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TRANSFORMATIONAL AND TRANSACTIONAL LEADERSHIP

IN HUMAN SERVICE ORGANIZATIONS:

A DESCRIPTIVE ANALYSIS

A thesis

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ABSTRACT

This research examines the use of transformational (TFL) and transactional leadership (TAL) in two types of human service organizations. Applying the transformational leadership model developed by Burns (1978) and Bass (1985), the researcher explores the variations of how this model is practiced between leaders in community based non-profit organizations (CBO) and leaders in government social services. Differences in variables between individual leaders (such as sex, age and education) are also explored. The 45-item Multi-factor Leadership Questionnaire (MLQ) is used as the measurement tool. A non-random sample of executive directors in twenty seven CBOs and twenty six front line supervisors within the Social Services Income Security and Child and Family Services program areas were selected from five urban centers in the province of Saskatchewan. The results show leaders in CBOs use transformational leadership more frequently than leaders in government social services. No difference was found between leaders in the two types of organizations and the use of transactional leadership. Other results that compare transformational and transactional leadership between male and female leaders are very tentative due to the small sample. The researcher suggests the transformational leadership model is useful and can be applied to social workers and other human service disciplines as a means of understanding and enhancing leadership ability.

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FOR

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1. INTRODUCTION

This study examines leadership behavior in human service and social work organizations where leadership is not often the focus of study. The researcher uses a relatively new theory known as the transformational leadership model and examines how this model may be used to describe behavior in government and community based human service organizations.

Transformational leadership as a theory is understood from the basis of three broad classifications of leadership processes: transformational, transactional and non-transactional/laissez-faire (Avolio, 1999). Avolio refers to "a full range of leadership" (p. 52) as encompassing these three processes. The full range of leadership can be described as a continuum in which transformational is at one end, followed by transactional and non-transactional/laissez-faire leadership at the opposite end. Researchers (Bass, 1985; Bass & Avolio, 1990a; Burns, 1978; Downton, 1973) contend that transformational leadership is the most effective and have attempted to describe its specific factors in their research.

First in the continuum is transformational leadership (TFL) which describes behaviors, attitudes and processes that have been identified as including idealized influence, inspirational motivation, intellectual stimulation and individual consideration. TFL involves the processes used by leaders that inspire and motivate resulting in followers doing more than originally intended. TFL challenges followers to reach their fullest potential and at times achieve beyond the expectations of the follower and leader. It also refers to a process whereby higher levels of commitment, trust, loyalty and

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performance are achieved. The interactive process between the leader and follower results in meeting higher level needs such as trust, justice and integrity for the leader and follower (Avolio, 1999).

At the center of the continuum is transactional leadership (TAL), which refers to the bulk of leadership models which focus on the exchanges that occur between leaders and followers (Northouse, 2001). This leadership process involves rewards and consequences that motivate followers to comply and complete tasks. Self-interests of followers are considered as TAL leaders use contingent rewards such as praise (or pay) in a constructive approach. Other TAL leaders use management by exception and intervene only when performance and tasks are not being met. The exchange dimension of transactional leadership is very common and can be seen at many levels throughout all types of organizations (Bass & Avolio, 1990a; Northouse, 2001).

At the opposite end of the continuum is non-transactional or laissez-faire leadership. Laissez faire leadership is considered to be the least effective form of leadership as it lacks and/or avoids interaction between leader and follower.

According to Avolio (1999) the full range model assumes leaders will use each of these styles at particular times. Bass (1985) believes leaders who more frequently use transformational approaches are most effective and that TFL augments transactional leadership. A leader-follower relationship that has an effective transactional focus with understanding, consistency and trust between the parties will more easily be elevated to higher levels of motivation and personal satisfaction when the skills of transformational leadership are practiced by the leader.

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This study examines the use of both transformational leadership (TFL) and transactional leadership (TAL) in government and community based human service organizations. The researcher examines whether there are differences in the use of TFL and TAL when considering organizational variables such as whether it is a government or community based organization, union or non-union workplace as well as the diversity of individual leader variables such as the sex of the leader, level of education and years of supervisory experience.

Lowe, Kroeck and Sivasubramaniam (1996) cite Bass'(1985) argument that public organizations are more constricted and mechanistic as a result of numerous policies, procedures and union rules thus limiting their ability to use transformational leadership. Does this create differences in the leadership styles between government and community-based organizations? Are there differences whether an organization is unionized in the way TFL/TAL is used? Are there differences between males and females and the use of TFL/TAL leadership?

Kays (1993) examined the application of transformational leadership (TFL) and transactional leadership (TAL) to personal social services organizations in Ontario. His results showed a significant positive relationship between the use of TFL and job satisfaction, commitment, leader effectiveness and satisfaction with the leader. Kays concluded that TFL was an especially useful model in examining leadership in personal social services. In addition, the transformational style of leadership fits well with the social work profession as it applies the values of essential dignity and ethical worth of the individual, the belief in potential of individuals to manage their own life, and the great capacity for individual growth.

Rank and Hutchison (2000) investigated how individuals currently in leadership positions within the Council of Social Work Education and the National Association of Social Work perceive social work leadership. In their literature review of the subject, serious concern was noted about leadership being a "missing ingredient" in social work training. They note that while leadership is a major theme in the literature of other disciplines and professions, it is not part of the professional foundation of social work education. While reviewing the literature, the researcher found little current or relevant material related to the topic of leadership in social work. It is surprising that little attention has been given to the topic of leadership in social work, especially considering the role social workers have as social activists and advocates within communities. This, coupled with Rank and Hutchison's findings, support the need for further research and the application of this research to the field of social work.

There is a need for more education and knowledge about leadership and its implications in the social work and human services field (Bargal & Schmid, 1989; Glisson, 1989). Glisson states that while aspects of management are necessary for the effective functioning of organizations, leadership develops an organizational climate and culture within which workers can function. Glisson believes it is this effect which makes effective leadership important in human service organizations as human resources are considered their main asset. He contends that effective leadership can increase workplace morale, reduce staff burnout, maximize individual potential and thus better meet the goals of the organization. While these authors wrote of this issue over a decade ago, little has been found in recent literature to address the issue from a social work perspective. This

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study focuses on the transformational leadership model and how its components may be

particularly relevant to leadership in the human service field.

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2. LITERATURE REVIEW

2.1 Introduction

Research in the area of leadership continues to evolve. It has been researched from many different academic disciplines and from the perspectives of many different organizations and institutions (Vecchio, 1997). When attempting to define leadership, Bass (1990) states:

> Leadership has been conceived as the focus of group process, as a matter of personality, as a matter of inducing compliance, as a form of persuasion, as a power relation, as an instrument to achieve goals, as an effort of interaction, as a differentiated role, as initiation of structure, and as many combinations of these definitions. (p. 11)

Transformational leadership (Bass, 1985; Burns, 1978) has been extensively researched and discussed in the literature, however few empirical studies have been conducted to examine how this theory applies to human service organizations. Historically, leadership theory has developed from an anthropological and sociological perspective as well as from social and industrial psychology. Empirical research and theory has been primarily in the areas of business and organizational development.

In the following literature review the researcher will highlight the history of leadership theory as it evolved over the past 50 years. This will provide a context for the leadership model to be used in this study. Transformational leadership will be defined and discussed in more detail. It is an assumption of this researcher that the transformational leadership model may be a useful model in describing leadership behavior in human services organizations.

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2.2 Evolution of leadership theory

Leadership research has not been a focus of study in the field of social work. In reviewing the literature there has been, and continues to be, volumes of material written on leadership theory from other disciplines.

Yukl (1998) attempts to categorize and summarize the vast accumulation of leadership research and theory. Very early studies focused on trait theories, with an emphasis on identifying individual characteristics of leaders. Dissatisfaction with analyzing these intra-individual processes led to behavioral theories which sought to understand what leaders do on the job. The approach examined roles, functions and responsibilities. This line of investigation also sought to identify and compare behaviors of effective and ineffective leaders. Observation, interviews and job description questionnaires were the primary tools used in this approach.

This was followed by the development of behavior descriptive questionnaires, laboratory and field experiments. Most notable of this body of research is the work that came out of the Ohio State Leadership Studies and the Michigan State Studies in the 1950's. The analysis of behavior descriptive questionnaires resulted in defining behaviors into two broad categories that were labeled "consideration" and "initiating structure". Consideration referred to the degree to which the leader acted friendly and supportive and looked out for their welfare of subordinates. Initiating structure measured the degree which a leader focused on the follower roles and tasks needed to accomplish a goal. Results from the laboratory and field experiments showed that relations-oriented behavior (consideration) usually resulted in higher subordinate satisfaction and productivity,

whereas research results from task oriented leadership (initiating structure) were mixed and inconclusive regarding degrees of satisfaction and productivity (Yukl, 1998).

As the Ohio State Studies were being developed during the 1950s, a second major program of leadership studies evolved at the University of Michigan. These studies looked at comparing effective and ineffective leadership by examining the variables of task-oriented behaviors, relation-oriented behaviors and participative leadership.

