focus on their deficits as quickly as possible while the opportunities still exist to improve them. It may benefit the leaders of the current study to focus on the observers' perceptions of their strengths and further develop their own skills and self-awareness through the use of 360-degree feedback.

The current study may have been the first time any of the participating leaders had been asked to evaluate their own practices. The leaders of the organizations of the current study were CEOs, and perhaps, as indicated in the Sala (2003) study, higher-level employees often do not have an inner circle available to freely offer feedback. They may be performing better than they believe given the results of the observers in the current study, or they may have selected employees more likely to evaluate them in a positive light.

Practical implications identified in the current study include the possibility that leaders are unable to grasp their impact on followers through their leadership practices. It may be important for leaders to have an understanding of their leadership practices if the leader's intent is to lead from a transformational model. If the leaders of rehabilitation organizations intend to "transform" the way they provide services and improve community integration for their clients, the current study may suggest the need for leaders to be aware of the impact they have on the employees. Transformational leadership has been identified as an effective way to retain employees because their level of commitment is greater (Dunn et al., 2012). Industries led by transformational leaders also have increased productivity as identified by de Luque et al. (2008) and Sumner et al. (2006). The leadership practices measured by the LPI are identified as indicators of a transformational style of leadership and continue to be used as an assessment and training tool for leaders (Herbst & Conradie, 2011; Martin, McCormack, Fitzsimons, & Spirig, 2012). The leaders of the current study may have underestimated their influence and practices. This is a reasonable assumption because they scored themselves virtually the same as Kouzes and Posner's leaders with the exception of *encourage the heart*. These leaders may be able to identify with feeling and caring more than leaders in other fields, but may grapple with unbelief they are superior in the other practices of leadership as well.

The current study indicated there is not a correlation between the leaders and the followers among the participants from rehabilitation agencies in their perception of leadership practices as measured by the LPI. The inference (based on the methods) of this particular study is that transformational leadership may not be occurring; however, there may be some or all-individual leaders who have staff that might have perceptions that correlate to their leaders' perceptions of their leadership practices. The current study did not code leaders and followers within a single agency. The methods used do not answer the question of transformational leadership is occurring in each agency, but are able to set up the possible suggestion that not all participants are committed to the overall mission of rehabilitation services. Leaders may want to focus on developing more skills as outlined in the five practices by Kouzes and Posner that are known to build momentum towards transformational leadership in order to recruit and retain more committed employees (Herbst & Conradie, 2011; Martin et al., 2012; Johns & Moser, 1989; Mancheno-Smoak et al., 2009; Singer & Singer, 1990). This may be especially important when deciding how to hire and keep younger and more mobile employees.

Younger workers are more portable and may not see opportunities for advancement within the organizations as quickly as they would like. Leaders may need to focus on making sure younger workers are receiving needed recognition and opportunities for advancement. The leadership practice *encourage the heart* (Kouzes and Posner, 2003) provides employees with recognition and acknowledgement. These have been identified as needs of younger and more mobile employees (Casey, 2011). Developing this practice in leaders may lead to more committed employees who will remain with an organization.

A leader's inability to communicate in a manner that people respond to is key to a lack of commitment according to a study by Jick (2001). The lack of correlation in the results of the

current study may suggest a contributing factor to the high turnover rates in the field of rehabilitation services. The turnover rates in the field have been noted to be as high as 60% in direct care workers over time (Selden, 2010). The ability of leaders to engage and retain employees may improve the quality of services by the increased commitment of employees to go over and above the minimum requirements for humane care and treatment of people, and align the vision of community integration for the consumers of rehabilitation services.

Leadership training in the world of intellectual and physical disabilities may benefit the industry as a whole. Training organizations to look for ways to improve their leadership practices, identify the means for leaders to enlist followers to strive for more than they imagined, and develop a commitment to a goal and vision that supersedes the status quo may lead to less turnover and lower the burnout rates that are plaguing the industry. Providing leaders with the tools to assure the organization is on board with the vision of a future of community integration may be achieved if transformational leadership is the guiding principle.

Another area of consideration is the longevity of the employees selected for the current study. Tenured and older staff do not appear to need the recognition that drives younger and more mobile employees, and therefore identified the leaders as having been more encouraging, empowering, and enabling for them overall.

Limitations

Limitations for the current study are likely related to the lower-than-expected response rate and, therefore, small sample size for a nationwide study. The use of random sampling, confidentiality, and length of service for all respondents adds credibility to the responses, but a larger sample as well as coding within each agency may have been more beneficial in finding a correlation between leaders and followers.