Another group of leadership theory is known as the "contingency models" of leadership. These theories attempt to explain how the effects of leadership vary from situation to situation. Among this group of theory is the goal-path theory (House, 1971), which explains how the behavior of a leader influences the satisfaction and performance of his/her subordinates. According to House (1971), "the motivational function of the leader consists of increasing the personal pay-off to subordinates for work-goal attainment, and making the path to these payoffs easier to travel by clarifying it, reducing roadblocks and pitfalls, and increasing the opportunities for personal satisfaction en route" (p. 324).

Situational Leadership Theory (Hersey & Blanchard, 1977) proposed the use of different leadership behaviors depending on the "maturity" of an individual subordinate. In this theory, maturity involves two components: job maturity and psychological maturity. Job maturity refers to subordinates' skills and knowledge regarding job tasks, whereas psychological maturity, refers to their level of self-confidence and self-respect. Fiedler's (1967) LPC Contingency Theory describes how individual situations influence the relationship between leadership effectiveness and a trait measure called the least preferred co-worker (LPC) score. According to Yukl's (1998) interpretation of Fiedler's

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(1967) model, a high LPC leader is motivated primarily by having a good interpersonal

relationship with his/her subordinates while achievement of task objects is secondary,

important only when the need to have strong interpersonal relations with subordinates is

achieved. Cognitive Resource Theory also developed by Fiedler (1986), deals with the

cognitive abilities of leaders. This theory looks at conditions under which cognitive

resources such as intelligence and experience are related to a group's performance.

Situational variables such as interpersonal stress, group support, and task complexity

determine whether a leader's intelligence and experience will enhance group

performance. Yukl's (1998) review of these contingency theories indicate that while each

provides insight into the reasons for leadership effectiveness, there are conceptual

weaknesses that limit their utility.

Leader Member Exchange Theory (LMX), as described by Northouse (2001) is

based on role theory and focuses on how the leader and follower coordinate and integrate

their actions to complete tasks. This theory involves two types of relationships. The "in-

group" refers to relationships where there is high trust, interaction, and support and

rewards between the leader and follower, whereas in the "out-group" there is low trust,

interaction and support. The assumption is that "in-group" relationships result in higher

job satisfaction and productivity. A unique feature of the LMX approach is that the

concept of the dyadic relationship between the leader and each follower is viewed as the

core of the leadership process.

As theorists began to observe the varying degree of influence leaders had on

followers, more interest focused on the interactive aspects of leader and follower. The

concept of influence became integral to any conceptualization of leadership. Hollander

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(1978) contends that behavior recognized as leadership must include the reaction of followers. In his Social Exchange Theory, Hollander states leadership is a process, not a person. He goes on to say that without responsive followers there is no leadership since the concept of leadership is relational.

Glisson (1989) studied the effects of leadership on workers in human service organizations. He was concerned there had been a decline in the conceptual importance of leadership due to more emphasis being placed on management principles and training. He proposed returning to viewing effective leadership as more than a repertoire of appropriate management techniques. Glisson (1989) states:

> Researchers who define leadership as the power to create an enthusiastic and optimistic organizational climate emphasize that this power lies in the leader's ability to influence the attitudes and perspectives of followers. The recent interest in organizational culture complements this view of leadership by placing the role of leader in a foremost position of influence in the creation of an organizational culture that promotes success (p.100).

Glisson (1989) goes on to say the (organizational) culture literature explicitly separates effective leadership from good management. From his study of 319 individuals in 22 human service organizations, he was able to delineate specific leadership factors that included maturity, power and intelligence. He found these factors were significant in influencing strong personal satisfaction for workers and commitment to organizational goals. This, he believes, is especially important in reducing the high rates of burnout and low morale in large human service organizations.

As a result of his exploration of transformational leadership (TFL) and transactional leadership (TAL) in personal social services organizations in Ontario, Kays (1993) found the use of TFL to be significant in the human service field. He notes how

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social workers are expected to place themselves in relationships with clients who are not always appreciative or responsive to the efforts of the worker. Leadership inspiration and motivation are factors which can energize workers into transcending beyond their own needs and feelings, thus allowing them to commit to the altruistic goal of helping others. This emotional type of work requires that workers receive affirmation and emotional support. Individual consideration is a factor that can provide care and concern for the workers to maintain their emotional strength and confidence by knowing their work is recognized and appreciated. As well, since workers are usually highly educated, the transformational leadership model provides the intellectual stimulation to effectively challenge the worker.

2.3 Transformational leadership theory

Transformational leadership was first identified as separate from transactional leadership by Downton in 1973, however it was not until Burns (1978) further conceptualized the concept through his descriptive research of political leaders, that it gained greater recognition. Burns described transformational leadership as "a process in which leaders and followers raise one another to higher levels of morality and motivation" (p. 20). Burns refers to leadership as a process rather than a set of specific acts or behaviors. He describes leadership as "a stream of evolving interrelationships in which leaders are continuously evoking motivational responses from followers and modifying their behavior as they meet responsiveness or resistance, in a ceaseless process of flow and counterflow" (p. 440).

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Bass (1985) built on the early work of Burns (1978) and applied these concepts to leadership behavior in organizations. Bass' theory included two distinct types of leadership processes. The first, transactional leadership is conceptualized as an exchange of rewards for compliance whereas the second, transformational leadership is defined in terms of the leader's effect on the follower. The transformational leadership model evolved from the earlier social exchange theories. With transformational leadership, followers feel trust, respect and loyalty. They are motivated to strive for higher order goals rather than pursue their immediate interests. A potential result of transformational leadership is the self-actualization of leaders and followers. Although dated, Maslow's (1954) classic work describing the concept of self-actualization as a component of the "hierarchy of needs" continues to be relevant in describing individual growth and potential. Maslow's (1965) work with organizations recognized the potential for self-actualization within the work setting, given the right circumstances and a work culture that supports it. In practice, transformational leadership can be viewed in a similar fashion. Covey (1989) added insight into the leadership concept. His "principle-centered leadership" refers to believing in the creative power and potential of people which is not unlike the factors associated with transformational leadership. He argues that human resource programs such as leadership training ought to take the unleashing of this potential as their primary goal.

By the early 1990s other researchers like Bennis (1994), and Kouzes and Posner (1988) were researching and writing about this new more integrated leadership. The culmination of these new developments had resulted in a new paradigm of leadership.

Bass and Avolio (1989) further developed transformational and transactional leadership theory by designing an instrument to measure the specific components of this model of leadership. The "Multifactor Leadership Questionnaire" (MLQ) was created to identify individual factors which specifically measure the behaviors of transactional and transformational leaders.

The earlier version of the MLQ identified a 6-factor model. The original model identified four transformational leadership factors: idealized influence (charisma), inspirational motivation, intellectual stimulation and individualized consideration. The transactional leadership factors included contingent reward and management by exception.

Further testing and refinement of the questionnaire helped to separate "leader behaviors" and "leader attributes" that form the idealized influence factor. Improved understanding and measurement of transactional leadership has also involved some changes as the processes were understood to be much more complex and difficult to single out. The transactional factor "contingent reward" (CR) is the strongest indicator of transactional leadership as a constructive behavior. The other transactional factor, "management by exception" (MBE) is identified as two forms: "active" and "passive". The active MBE form, used as a correction transaction is less effective than contingent reward and has shown poor correlation with contingent reward scores on the MLQ. The passive form is seen as being even less effective and correlates more with the laissez-faire scores on the MLQ. According to Avolio (B. Avolio, personal communication, April 16, 2002), when applying these factors to the TFL-TAL-LF continuum, scores for contingent reward and active management by exception should be kept separate due to

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poor correlation, although both are considered transactional leadership factors. He also

suggests that passive management by exception is best included as a component of

laissez-faire leadership (B. Avolio, personal communication, April 16, 2002). The

following table (Table 2.3.1) provides a summary of the factors for each of

transformational, transactional and laissez-faire leadership as identified by the

transformational leadership model.

Table 2.3.1

Transformation, transactional and laissez-faire leadership factors

LEADERSHIP FACTORS		
Transformational leadership	Transactional Leadership	Laissez-faire Leadership
Idealized Influence "behaviors & attributes"	Contingent Reward "constructive transactions"	Management by-Exception "passive"
Inspirational Motivation	Management by-Exception(active)	Laissez-faire Non-transactional
Intellectual Stimulation	"corrective transaction"	
Individualized Consideration		

Note. Adapted from Leadership theory and practice, (p. 136), by Peter G. Northouse, 2001, Thousand Oaks, CA: Sage Publication.

The transformational leadership model (Bass & Avolio, 2000) describes the

leadership factors as follows:

Transformational leadership factors:

Idealized influence (behaviors and attributes)- provides followers with a clear sense of

purpose that is energizing; a role model for ethical conduct which builds identification

with the leader and his/her articulated vision.

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Inspirational motivation- motivates and inspires those around them by providing meaning and challenges; displays enthusiasm and optimism.

Intellectual Stimulation- encourages followers to question the "tried and true" ways of solving problems; encourages them to question the methods they use to improve upon them.

Individualized consideration- focuses on understanding the needs of each follower and works continuously to get them to develop to their fullest potential.

Transactional leadership factors

Contingent reward- positive constructive interaction involving directed, consultative or negotiated agreements between leaders and followers. Clarifies what is expected from followers and what they will receive if they meet expected levels of performance

Active Management by exception- Focuses on monitoring task execution for any problems that might arise and correcting those problems to maintain current performance levels.

Laissez-faire - includes passive management by exception where leaders tend to react only when problems have become serious enough to take corrective action. Often will avoid making any decisions at all; lack of presence and influence as a leader.

Transactional leadership typifies the social exchange model with incentives and rewards for compliance with task accomplishment. This would be similar to what is often taught in organizational theory and practice as management techniques. Transformational leadership tends to have a more equal distribution of power with the followers in the way it is practiced, with a shared partnership towards achieving goals. Leadership occurs in

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situations where there is decision discretion. To the extent discretion exists, there is opportunity for leadership. Transformational and transactional leadership styles are not mutually exclusive as was first described by Burns' (1978) who identified TFL and TAL as being on opposite ends of a continuum. Bass (1985) disagreed with this and believed leaders used both TFL and TAL, and that there is some overlap in the use of the different styles, with the transformational style being the most effective and laissez faire being the least effective. (see Figure 1)

⇐	Transformational	⇔	Transactional	⇔	Laissez-faire	⇒
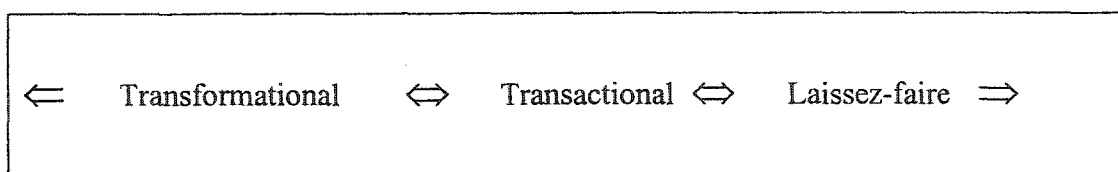
Figure 1. Leadership continuum

TFL has been shown to augment the effectiveness of TAL and that both must be used in context. Transformational leaders will use aspects of the transactional style in some situations, but overall, they will strive to influence and elevate followers to a different level. Bass and Avolio (1990b) state, "Transformational leadership provides a distinct increment to leader effectiveness above and beyond transactional approaches. It is the combination of both, not the exclusion of one versus the other, that represents optimal leadership behavior" (p. 23). The following figure (figure 2) demonstrates the augmentation effect obtained in achieving higher performance with the use of transformational leadership.

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Transformational Leadership

Idealized Influence + Individualized Consideration + Inspirational Motivation + Intellectual Stimulation

Transactional Leadership

Contingent Reward + Management-By-Exception

Expected Outcome

Performance Beyond Expectations
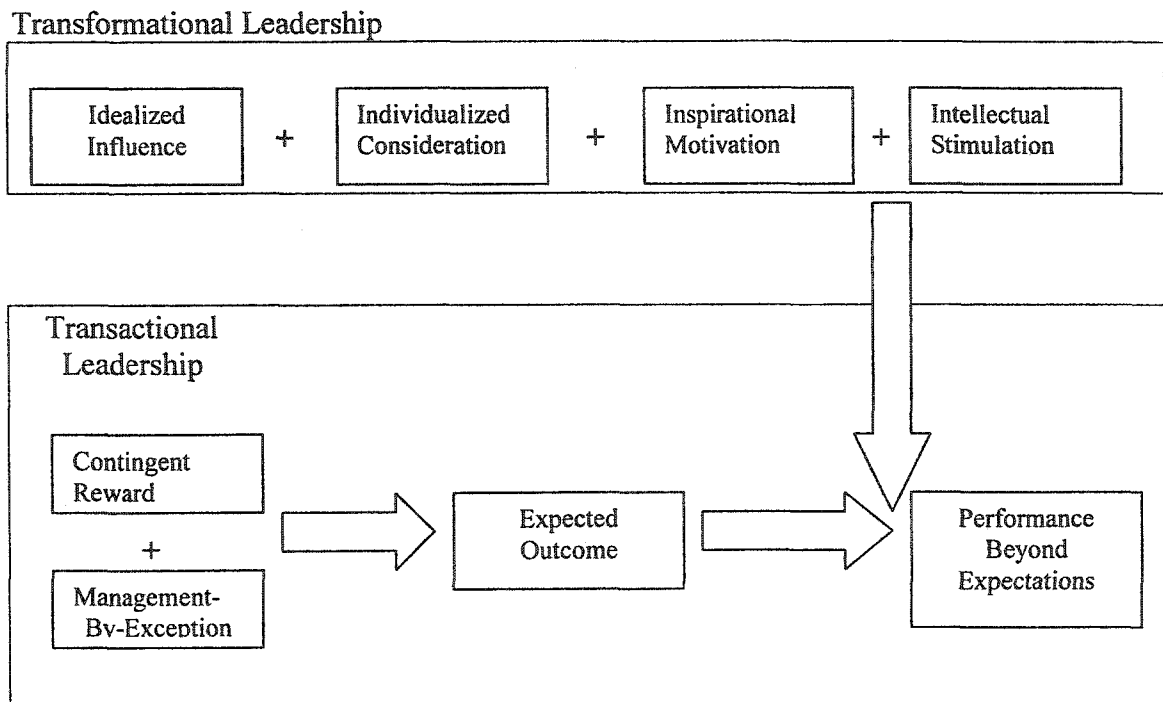
Figure 2 The additive effect of transformational leadership
Note. Taken from Leadership theory and practice (p. 139), by Peter G. Northouse, 2001, Thousand Oaks, CA: Sage Publication.

Transformational leadership goes beyond the process-oriented social exchange models in that it more clearly identifies factor components that create highly effective leaders to a degree that was not described in the past. It can be seen as an extension of transactional leadership with greater rewards in leader intensity and follower arousal (Hollander & Offermann, 1990).

2.4 Summary

As has been discussed, leadership theory continues to evolve and develop. Past theories have identified personal traits and styles, situational factors, contingency approaches, task versus consideration approaches and social exchange models. Transformational leadership is a model that integrates many aspects of previous theories,

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especially the social exchange models, however, it goes a step further by more clearly identifying and describing the impact of the transformational factors which were less understood in the past. A criticism of transformational leadership theory may be that it still lacks clarity. However, as the component factors become more clearly defined and measurable, transformational leadership theory may attain new levels of understanding and acceptance. Avolio (1999) refers to this model as "a full range" model of leadership as opposed to "the full range", recognizing that new and fuller understandings are yet to be discovered.

Another concern related to transformational leadership is that some believe it is unethical in that it can be viewed as exploitive and manipulative by overriding the self-interests of followers for the sake of what the leader perceives to be necessary or meaningful. Bass (1997) acknowledges the risk of abusing power and influence however he believes truly transformational leaders act with high moral an ethical standards, integrity and fairness. Bass goes on to say that while no leader is completely selfless or selfish, transformational leaders foster higher moral maturity for the good of the group, organization or society. Transformational leaders strive to balance the interests and the values of the collective as well as the individual. What critics refer to as unethical is the deceptive and self oriented behaviors of leaders whom Bass (1997) refers to as "pseudotransformational". The difference between transformational and "pseudotransformational" leaders lies in their values. While both may have a need for power, true transformational leaders channel the need into socially constructive ways in the service of others whereas "pseudotransformational" leaders expect blind obedience to promote their self-interests. Transformational leaders are concerned about developing

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their followers into leaders while pseudotransformational leaders are more concerned about maintaining the dependence of their followers.

Transformational leadership is a model that has been extensively researched and continues to be viewed as a useful model to describe leadership behavior and processes. Very limited research was found where TFL/TAL was measured and applied to leadership in human service organizations. This study, which examines transformational leadership in government and community based organizations, is viewed as particularly relevant as it will develop new knowledge and understanding about the application of this theory to social work and human services.

2.5 Research questions

In order to understand the application of leadership in the social work and human services field, the researcher will apply the transformational leadership model and examine the following questions:

5.5.1 Is the use of transformational leadership more common with leaders in community based organization (CBO) or with leaders in the Department of Social Services (DSS)?

5.5.2 Is the use of transactional leadership more common with CBO leaders or with DSS leaders?

5.5.3 Is the use of laissez-faire leadership more common with CBO leaders or with DSS leaders?

5.5.4 What is the relationship between the sex of the leader and transformational and transactional leadership?

5.5.5 What is the relationship between the years of leadership experience and the use of transformational and transactional leadership?

5.5.6 What is the relationship between the age of the leader and transformational and transactional leadership?

5.5.7 What is the relationship between the level of education of the leader and transformational and transactional leadership?

5.5.8 What is the relationship between organizations with union membership versus non-union organizations and the use of TFL and TAL?