Over 70% of observers selected for the current study by the leaders had more than ten years of service in the rehabilitation industry. The results of the observers may have contained bias that was not accounted for during the procedural stage of the current study. The LPI is offered via an online version, but for the current study that option was cost-prohibitive. Using the online edition as a method of survey may have eliminated some of the concerns of confidentiality.

The LPI is an instrument that is used to measure the practices of transformational leadership. The current study used the instrument as a resource to determine the perceptions of leadership practices between the leaders and followers of rehabilitation agencies across the United States. The study was attempting to determine if there was a significant relationship between the leaders' perceptions and those of the followers. This study utilized an aggregate of rehabilitation agencies with mission or vision statements with a focus on community integration.

The surveys used for this study were coded for anonymity and not individual agency results and was not able to determine individual agency results. Though the current study was unable to provide definitive answers on the relationship between leaders and staff within each agency, questions arose leaving the researcher to wonder if transformational leadership may be present, because the observers rated the leaders significantly higher than leaders were rated by the observers in the Kouzes and Posner research.

Feinberg et al. (2005) suggest that transformational leadership should create an environment of cohesion, not dispersion. The leader's endorsement of vision should produce a positive outcome of followers' perceptions of leadership practices if a relationship exists between leaders' and followers' assessment of those practices. The structure of the current study was not flexible enough to answer additional questions that came about during the process.

The structure of the current study did not include questions about belief in the vision of the organizations, though over 95% of the agencies surveyed were vision- or mission-led agencies, according to their websites. The component of the LPI, *inspire a shared vision*, along with the longevity of the observers begs the question: What is the vision for the future? The study was not designed to answer that question. Therefore, having a mission or vision statement may not mean leadership is able to develop the relationship or cohesion needed to align the organization within all associates.

Furthermore, the current study was unable to generalize the results to the entire United States. Each region was represented, but not all states provided usable responses. In order to generalize results, a significantly larger group of usable responses would have been beneficial. A higher response rate might have been achieved if an online version of the LPI were used.

Suggestions for Future Research

The demographic information of the current study yielded a large gender gap between participants in this study. It would be beneficial to review why the gender gap exists and what effects these differences have on leadership in this field. Research into the gender gap may benefit potential female leaders in the field of intellectual and developmental disabilities, if they are able to identify the skills needed to move beyond the entry-level stage in the organization. What does it take to become the CEO of the organization? What are the differences between male and female leaders, and should females want to overcome these differences?

The current study collected demographic data regarding locations of agencies, but the purpose was not to compare different regions of the country; regions could be explored and compared for differences. The current study compared the results of all the leaders of the participating agencies. The results are in totality, but are not able to provide any insight to the

participating agencies as to their own leadership practices. Future research may be able to provide a deeper understanding of leadership in specific regions of the country. How does the Southwest differ in leadership from the Northeast? What are the differences in agencies in large urban areas versus more remote locations?

The research did not locate other leadership studies of this particular sector of the industry. Not finding a correlation between leaders and staff on the LPI leads to questions about leadership in this sector of rehabilitation services. Is it possible for transformational leadership to exist without correlation? Would the results of this study be different if a different instrument had been used? Is it possible the leaders in the field of rehabilitation are more humble than most?

Repeating the current study with more financial resources and via the online version of the LPI to verify or debunk the results would add knowledge to the field. Additionally, researchers could explore the results with more qualitative information, by adding questions and qualifiers regarding the quality of services and the skills of leadership. Do agencies that score higher on federal requirements or accreditations have more effective or transformational leadership? How do leaders of private or not-for-profit agencies compare to the leaders of for-profit agencies? Adding consumers of residential services as survey respondents would add another component or variable to future studies. Finding out whether the users of the services believe leaders are practicing transformational leadership would be valuable to leaders in the world of human services. How do consumers' responses compare to those of the employees, who are closer observers of the leaders' practices? Are leaders actually reaching and producing leadership that is affecting the consumers? Do the employees of vision-led agencies believe in the vision? Are the consumers able to "feel" the vision that leaders are seeing as their future if they receive services from them?

Although the results of the current study did not find correlation between leaders and followers, it did begin the search for answers about the leadership process in agencies providing care and treatment for people who are the most vulnerable in our society. Asking questions about how leaders are practicing leadership in the field can only help to improve the services being provided and advance the knowledge of leadership.

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Appendix A: Leadership Practices Inventory Self-Assessment

LPIⁱSELF

by JAMES M. KOUZES
& BARRY Z. POSNER

INSTRUCTIONS

Write your name in the space provided at the top of the next page. Below your name, you will find thirty statements describing various leadership behaviors. Please read each statement carefully, and using the RATING SCALE on the right, ask yourself:

“How frequently do I engage in the behavior described?”

- Be realistic about the extent to which you *actually* engage in the behavior.
- Be as honest and accurate as you can be.
- DO NOT answer in terms of how you would like to behave or in terms of how you think you should behave
- DO answer in terms of how you typically behave on most days, on most projects, and with most people.
- Be thoughtful about your responses. For example, giving yourself 10s on all items is most likely not an accurate description of your behavior. Similarly, giving yourself all 1s or all 5s is most likely not an accurate description either. Most people will do some things more or less often than they do other things.
- If you feel that a statement does not apply to you, it's probably because you don't frequently engage in the behavior. In that case, assign a rating of 3 or lower.

For each statement, decide on a response and then record the corresponding number in the box to the right of the statement. After you have responded to all thirty statements, go back through the LPI one more time to make sure you have responded to each statement. *Every* statement *must* have a rating.

The RATING SCALE runs from 1 to 10. Choose the number that best applies to each statement.

- | |
|---------------------|
| 1 = Almost Never |
| 2 = Rarely |
| 3 = Seldom |
| 4 = Once in a While |
| 5 = Occasionally |
| 6 = Sometimes |
| 7 = Fairly Often |
| 8 = Usually |
| 9 = Very Frequently |
| 10 = Almost Always |

When you have completed the LPI-Self, please return it to:

Thank you.

Your Name: _____

To what extent do you typically engage in the following behaviors? Choose the response number that best applies to each statement and record it in the box to the right of that statement.

- | | |
|--|----------------------|
| 1. I set a personal example of what I expect of others. | <input type="text"/> |
| 2. I talk about future trends that will influence how our work gets done. | <input type="text"/> |
| 3. I seek out challenging opportunities that test my own skills and abilities. | <input type="text"/> |
| 4. I develop cooperative relationships among the people I work with. | <input type="text"/> |
| 5. I praise people for a job well done. | <input type="text"/> |
| 6. I spend time and energy making certain that the people I work with adhere to the principles and standards we have agreed on. | <input type="text"/> |
| 7. I describe a compelling image of what our future could be like. | <input type="text"/> |
| 8. I challenge people to try out new and innovative ways to do their work. | <input type="text"/> |
| 9. I actively listen to diverse points of view. | <input type="text"/> |
| 10. I make it a point to let people know about my confidence in their abilities. | <input type="text"/> |
| 11. I follow through on the promises and commitments that I make. | <input type="text"/> |
| 12. I appeal to others to share an exciting dream of the future. | <input type="text"/> |
| 13. I search outside the formal boundaries of my organization for innovative ways to improve what we do. | <input type="text"/> |
| 14. I treat others with dignity and respect. | <input type="text"/> |
| 15. I make sure that people are creatively rewarded for their contributions to the success of our projects. | <input type="text"/> |
| 16. I ask for feedback on how my actions affect other people's performance. | <input type="text"/> |
| 17. I show others how their long-term interests can be realized by enlisting in a common vision. | <input type="text"/> |
| 18. I ask "What can we learn?" when things don't go as expected. | <input type="text"/> |
| 19. I support the decisions that people make on their own. | <input type="text"/> |
| 20. I publicly recognize people who exemplify commitment to shared values. | <input type="text"/> |
| 21. I build consensus around a common set of values for running our organization. | <input type="text"/> |
| 22. I paint the "big picture" of what we aspire to accomplish. | <input type="text"/> |
| 23. I make certain that we set achievable goals, make concrete plans, and establish measurable milestones for the projects and programs that we work on. | <input type="text"/> |
| 24. I give people a great deal of freedom and choice in deciding how to do their work. | <input type="text"/> |
| 25. I find ways to celebrate accomplishments. | <input type="text"/> |
| 26. I am clear about my philosophy of leadership. | <input type="text"/> |
| 27. I speak with genuine conviction about the higher meaning and purpose of our work. | <input type="text"/> |
| 28. I experiment and take risks, even when there is a chance of failure. | <input type="text"/> |
| 29. I ensure that people grow in their jobs by learning new skills and developing themselves. | <input type="text"/> |
| 30. I give the members of the team lots of appreciation and support for their contributions. | <input type="text"/> |

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Appendix B: Leadership Practices Inventory Observer Assessment

LPI[®] OBSERVER

Leadership Practices Inventory

by JAMES M. KOUZES
& BARRY Z. POSNER

INSTRUCTIONS

You are being asked by the person whose name appears at the top of the next page to assess his or her leadership behaviors. Below the person's name you will find thirty statements describing various leadership behaviors. Please read each statement carefully, and using the RATING SCALE on the right, ask yourself:

“How frequently does this person engage in the behavior described?”