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3. METHODOLOGY

3.1 Introduction

The overall objective of this descriptive study is to examine the use of the transformational leadership model by leaders in human service organizations and to compare the frequency of its use between two types of organizations. The sampling procedure and data collection was designed to capture as accurately as possible specific leadership characteristics of a select group of leaders in human service organizations. The researcher did not design the survey questionnaire but instead uses a tested and established measurement instrument. Procedures were used to collect data that would allow analysis and examination of similarities and differences in this leadership behavior according to selected organizational and individual variables.

3.2 Definition of terms

The review of literature on leadership theory identified transformational leadership as a current and useful model in describing leadership processes in organizations. For the purposes of this study, the researcher uses the leadership terms transformational, transactional and laissez-faire which have been identified by Bass (1985), applying these in the context of community-based organizations and government social services. The following key terms are used in this study:

Transformational Leadership- individuals (in a supervisory role) demonstrating the leadership factors of idealized influence, inspirational motivation, intellectual motivation, individualized consideration, as identified in the Multifactor Leadership Questionnaire (MLQ).

Transactional Leadership- individuals in a supervisory role demonstrating the leadership factors of contingent reward and active management by exception as identified by the MLQ.

Laissez-faire Leadership- individuals in a supervisory role using passive management by exception and laissez-faire behaviors as identified by the (MLQ).

Leader/Supervisor/Manager- individuals occupying a wide range of supervisory positions, from first-line supervisors to executive directors; in their role they oversee the work of a group of 3 or more subordinates/followers.

Subordinates/Followers- persons who in the course of their work duties must report to a direct supervisor/executive director.

3.3 The sample

The sample for this study is a non-random selection of 60 leaders in two types of human service organizations. All were from urban centers in Saskatchewan. The unit of analysis is the individual leaders in the organization however the survey respondents were the leaders themselves, and their followers who rated the specific behaviors of the leader. The followers were selected on the basis that they had worked with their leader for a length of time that allowed them to describe their leader's behaviors with some level of confidence. Leaders were required to have a minimum of 6 months experience in a leader role in order to be included in the study. Leaders were also chosen on the basis that they supervised employees performing social work or counselling duties in their organization and that these employees had some reporting function towards them.

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The first group of leaders was composed of executive directors from community based human service organizations (CBOs). Community based organizations are small non-profit community agencies that provide a direct human service to a target population and who report to a voluntary community board. The executive director and a group of front-line workers provide direct services. The executive directors and paid employees providing the services are the participants in this study. The convenience sample of CBOs was selected using community service directories and by asking the executive directors of selected CBOs to identify other potential agencies that may be willing to participate. To enhance response rates in survey research design, personal contact is more effective than simple mail-out procedures (Fowler, 2002). Therefore, the researcher contacted CBOs during the research proposal stage and spoke with executive directors to inquire about their agency's service and the number of social work/counselling staff employed. Information was shared about the research and interested CBOs were invited to participate. The executive directors initially approached were interested in the subject of the study, and were willing to be contacted as potential participants in the survey. CBOs ranged in size from 4 staff to over 20. Agency mandate also varied, with some providing crisis intervention while others were providing short and long term counselling and advocacy services. Thirteen CBO's were selected from the city of Saskatoon and thirteen from the city of Regina, both of which have a population base of approximately 200,000. The work of Cohen (1992) was used to determine sample size. With an alpha coefficient of .05, power = .80, and large effect size, it was determined that a minimum sample size of 26 was needed to address the research questions for this study. The researcher had to go outside the two main urban centers to obtain additional organizations to participate.

Two organizations from the city of Prince Albert, one from the city of North Battleford and one from the city of Yorkton were chosen. The population of these smaller Saskatchewan urban cities ranged from 14,000 to 34,000. All the leaders selected from the CBO organizations were executive directors with the exception of one leader who was a director of a program area in a larger CBO.

The second group of leaders was from the provincial Department of Social Services (DSS) in the province of Saskatchewan. The Department of Social Services is a large government department that provides various social services under a number of program areas. The sample group of leaders consisted of unit supervisors from the income security and the family and youth services program areas within the Department of Social Services. All the leaders were from the urban centres of Saskatoon and Regina. Fifteen work units from each city were selected to participate in the study by the respective program managers. While some work units had experienced staff changes, those selected were well known within the program area and individual employees that were asked to rate the leaders were the most senior members of the unit.

3.4 Procedure

The researcher obtained approval from the University of Regina Research Ethics Board prior to beginning the study. The approval certificate is included in Appendix A. Permission was also required from the Department of Social Services to approach employees for the study and approval was granted by their research approval committee. Approvals from the Department of Social Services and the University ethics board were subject to minor changes in the proposed procedure.

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In December 2001, prior to beginning the study, the researcher conducted a pilot test with a work unit who volunteered to test the procedure and survey instrument. The pilot involved a work unit comprised of 4 employees and a leader who provide human resource staffing services to provincial government departments. This allowed an opportunity to test the procedure and receive feedback on the introduction letters to participants, the consent form and the leadership questionnaire. As a result, minor changes were made in the letter and consent form to improve clarity of instruction and consistency with procedures. The pilot test of the questionnaire by the leader and rater participants also allowed the researchers to practice scoring the questionnaire and entering the data into a computerized data program.

The survey packages for the study were distributed to all the work sites between March 1, 2002 and April 15, 2002. The researcher met with the individual executive directors of the community-based organizations to share the intent and purpose of the study and to answer any questions. A telephone contact was made with CBO executive directors where time or distance did not permit face-to-face contact. Those who agreed to participate were given or mailed a survey package. The survey package included the introduction letter to participant leaders (Appendix B) and raters (Appendix C), a leader demographic information form (Appendix D), a consent form (Appendix E), and a copy of the leadership questionnaire (Appendix F). A self addressed stamped envelope was provided to each participant for the confidential return of the questionnaire and consent form. Executive directors were instructed to distribute rater packages to the 5 most senior counselling staff in their organization.

The distribution of the questionnaire package to the Department of Social Services followed a slightly different procedure as requested by the department research approval committee. The researcher did not meet with the individual unit supervisors. Instead, the researcher met with the program managers in Regina and Saskatoon to share the information and deliver the survey packages. Regional directors informed the program managers of the department's decision to allow the research to be conducted within their program areas with the understanding that participation was voluntary. The program managers in consultation with the researcher then selected unit supervisors who fit the criteria for participation. The managers then distributed the questionnaire packages to the individual work unit supervisors and the 5 most senior employees in each unit were asked to participate by completing the questionnaire. All packages contained an addressed stamped envelope for each individual participant, to ensure confidentiality when returning their completed questionnaire to the researcher. As well, participants were assured that work unit scores would not be shared with individual leaders.

Participants were informed in the introduction letter that participation was voluntary. The individual questionnaires were precoded to ensure that when received, the completed questionnaires were collated with the correct leader. Participants were asked to return the package in the enclosed stamped envelope if they chose not to participate. Three and four weeks after the survey packages were distributed, the researcher followed up with the work sites that had not responded. This was done by use of email, telephone reminders and/or reminder notices sent by fax to participants.

3.5 Measures of leadership

The Multifactor Leadership Questionnaire (MLQ) was used as the leadership measurement instrument in this study. It was developed by Bass (1985) and first reported in his book entitled Performance beyond Expectations. The original pilot study of the instrument involved 70 executives who were asked to respond to 142 items. The 142 items were reduced to a 73-item questionnaire by a panel of 11 judges who determined if each item represented either transactional or transformational leadership. The preliminary questionnaire was given to a sample group of 104 U.S Army colonels, foreign officers and civilians of equal rank. These individuals completed the questionnaire by rating their immediate supervisor. Each question had a 5-point scale and the results were tabulated to arrive at a numerical score. The MLQ instrument showed high internal reliability: a .86 and .80 split-half reliability (Bass, 1985).

The MLQ instrument evolved to include rating forms to be completed by leaders and their followers to provide a more comprehensive and accurate measure of leader behaviors. Tested on a sample of 1006 followers who rated themselves and their immediate supervisor, Bass and Avolio (1990a) report the instrument demonstrated good internal reliability with all factors above an alpha coefficient of .82 (except for 2 factors at .79 and .77). On a second sample group of 193 followers and 33 leaders, test-retest reliabilities measured 6 months apart showed the rater form at .52 to .82 reliability and the self-rating form reliabilities ranged from .44 to .74. (Bass & Avolio, 1990a). Bass and Avolio suggest that the discrepancy between the reliability of the two forms exist because leaders' self ratings may be a composite of their interactions across a range of followers, whereas followers are rating a single leader only. While initial development of this

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instrument was not tested with employees in the human service field, it has since been used extensively in a wide variety of organizations and cultures and shown consistent results.

In this study the researcher used the most recent and widely used version of the leadership questionnaire: MLQ (5X-short) (Bass & Avolio, 2000). This version is comprised of a 45-item questionnaire that rates leaders on nine leadership factors. The questionnaire was completed by the selected leaders and up to 5 subordinate raters. Where there were fewer than 5 employees in the work unit or organization, a minimum of 50% of the employees in the work unit were required to complete the questionnaire in order for the work unit to be included in the study.

Nine conceptually distinct leadership factors are measured by the MLQ which provide a score to identify the three leadership styles. The transformational leadership factors include: idealized influence (behavior) (4 items), idealized influence (attributes) 4 items, inspirational motivation (4 items), intellectual stimulation (4 items) and individualized consideration (4 items).

The transactional leadership factors include contingent reward (4 items) and active management by exception (4 items).
The laissez-faire factors include passive management by exception (4 items), and laissez-faire (4 items).

The questions in the measurement instrument use a 5 point Likert scale: (A = frequently, if not always; B = fairly often; C = sometimes; D = once in a while; E = not at all). Ratings are tabulated into numerical scores with A=4, B=3, C=2, D=1, and E=0. A full copy of the leader questionnaire, rater questionnaire and the scoring key is included

in Appendix F. The MLQ scoring key provides the template to convert the numeric scores from each of the 45 questions into the 9 factor scores and 3 outcome scores (extra effort, effectiveness and satisfaction), as identified by the MLQ 5X (short). The outcome measures were not used in this study however the remaining scores are used in the analysis to determine what degree the leaders demonstrate behaviors associated with transformational, transactional and laissez-faire leadership.

3.6 Data entry procedures

When the researcher received the questionnaires, the consent form was filed separate from the completed questionnaires to maintain anonymity of responses. The data from each completed questionnaire were manually entered into a computer using the Microsoft Office Excel program. An undergraduate student was hired to assist the researcher in entering the data after all the identifying information was removed. The researcher entered the score for each question while the student helper read them from the questionnaires. Having two people work together to enter the data was helpful in minimizing any data entry errors and worked very effectively to manually enter over 1100 items of information.

The first step was to enter the individual scores for the 45 questions from each questionnaire. Then, a formula was applied to collapse the results into a score for the nine leadership factors by obtaining the mean score for each group of 4 questions pertaining to each factor. Participants were instructed to leave the answer blank for any item they felt irrelevant or if they were unsure of the answer. According to Avolio (personal communication, March 18, 2002), a minimum of two of the four questions answered,

pertaining to each factor, is sufficient to validate the score for that factor. Using the scoring key as a template, a mean score was derived for each combination of four questions that relate to the leadership factors. For example, the mean score from questions 10, 18, 21 and 25 produced the score for the factor "idealized influence (attributes.)" The same procedure was used to produce a score for each of the remaining factors: idealized influence (behavior), inspirational motivation, intellectual stimulation, individualized consideration, contingent reward, management-by-exception (active), management-by- exception (passive), laissez-faire leadership.

A Microsoft Excel formula was then used to further collapse the nine leadership components and obtain a numeric score to identify the 3 major leadership styles used to answer the research questions. As a result, the transformational leadership score was obtained from averaging the scores of the components idealized influence (attributes), idealized influence (behavior), inspirational motivation, intellectual stimulation and individualized consideration. Transactional leadership was measured using contingent reward as a single score, and management-by-exception (active) as a separate score. The laissez-faire leadership score was obtained from the average of the score for management-by-exception (passive) and with the score from the laissez-faire questions. (See table 2.3.1)

Once the aggregate scores were tabulated, the results were transferred into the Statistical Package for Social Sciences (SPSS) (Version 11) to perform statistical analysis. The demographic information obtained from the leader demographic form (Appendix D) was entered directly into the SPSS program for analysis. Descriptive characteristics of the leader population are described in detail in the findings.

3.7 Summary

This study examined the degree to which transformational leadership and transactional leadership is used in a select group of human service organizations. Participants were from two types of organizations in five urban centers in the Province of Saskatchewan. The first group was executive directors of non-profit community based organizations and the second group were front line supervisors in two program areas of the Department of Social Services. The Multifactor Leadership Questionnaire (MLQ) was completed by the leaders of the selected organizations and by up to five subordinates raters who report to these respective leaders. The MLQ was used to measure leadership behaviours and to obtain a numeric score for each leader for the leadership factors. These scores were then used in the analysis to address the research questions.

4. DATA ANALYSIS

4.1 Introduction

The first section of this chapter summarizes the response rates from both types of organizations and the number of leaders used in the analysis. Individual leaders were the unit of analysis, however the scores used in the analysis are the combined scores for the leader and his/her followers. Following this, the research provides descriptive statistics of the sample of leader participants with the use of crosstabs. The last section reports the findings of the research questions. The data provides a numeric score for each leader for each of transformational, transactional and laissez faire leadership. The differences between the two organizational groups were compared with the use of t-tests. Bivariate correlation analysis was then used to answer the remaining questions which examine the relationship between the MLQ scores measuring the three leadership styles and the independent variables pertaining to the individual leader characteristics: sex, age, education level, years of leadership experience and union membership.

4.2 Participation and response rate

Thirty leaders from each organizational category (CBO, DSS) were surveyed in the study. MLQ scores were obtained for each leader (unit of analysis) by having leaders and their followers complete the questionnaire. A total of 347 questionnaires were distributed.

Once the data collection was completed, the number of completed respondent questionnaires received was reviewed carefully to determine which work units, and therefore which leaders, were eligible to be included in the analysis. Two rules

determined the inclusion of leaders into the final analysis. Since the individual unit of analysis is the leader of the work site, the first rule required that the leader respond to the questionnaire. When the leader chose not to participate, all questionnaires from followers in that work unit were excluded. Fifty-nine of the 60 leaders completed and returned the leader questionnaires.

The second rule required that a response was obtained from a minimum of 3 of the 5 rater (follower) participants from each work unit, or 50% response in work units who had fewer than 5 employees. As a result of these two rules, 3 leaders from the CBO category and 4 leaders from the DSS category were excluded from the analysis. Thus, 53 leaders from the original 60 work units (88%) participated in the survey and were used in the analysis. The following table shows the number of leader participants used in the analysis for each type of organization.

Table 4.2.1

Number of CBO & DSS leaders included in the analysis

	Number of leaders surveyed	Number of leaders excluded	Total used for analysis
CBO	30	3	27
DSS	30	4	26
Combined	60	7	53

There was a very good response rate from both types of organizations. Babbie (1990) indicates that a response rate of 70% or more is very good when conducting survey research. Participants from community based organizations had a total response rate (leader and raters) of 85.2%. The overall response rate from participants from the

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Department of Social Services was 82.0%. The following table (table 4.2.2), demonstrates the total number of questionnaires distributed to both leaders and followers and the number of completed questionnaires returned and used in the analysis.

Table 4.2.2

Number of leader and follower respondents included in the analysis

		Number of respondents	Percentage
CBO	Number of respondents	132	
	Potential respondents	155	85.2%
DSS	Number of respondents	123	
	Potential respondents	150	82.0%
Combined	Number of respondents	255	
	Potential respondents	305	83.6%

4.3 Descriptive profile of the leaders

4.3.1 Sex of the leader

Overall, a higher percentage of leaders were female (71.2%) as opposed to male (28.8%). This was consistent within both organization types whereby female leaders vastly outnumbered male leaders. CBO leaders were 77.8% female as compared to 64.0% of the DSS group. Table 4.3.1 shows these results.

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Table 4.3.1

Sex by type of organization

| | Sex | | |
	Male %	Female %	Total %
CBO (n = 27)	22.2	77.8	100
DSS (n = 25)	36.0	64.0	100
Combined (n = 52)	28.8	71.2	100

4.3.2 Level of education of leaders

Within this sample of human service leaders, the most common level of education is a bachelor's degree (53.8%). A much higher proportion of CBO leaders (34.6%) had a graduate or post graduate degree as compared to DSS leaders (7.7%).

Table 4.3.2

Level of education of leaders by organization type

| | Level of Education | | | |
	Some post secondary/diploma or certificate %	Bachelor's Degree %	Graduate degree or higher %	Total %
CBO (n = 26)	19.2	46.2	34.6	100
DSS (n = 26)	30.7	61.5	7.7	100
Combined (n = 52)	25	53.8	21.2	100

4.3.3 Age of leaders

Age distribution by organization type varied considerably, though differences were not statistically significant. Slightly more than 50% of leaders in the combined

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groups are in the 40-49 age category. DSS had 61.5% of their leaders in the 40-49 age category, whereas CBO leaders had only 40.7% in this same age group. In the 30-39 age group, CBO leaders have proportionately more leaders 22.2% when compared to DSS leaders (11.5%).

Table 4.3.3

Age category of leader by organization type

| | Age category | | | |
	30-39 %	40-49 %	50-59 %	Total %
CBO (n = 27)	22.3	40.7	37.0	100
DSS (n = 26)	11.6	61.5	26.9	100
Combined (n = 53)	17.0	50.9	32.1	100

4.3.4 Time employed in human services

In examining the length of time the leaders in this sample have been employed in the human services field, the results show that about one-half (50.9%) of the combined groups have worked in human services between 16 and 25 years. Differences between the two groups were greater at both ends of the continuum. CBO leaders with less than 16 years employment in human services (25.9%) is proportionately higher than DSS leaders (11.5%). DSS has a higher proportion of leaders (42.3%) with greater than 25 years employment in human services as compared to CBO leaders (18.5%) in the same category. This also is a reflection of the different age demographics as DSS leaders are on average older than CBO leaders.