When selecting your response to each statement:

- Be realistic about the extent to which this person *actually* engages in the behavior.
- Be as honest and accurate as you can be.
- Do NOT answer in terms of how you would like to see this person behave or in terms of how you think he or she should behave.
- DO answer in terms of how this person typically behaves on most days, on most projects, and with most people.
- Be thoughtful about your responses. For example, giving this person 10s on all items is most likely not an accurate description of his or her behavior. Similarly, giving someone all 1s or all 5s is most likely not an accurate description either. Most people will do some things more or less often than they do other things.
- If you feel that a statement does not apply, it's probably because you don't see or experience the behavior. That means this person does not frequently engage in the behavior, at least around you. In that case, assign a rating of 3 or lower.

For each statement, decide on a response and then record the corresponding number in the square to the right of the statement. After you have responded to all thirty statements, go back through the LPI one more time to make sure you have responded to each statement. *Every statement must have a rating.*

The RATING SCALE runs from 1 to 10. Choose the number that best applies to each statement.

- 1 = Almost Never
- 2 = Rarely
- 3 = Seldom
- 4 = Once in a While
- 5 = Occasionally
- 6 = Sometimes
- 7 = Fairly Often
- 8 = Usually
- 9 = Very Frequently
- 10 = Almost Always

When you have completed the LPI-Observer, please return it to:

Thank you.

Name of Leader: _____

I (the Observer) am This Leader's (Check one): Manager Direct Report Co-Worker Other

To what extent does this leader typically engage in the following behaviors? Choose the response number that best applies to each statement and record it in the box to the right of that statement.

He or She:

- | | |
|---|----------------------|
| 1. Sets a personal example of what he/she expects of others. | <input type="text"/> |
| 2. Talks about future trends that will influence how our work gets done. | <input type="text"/> |
| 3. Seeks out challenging opportunities that test his/her own skills and abilities. | <input type="text"/> |
| 4. Develops cooperative relationships among the people he/she works with. | <input type="text"/> |
| 5. Praises people for a job well done. | <input type="text"/> |
| 6. Spends time and energy making certain that the people he/she works with adhere to the principles and standards that we have agreed on. | <input type="text"/> |
| 7. Describes a compelling image of what our future could be like. | <input type="text"/> |
| 8. Challenges people to try out new and innovative ways to do their work. | <input type="text"/> |
| 9. Actively listens to diverse points of view. | <input type="text"/> |
| 10. Makes it a point to let people know about his/her confidence in their abilities. | <input type="text"/> |
| 11. Follows through on promises and commitments he/she makes. | <input type="text"/> |
| 12. Appeals to others to share an exciting dream of the future. | <input type="text"/> |
| 13. Searches outside the formal boundaries of his/her organization for innovative ways to improve what we do. | <input type="text"/> |
| 14. Treats others with dignity and respect. | <input type="text"/> |
| 15. Makes sure that people are creatively rewarded for their contributions to the success of projects. | <input type="text"/> |
| 16. Asks for feedback on how his/her actions affect other people's performance. | <input type="text"/> |
| 17. Shows others how their long-term interests can be realized by enlisting in a common vision. | <input type="text"/> |
| 18. Asks "What can we learn?" when things don't go as expected. | <input type="text"/> |
| 19. Supports the decisions that people make on their own. | <input type="text"/> |
| 20. Publicly recognizes people who exemplify commitment to shared values. | <input type="text"/> |
| 21. Builds consensus around a common set of values for running our organization. | <input type="text"/> |
| 22. Paints the "big picture" of what we aspire to accomplish. | <input type="text"/> |
| 23. Makes certain that we set achievable goals, make concrete plans, and establish measurable milestones for the projects and programs that we work on. | <input type="text"/> |
| 24. Gives people a great deal of freedom and choice in deciding how to do their work. | <input type="text"/> |
| 25. Finds ways to celebrate accomplishments. | <input type="text"/> |
| 26. Is clear about his/her philosophy of leadership. | <input type="text"/> |
| 27. Speaks with genuine conviction about the higher meaning and purpose of our work. | <input type="text"/> |
| 28. Experiments and takes risks, even when there is a chance of failure. | <input type="text"/> |
| 29. Ensures that people grow in their jobs by learning new skills and developing themselves. | <input type="text"/> |
| 30. Gives the members of the team lots of appreciation and support for their contributions. | <input type="text"/> |

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Appendix C: Demographic Questionnaire

Please answer the following questions so we may identify trends based on sex, location, and longevity within the field of Intellectual and Developmental Disabilities.