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Table 4.3.4

Length of time employed in human services by organization type

	Time employed in human services			
	Less than 16 years %	16-25 years %	Over 25 years %	Total %
CBO (n = 27)	25.9	55.5	18.5	100
DSS (n = 26)	11.5	46.2	42.3	100
Combined (n = 53)	18.8	50.9	30.1	100

4.3.5 Time leader employed in current organization

The length of time employed with the current organization shows a statistically significant difference between the CBO leaders and DSS leaders, $\chi^2(6, n = 53) = 22.41$, $p < .001$. Seventy percent of CBO leaders have been with their current organization less than 16 years and 88.5% of DSS leaders have been employed for more than 15 years in their current organization. This would suggest CBO leaders have been more mobile during the course of their career or have worked for various organizations whereas DSS leaders have tended to spend most of their career in government services.

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Table 4.3.5

Time leaders employed in current organization by organization type

	Time employed in current organization (in years)							
	0-5 %	6-10 %	11-15 %	16-20 %	21-25 %	26-30 %	30+ %	Total %
CBO (n = 27)	18.5	29.6	22.2	14.8	14.8	-	-	100
DSS (n = 26)	3.8	3.8	3.8	30.8	23.1	26.9	7.7	100
Combined (n = 26)	11.3	17.0	13.2	22.6	18.9	13.2	3.8	100

p<.001

4.3.6 Years of experience in leader role

A higher percentage of DSS leaders (61.5%) had 10 or less years of leadership experience when compared to the 44.4% of CBO leaders with similar years of leader experience. More than 50% (52.8%) of leaders in the groups combined had less than 10 years experience as leader.

Table 4.3.6

Years of experience in leader role by organization type

	Years of experience in leader role			
	10 or less years %	11-20 years %	More than 20 Years %	Total %
CBO (n = 27)	44.4	37.0	18.5	100
DSS (n = 26)	61.5	26.9	11.5	100
Combined (n = 53)	52.8	32.1	15.1	100

4.3.7 Union versus non-union organization

Supervisors who work for Social Services in the Province of Saskatchewan are all part of a collective union agreement. Of the community-based organization in this study, 44.4% were governed by a union agreement, however none of the CBO leaders (executive directors) used in the analysis are union members whereas the DSS leaders are members of a collective agreement.

4.3.8 Size of Organization

CBOs in this sample varied in terms of number of employees. Seventy percent of CBOs included in the study had fewer than 20 employees working for the organization. DSS leaders and followers surveyed form part of a large bureaucratic organization.

4.3.9 Summary of leader profile

A total of 53 leaders were included in the study. Leaders from both groups were primarily female (71.2%). A bachelor's degree level of education (53.8%) was most common in both types of organizations, however 34.6% of CBO leaders had a graduate or post graduate degree whereas only 7.7% of DSS leaders had education beyond a bachelor's degree. Most leaders (75%) were over the age of 40 with 50.9% being in the 40-49 age category. CBOs had proportionately more leaders in the 30-39 age group than DSS. Most leaders (81%) had been employed in the human service field for more than 15 years. A higher proportion of DSS leaders had spent most of their career with government services whereas CBO leaders tended to have experienced employment with other organizations than their current one. The combined groups had 52.8% of leaders with less than 10 years experience in a leader role, however DSS had a higher proportion

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of leaders in this category (61.5%) as compared to CBO leaders (44.4%). All DSS supervisors/leaders were unionized while 44.4% of CBOs were union work sites though the executive director/leaders were not part of the union. Seventy percent of CBOs had 20 or less employees.

4.4 Findings

The purpose of this study is to examine the use of transformational (TFL), transactional (TAL), and laissez-faire (LF) leadership amongst leaders of two types of organizations. The study also examines the relationship between the use of these leadership styles and various individual leader variables. The Multifactor Leadership Questionnaire (MLQ) was used to obtain a numeric score for each leader to measure the degree to which the leaders used TFL, TAL and LF leadership.

The parametric t-test for independent samples was chosen as the method to compare the leadership style in both types of organizations. This test is appropriate as the MLQ scores provide interval level measurement and the leaders are from two separate groups: community-based organizations and government social services.

The researcher then used correlation analysis to examine the relationship between individual leadership variables and the TFL/TAL leadership factors. The Pearson product-moment correlation was selected as it is the most commonly used inferential statistical test for measuring the degree of association between two variables for one group when one of the variables is at a nominal level (Cherry, 2000).

The findings will be presented by providing the results of the statistical tests performed for each of the research questions, as well as providing results in table form.

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4.4.1 Research question #1:

Is the use of transformational leadership more common with leaders in community based organization (CBO) or with leaders in the Department of Social Services (DSS)?

In terms of transformational leadership, CBO leaders had a higher mean score (2.99) as compared to DSS (2.74). The t-test result (2.357, df = 51) indicates the two groups are statistically different at $p < .05$, thus CBO leaders scored significantly higher on transformational leadership than did DSS leaders. This suggests that leaders surveyed in community based organization use transformational leadership behaviors more than leaders in the Department of Social Services. The following table reflects the results as well as the findings from question # 2 and #3, which will be discussed next.

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Table 4.4.1

Comparing means for transformational, transactional and laissez-faire leadership between

CBOs and DSS leaders

	CBO (n=27)		DSS (n=26)		Statistic	
	Mean	SD	Mean	SD	t value	P value
Transformational leadership	2.99	.426	2.74	.337	2.357	.022*
Transactional Leadership factors Contingent reward	2.72	.417	2.63	.292	.903	.371
Management by exception (active)	1.44	.526	1.41	.478	175	.862
Laissez-faire	1.04	.487	.97	.313	.570	.571

*p < .05

4.4.2 Research question #2

Is the use of transactional leadership more common with CBO leaders or with

DSS leaders?

According to Avolio (personal communication, April 16, 2002), transactional

leadership (TAL) is comprised of two factors that are best scored separately. These

factors are contingent reward and active management by exception. A t-test was

performed using the means of the MLQ scores for both transactional leadership factors

separately (see Table 4.4.1). The mean scores for each factor were slightly different

between the two groups, however the results indicate there is no significant difference in

the use of contingent reward or active management by exception between CBO organizations and DSS.

4.4.3 Research question # 3

Is the use of laissez-faire leadership more common with CBO leaders or with DSS leaders?

Analysis of the laissez-faire factor indicates a slight difference in the means between the two groups with CBOs having a mean of 1.04 as compared to DSS leaders with a mean of .97. As shown in Table 4.4.1, the result indicates the difference is not statistically significant when comparing the use of laissez-faire leadership between the two groups.

In summarizing the results of the MLQ scores pertaining to the first three questions, CBO leaders use a transformational leadership style more frequently than leaders in DSS. However, there was no statistically significant difference between the two groups in the degree to which transactional and laissez-faire leadership is practiced.

4.4.4 Research question # 4

What is the relationship between the sex of the leader and transformational and transactional leadership?

This question examines whether there is a significant difference between male and female leaders and the use of transformational leadership as well as transactional leadership. Transactional leadership is again measured by two components: contingent reward and management by exception (active). The results shown in Table 4.4.2 indicate

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a very similar mean and standard deviation thus suggesting there is no significant difference with respect to the sex of the leader and transformational and transactional leadership. The statistically non-significant results could be a reflection of having only 15 male leaders in this sample as the sample size may be too small to detect any differences (Cohen, 1992).

Table 4.4.2

Comparing the sex of the leader and transformation and transactional leadership

	Female (n=37)		Male (n=15)		Statistic	
	Mean	SD	Mean	SD	t value	p value
Transformational Leadership	2.88	.39	2.85	.45	-.22	.82
Transactional Leadership Contingent reward	2.69	.36	2.65	.39	-.33	.75
Management by exception (active)	1.45	.52	1.38	.46	-.45	.65

4.4.5 Research questions #5, #6, #7,

What is the relationship between the age of the leader and transformational and transactional leadership?

What is the relationship between the level of education of the leader and transformational and transactional leadership?

What is the relationship between the years of leadership experience and transformational and transactional leadership?

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Correlation analysis was used to examine the following three individual variables and the use of TFL/TAL: years of leadership experience, age of leaders and education level of the leader. Results reported in Table 4.4.3 show there is no significant relationship between any of these variables and transformational or transactional leadership.

Table 4.4.3

Correlation among leaders' age, years of experience in leader role, level of education and transformational and transactional leadership

	Leader Experience	Age	Education Level	Transformational Leadership	Contingent Reward	Management by exception (a)
			Leaders (n=53)			
Leader Experience	-					
Age	.450**	-				
Education Level	.296*	.248	-			
Transformational	-.032	-.113	-.129	-		
Contingent Reward	.020	-.038	-.102	.751**	-	
Management by Exception(a)	.043	-.011	-.037	-.015	.140	-

*$p < .05$. **$p < .01$.

4.4.6 Research question # 8

What is the relationship between organizations with union membership versus non-union organizations and TFL/TAL?

Leaders in non-union organizations had a higher MLQ score for transformational leadership (3.02) than unionized organizations (2.81), however t-test results indicates the

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differences are non-significant. Non-significant results were also found for contingent reward and for active management by exception (see Table 4.4.4).

Table 4.4.4

Comparing leaders from union vs non-union organizations and transformational and transactional leadership

	Union (n=38)		Non-union (n=15)		Statistic	
	Mean	SD	Mean	SD	t value	p value
Transformational Leadership Transactional Leadership	2.81	.40	3.20	.37	-1.75	.09
Contingent reward	2.66	.36	2.73	.41	-.67	.51
Management by Exception (active)	1.46	.46	1.35	.60	.69	.49

4.4.7 Summary

The purpose of this study was to examine the use of transformational and transactional leadership in human service organizations and to explore differences in the use of leadership styles between CBO leaders and leaders in DSS. The results indicate only one statistically significant difference. Leaders in community based organizations use more transformational leadership behaviors than leaders in the Department of Social Services.

When comparing the leaders from these two types of organizations and the use of transactional (TAL) and laissez-faire leadership, results indicate there is no significant difference, thus indicating that all these leaders use TAL and laissez-faire with the same frequency.

The study also explores the use of TFL/TAL between male and female leaders. The results found no difference between the sexes, however the small number of males represented in the sample (n=15) may have been a factor in these results and thus, these findings are very tentative.

With the use of correlation analysis, a weak inverse relationship was found between the leaders' age and the use of TFL and a similar weak inverse relationship was found between the leaders' level of education and the use of TFL however none of these results were statistically significant. No relationship was found between years of leadership experience and TFL or TAL.

No relationship was found between union and non-union organizations and the leaders' use of TFL or TAL. Again, the small sample representing leaders from non-union organizations (n=15) result in these findings being very tentative.

5. DISCUSSION

The present study investigated the use of transformational (TFL) and transactional leadership (TAL) by leaders in two types of human service organization. The data was collected from the sample of leaders with the use of the 45-item Multifactor Leadership Questionnaire (MLQ). Leaders rated themselves and followers rated their leaders' behavior as they perceived them. The individual leaders formed the unit of analysis. A numeric score was obtained from the various scales on the MLQ by averaging both the leader and their followers' scores. This resulted in a compilation of scores providing a measurement of each leader's use of transformational, transactional and laissez-faire leadership.

The response to the request for participants in this study would indicate there is a keen interest in the concepts of leadership in many organizations. The overall response rate of 88% is likely the result of a few factors. The task requested of participants was not time consuming and fairly straight forward. The stressful nature of the work of these organizations in times of scarce resources may also have prompted individuals to participate, as many perceive the impact of leadership as having implications on their day to day work and resulting job satisfaction and productivity. The researcher used a personal contact approach that also may have helped in obtaining high response rates.

Much of the leadership literature reviewed by the researcher regarding transformational leadership and the MLQ focused on the reliability and validity of the TFL/TAL construct. In this study the researcher examined how a select group of leaders rated on the frequency of use of TFL/TAL behaviors as perceived both, by themselves and by their followers. Analysis was completed to explore the frequency of use of

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TFL/TAL between the two types of organizations as well as other individual leader variables.

Normative scores with respect to results obtained from the MLQ would indicate that when a score of 3 or greater is achieved on the transformational leadership scales, a leader would be viewed as using transformational leadership fairly often. With respect to transactional leadership, a score of 2.5 or more on the contingent reward (CR) scale is recommended as this would indicate the leader uses positive reinforcement with his/her followers in a constructive manner. A score of 2 on the "active management by exception" scale would be considered high, although Avolio suggests 1.5 would be more realistic. "Active management by exception" involves negative feedback and negative reinforcement which has been shown to be less effective than the more positive contingent reward behaviors in achieving follower satisfaction. A score of 1 or less on "passive management by exception" and laissez faire scale is preferred as this style is one where leaders have little supportive involvement and influence on followers.(B. Avolio, personal communication, April 16, 2002).

In this study the leader scores for transformational leadership were 2.99 for CBO leaders and 2.74 for DSS leaders, indicating a statistically significant difference in the use of TFL by CBO leaders as compared to DSS leaders. These results are not consistent with those found in a meta-analytic review of the MLQ literature (Lowe, Kroeck & Sivasubramanian, 1996). The authors reviewed 75 previous studies with sample groups ranging from 2271 to 4560 participants. They hypothesized that leaders in private organizations would score higher on TFL behaviors than leaders in public organizations. Their assumptions were that public organizations are enmeshed with union rules,

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controls, policy and procedures, thus limiting their ability to use transformational leadership behaviors. Contrary to their expectations, TFL behaviors were more commonly observed in public organizations than private organizations. These researchers also hypothesized that TFL is more prevalent at upper levels of management than at lower levels. The results of their hypothesis was the reverse of what they expected in that, they found low level leaders were rated as exhibiting more TFL behaviors than high level leaders. Avolio (1999) believes TFL is and can be practiced at all levels of the organization, from top executives down to front line workers. He cites an example of an elementary school teacher who exemplified TFL behaviors by which she inspired, motivated and challenged her students and was recognized for this by state and national teacher awards.

The researcher assumed that the positions of CBO executive directors were at a comparable level in the organization as that of front line supervisors in DSS. The finding of the authors noted above would support the idea that the level of the leader in the organization should not have strong bearing on the outcome of MLQ scores if TFL is evident at all levels. Thus, a possible explanation as to why DSS leaders showed fewer TFL behaviors may well be the result of a bureaucratic culture embedded with rules, regulation and formal procedures. Smaller organizations may have the ability to be more flexible and to use more discretionary means of responding to and encouraging their followers and thereby use transformational leadership behaviors.

The findings pertaining to transactional leadership in both types of organizations studied yielded no statistically significant differences in the frequency of TAL behaviors used by the leaders. CBO leaders had a mean score of 2.72 for contingent reward as

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opposed to DSS leaders who had a mean score of 2.63. CBO leaders had a mean score of 1.44 for the transactional factor "active management by exception" whereas the DSS leaders had a score of 1.41. These scores fit with the norms espoused by Avolio with regards to CR (2.5 or higher) and Mea (1.5 as realistic) (B. Avolio, personal communication, April 16, 2002). These results are also consistent with those found by Lowe et al. (1996). While they hypothesized that public organizations would display more TAL behaviors than private, their study results did not support this. They found no difference in the frequency of contingent reward leader behaviors, however they did find leaders in public organizations were perceived by their followers as practicing more management by exception. In this study the CBO leaders' scores for TAL were slightly higher, but not statistically significant. The transformational leadership model views transformational and transactional leadership as a "continuum" (see Figure 1). Leaders typically will use both TFL and TAL behaviors. TAL behaviors may form the foundation for future TFL behaviors. Contingent reward behaviors are regarded as constructive in developing positive leader-follower interaction that, over time, result in higher levels of trust, thus creating the potential for TFL exchanges.

This study also proposed to examine differences in the use of TFL/TAL and laissez faire leadership between male and female leaders. There has been considerable work done in examining male/female differences in leadership style, however few have examined male/female leadership styles using the transformational leadership model (Bass, Avolio, & Atwater, 1996). Their results found that "female leaders rate no less, and generally more, transformational than their male counterparts while also being rated less on passive leadership such as laissez faire" (p. 26) The findings in this research are

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consistent with those of Bass et al. (1996). On the TFL scales, female leaders had a mean score of 2.88 as opposed to male leaders having a score of 2.85. While the female leaders have a slightly higher mean score, the difference was negligible. While these findings are tentative given the small sample, consistency in scores between these male and female leaders may be attributed to, or a reflection of common values held in the occupational roles of social work or human service work. The transformational leadership characteristics of raising follower awareness, encouraging higher needs development and placing emphasis on individualized developmental needs of followers may be congruent with the values and practices of leaders in the helping professions, such as social work and psychology.

The results found in this study with regards to the sex of the leader and the use of contingent reward and active management by exception were also consistent with results of a past study (Bass et al., 1996). Although the authors predicted females would display contingent reward less frequently than male leaders, their results did not support this. As well, the assumption that male leaders might be more task-oriented vs relationship-oriented, thus implying a more transactional style was unsupported. The findings in this study indicate there is no difference in the use of contingent reward between male and female leaders. A clear limitation regarding the results comparing the sex of the leader and leadership is the limited number of male leaders in the sample (n=15). The power of the test to detect any significant differences, if they exist, in regards to this variable is seriously limited due to the sample size. Organizations were selected in order to obtain leaders as the unit of analysis. Therefore the resulting number of male/female leader participants was not known until the data was collected.

The results of the relationship between the leaders' level of formal education and TFL/TAL showed surprising results. The leader's level of education was inversely related to the frequency of TFL and TAL behaviors exhibited. Though the relationship was weak, these results were unexpected. This would suggest that formal education did not support or encourage the development of these leadership styles in leaders and in fact was a detriment. It may also be an indication that leadership education, or more particularly, this leadership model may not have been part of any educational curriculum. This tends to support Rank and Hutchison's (2000) contention about leadership being a "missing ingredient" in social work training. If the transformational leadership model is deemed to be a current and effective paradigm, it may be advantageous to have people aspiring to leadership positions avail themselves of education and training in this area.