Please check the box that best describes you.

1. Your sex is:

- Female
 Male

2. How many employees in your agency?

- 1-20
 21-40
 41- 60
 61-80
 >80

3. You have been working in the field of Intellectual and Developmental Disabilities for:

- 0-1 year
 1-2 years
 2-5 years
 5-10 years
 10-20 years
 Over 20 years

4. What is the vision / mission statement of your organization?

5. IN what state are you located?

Appendix D: Permission Letter

KOUZES POSNER INTERNATIONAL
 1548 Camino Monde
 San Jose, California 95125
 FAX: (408) 554-4553

May 6, 2011

Anna Fankhauser
 2330 E. Gump Rd
 Fort Wayne, IN 46845

Dear Ms Fankhauser:

Thank you for your request to use the Leadership Practices Inventory (LPI) in your dissertation. We are willing to allow you to **reproduce** the instrument in written form, as outlined in your request, at no charge. If you prefer to use our electronic distribution of the LPI (vs. making copies of the print materials) you will need to separately contact Lisa Shannon (lshannon@wiley.com) directly for instructions and payment. Permission to use either the written or electronic versions requires the following agreement:

- (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, or any derivation of the instrument, is retained by Kouzes Posner International, and that the following copyright statement is included on all copies of the instrument; "Copyright © 2003 James M. Kouzes and Barry Z. Posner. All rights reserved. Used with permission",
- (3) That one (1) **electronic** copy of your dissertation and one (1) copy of all papers, reports, articles, and the like which make use of the LPI data be sent **promptly** to our attention; and,
- (4) That you agree to allow us to include an abstract of your study and any other published papers utilizing the LPI on our various websites.

If the terms outlined above are acceptable, would you indicate so by signing one (1) copy of this letter and returning it to us. Best wishes for every success with your research project.

Cordially,

Ellen Peterson
 Permissions Editor
 Epeterson4@gmail.com

I understand and agree to abide by these conditions:

(Signed) _____ Date: _____

Expected Date of Completion is: _____

Appendix E: Institution Review Board

RESEARCH PARTICIPANT CONSENT FORM

Leadership Practices in Rehabilitation Services and the Relationship
Between Leaders and Followers

Anna M. York- Fankhauser

Sharon Drury, PHD

Department of

Organizational Leadership

Purpose of Research The purpose of this research is to determine what relationship exists between leader's practices and how followers perceive those practices.

Specific Procedures to be Used The participant will receive a packet of information including a demographic questionnaire, the Leadership Practices Inventory (LPI), and a self addressed stamped envelope. Leaders of the organization will receive a copy of the Self assessment and Followers will receive a copy of the Observer assessment. The leader of the organization will select the participants as is the standard protocol for LPI.

Duration of Participation Completing the LPI and the demographic questionnaire should take approximately 30 minutes to complete. There will be a follow – up postcard(s) sent at approximately two weeks and four weeks to assure maximum participation.

Risks to the Individual The risk exists for the participant if there is a breach in confidentiality and leadership reviews or reads the results of the observer assessment prior to being returned to the researcher. However, the observers are instructed to return the Observer assessment upon completing it to the researcher.

Benefits to the Individual or Others The benefits for individuals are minimal or non-existent for participants. Each participating agency will be able to request aggregate results of the Study for personal use.

Compensation Participating agencies that return a sufficient number of completed and usable surveys will receive a \$5 Starbucks gift card for each participant.

I have read the items on this page

Initials
 (continued)

Date

Extra Costs to Participate There is no cost to participate.

Injury or Illness There are no medical risks to participants.

Confidentiality Each participants identity will be protected by coding the assessments in a manner that identifies only the area of the country from which they are completed. The leader of the organization will be selecting the participants, but participants will receive an individual self-addressed envelope to return their assessment directly to the researcher. In addition, participants will receive a plain envelope to address in order to receive the Starbucks gift card. All assessments will be destroyed upon completion of dissertation and approval of dissertation chair. They will be kept at researchers personal residence and upon the approvals will be shredded.

Voluntary Nature of Participation

I do not have to participate in this research project. If I agree to participate I can withdraw my participation at any time without penalty. No formal request for withdraw is required.

Contact Information:

If I have any questions about this research project, I can contact Anna Fankhauser at (260) 715-2291 or Anna.Fankhauser@myemail.indwes.edu If I have concerns about the treatment of research participants, I can contact the Institutional Review Board (IRB) at Indiana Wesleyan University, Office of the Dean of the Graduate School, 1900 West 50th Street, Marion, IN 46953. (765) 677-2090.

I HAVE HAD THE OPPORTUNITY TO READ THIS CONSENT FORM, ASK QUESTIONS ABOUT THE RESEARCH PROJECT AND AM PREPARED TO PARTICIPATE IN THIS PROJECT. Electronic signatures are acceptable.

 Participant's Signature

 Date

 Participant's Name

 Investigator's Signature

 Date

Appendix F: Cover Letter for Participants

«Strata»
 «Agency_Name»
 «Agency_address»

Dear Executive,

My name is Anna Fankhauser and I am a doctoral candidate with Indiana Wesleyan University in Marion, Indiana. I am pursuing my doctoral degree in Organizational Leadership. I am asking your organization to participate in my nation- wide study on leadership practices in organizations providing residential services to adults with intellectual and developmental disabilities. Your agency has been selected through random sampling of your states service providers.

The purpose of this research is to determine what relationship exists between leaders practices and how followers perceive those practices. The instrument that I will be utilizing is the Leadership Practices Inventory (LPI). There are two versions of the inventory that I am asking your organization to complete. The Self- inventory is for the CEO or Executive of the organization and the *Other* is for the subordinates of the organization. I am requesting that the Executive complete the Self-survey and distribute the *Other* to three additional employees. The three additional employees selected need to hold different levels of employment within the organization and be aware that they are surveying the leadership practices of the Executive. At least one of the Other participants must work directly with clients.

In return for participating in the study, participants who provide completed and usable surveys will receive a Starbucks gift card in the amount of \$5.00. In order to receive the gift card, the participant must return the request for the card with the completed survey. I will mail out the gift cards upon receiving the completed surveys from your organization.

Also included in the packet of information an additional demographic questionnaire for quantifiable purposes and do not include any personal identifying information. In addition, there is also included a consent form, pre-addressed stamped envelopes (for return of surveys), an additional return envelope for participants to request the Starbucks gift card, and directions for completion of the survey.

I will be coding the surveys in order to provide an additional level of confidentiality for the participants and will not provide individuals results for organizations, but will upon an email request provide participating agencies an electronic copy of the study. A request for the results may be emailed to Anna.Fankhauser@myemail.indwes.edu.

I will shred all surveys and other information upon final approval of my dissertation as another layer of confidentiality for all participating agencies and participants. If you wish to receive notification of this completed process please include the request when requesting the results of the study.

If you have any questions about this research project, you can contact Anna Fankhauser at (260) 715-2291 or Anna.Fankhauser@myemail.indwes.edu. If you have concerns about the treatment of research participants, you can contact the Institutional Review

Board (IRB)at Indiana Wesleyan University, Office of the Dean of the Graduate School, 1900 West 50th Street, Marion, IN 46953. (765) 677-2090.

My sincerest thank you to you and the members of your organization who participate in my study and assist with my completion of a personal longterm goal.

Sincerely,

Anna Fankhauser

Vita

Anna York-Fankhauser attended North Side High School in Fort Wayne, Indiana. After graduation, Anna started working in the field of developmental disabilities and human services. Anna returned to college after the birth of her second child in 1984. Anna attended college part time while raising her children. In 1997, Anna completed her MBA at Indiana Wesleyan University and worked in manufacturing management until 2002. In 2002, Anna returned to work in the field of human services at the Fort Wayne State Developmental Center, while teaching part time at local colleges. In 2005, Anna entered the Doctor of Education in Organizational Leadership program at Indiana Wesleyan University, receiving a Doctor of Organizational Leadership in 2013. Presently, Anna develops training programs and directs IT services at Crossroad Child and Family Services, Inc. in Fort Wayne, Indiana.

Permanent address: 2330 E. Gump Road, Fort Wayne, Indiana 46845.