In addition to this, the relationship between the age of the leaders and TFL also showed a weak negative correlation. Could this mean that older leaders tend to use a style of leadership, that is more autocratic, directive and task-oriented and that younger leaders use behaviors that are more democratic, participative and relation-oriented which is more akin to transformational leadership? An adequate explanation of these results remains unsubstantiated, as the small sample size did not allow enough data to do a thorough analysis. It must also be noted that these weak negative correlations were not statistically significant.

5.1 Limitations of the study

A number of limitations need to be noted when considering the results of this study. First, the study did not use a random sample and therefore the results cannot be

generalized to populations outside of this sample. Second, the sample size had very limiting effect on the power of the tests used. The researcher sought to obtain a minimum of 26 leaders in each of the two organizational types in order to meet the minimum requirements for the power of the tests (Cohen, 1992). This was achieved for the main analysis between the two organizational types, however when other variables were examined such as the sex of the leader, an adequate number of cases for the male group was lacking thus limiting the interpretation of the test results. Limited resources in conducting this study did not permit the use of a larger sample.

Third, the researcher designed specific procedures and rules for inclusion of participants. For the most part this was followed. However, leaders were left to select the followers used to rate them and therefore there was no assurance that leaders were unbiased in their selection of raters. Another potential limitation relates to the procedures. The researcher personally had contact with each of the CBO leaders and was therefore able to screen for the inclusion rules, whereas the program managers selected the leaders for the DSS group. There may have been bias or inconsistency with how the leaders and followers were selected. DSS had made the request for this procedure a condition for approval of their participation in the study.

Fourth, the Multifactor Leadership Questionnaire instrument asks leaders and raters to indicate the frequency of behaviors as perceived by them. This may have caused some variation in scoring, given the participants' subjective interpretation of the questions and their personal frame of reference. The scores obtained on the MLQ are a measure of perceived behaviors and not an actual count of specific behaviors.

Fifth, the researcher did not follow-up with non-responders. As such, there is no indication of the level of non-response bias. It is possible that leaders not included in the study may have been viewed less favorably and thus could have affected the mean scores. This was not seen as a significant concern given the high overall response rate.

5.2 Implication and future research

This study intended to provide an exploratory analysis of the use of transformational and transactional leadership in human service organizations. The results show that TFL/TAL can be measured with the use of the Multifactor Leadership Questionnaire and that the leaders' MLQ scores in this sample were similar to the norms espoused by Bruce Avolio (B. Avolio, personal communication, 2002). Transformational behaviors were more evident within community based organizations. It may be that the structures within a larger bureaucracy such as DSS limit the leaders' ability to use TFL behaviors.

Previously, in organizations providing social work services, much focus has been placed on management practices as opposed to leadership development. With increased knowledge of the transformational leadership model and the use of a leadership measurement instrument such as the MLQ, organizations could explore opportunities for education and training to increase leaders' self awareness and encourage self development along the lines of the transformational leadership model. However, personal awareness and developmental readiness of the leader are critical factors when considering a leadership development program. In order to have a leadership development plan, there must be within the organization, a culture that believes in the benefits of such endeavors. Leadership development is a dynamic developmental process and cannot be achieved in a

one shot training events. Organizations who are knowledgeable of the transformational leadership model could seek creative and innovative ways of incorporating elements of transformational leadership into their current structures, as a comprehensive leadership development program would be financially prohibitive. Organizations who implement strategies to assess and develop their leadership potential will likely see benefits as a result of creating a positive work environment with higher productivity and job satisfaction.

It was noted that TFL is present at all levels of the organization, hence opportunities for leadership development should not be limited to senior levels. Given the current population demographics, with high numbers of baby boomers in management and leadership position approaching retirement, there is a need for opportunities to develop younger employees for future leadership positions.

Leadership development opportunities need to be made available through various means including within the curriculum of social work training and related human services disciplines, as well as in field practice.

This study also found no difference in the use of TFL/TAL behaviors between male and female leaders. While traditionally there has been more females in the social work profession, more often males tend to occupy the management and leadership positions. This study, however, found a much higher percentage of females than males in the leadership role. Despite the tentative findings, if TFL is viewed as an effective leadership model, these results would support the continued advancement and promotion of women in leadership positions and further shatter "the glass ceiling" that has traditionally limited the opportunities for women.

Zaleznik (1977) over two decades ago wrote a compelling description of the differences between management practices and leadership that continues to be referenced in current research. While good management is essential in order to have organizations run smoothly, effective transformational leadership has been shown to raise both leaders and their followers to higher levels of functioning at both the personal and organizational level. Often when social workers have moved up in the organization, allowing them to be in leadership positions, training has focused primarily on management practices that enhance transactional leadership capabilities. More focus is needed on the transformational leadership skills to truly augment leadership potential. This study may help raise awareness of the important role of leadership in human service organizations. It may also create an aspiration for higher leadership potential.

Consideration for future research might include a replication of this study using a larger sample. Results of this study are very tentative due to the small sample size of the current study, and results may vary with a larger sample group. Other research considerations might be to measure the degree of TFL/TAL behaviors across the various levels within larger organizations such as the Department of Social Services to determine the degree to which leaders emulate their bosses. A more accurate measure may also be obtained by using a full 360-degree rating whereby leaders are rated by their followers, their peers and their bosses to arrive at an overall measurement of leadership behaviors. The Multifactor Leadership Questionnaire contains outcome measures that were not used in this study. These measure outcomes such as follower satisfaction, perceived effectiveness of the leader and the extra effort followers exhibit as a result of the leadership style used. Further analysis could be performed using the current data set to

explore the interaction between the various outcome measures and the use of transformational and transactional leadership.

When attempting to define and identify leadership paradigms, there is a tendency to become preoccupied with delineating each style of leadership into separate and distinct typologies. One must be reminded that no leadership model is ever complete and that leadership is more fluid than any one particular model.

Overall, it appears the transformational leadership model along with the use of the MLQ can be useful in assessing leadership behaviors and providing opportunities for leaders to explore their personal leadership style and developmental needs.

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Appendix A   University of Regina research ethics approval certificate
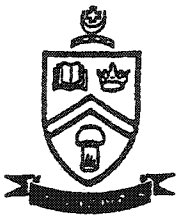
DATE: February 18, 2002

TO:

FROM: K. Arbuthnott
A. Chair, Research Ethics Board

Re: Transformational Leadership in Human Service Organizations: A Descriptive Analysis.

Please be advised that the University of Regina Research Ethics Board has reviewed your proposal and found it to be:

_____ 1. ACCEPTABLE AS SUBMITTED. Only applicants with this designation have ethical approval to proceed with their research as described in their applications. The *Tri-Council Policy Statement on Ethical Conduct for Research Involving Humans* requires the researcher to send the Chair of the REB annual reports and notice of project conclusion for research lasting more than one year (Section 1F). **ETHICAL CLEARANCE MUST BE RENEWED BY SUBMITTING A BRIEF STATUS REPORT EVERY TWELVE MONTHS. CLEARANCE WILL BE REVOKED UNLESS A SATISFACTORY STATUS REPORT IS RECEIVED.**

_____ 2. **ACCEPTABLE SUBJECT TO CHANGES AND PRECAUTIONS (SEE ATTACHED). Changes must be submitted to the REB and subsequently approved prior to beginning research. Please address the concerns raised by the reviewer(s) by means of a supplementary memo to the Chair of the REB. Do not submit a new application. Once changes are deemed acceptable, approval will be granted.**

_____ 3. **UNACCEPTABLE AS SUBMITTED. Please contact the Chair of the REB for advice on how the project proposal might be revised.**

K. Arbuthnott

c.c. Bonnie Jeffery, supervisor

KM/sc/ethics2.dot

Appendix B   Letter to leader participants

Date

Dear leader participant,

My name is Rick Kuckartz. I am a graduate student of the University of Regina, Faculty of Social Work. I am seeking your participation in a survey research project in which I want to study leadership in human service organizations. This survey is a component of my MSW thesis.

What is the research about?

In leadership studies, transformational leadership has come to be recognized as a relevant and effective leadership paradigm. It has been studied and researched for many years and has gained wide recognition. In this research I want to measure and explore the differences in the use of transformational leadership within selected organizational and individual variables in human service organizations. The research sample will include work units in the Department of Social Services and an equal sample number of community-based organizations.

It is important to note that this study is not an evaluation of leadership but rather is an attempt to describe leadership in organizations using this specific model. Leadership in the human service field is not often researched and I believe learning more about leadership approaches can provide information to better understand leadership practice. This knowledge may provide opportunities for leadership training, increased leadership effectiveness resulting in enhanced employee satisfaction and organizational effectiveness.

Why you?

Leadership in organizations has great impact on individual well being, job satisfaction and organizational effectiveness. Your professional field experience can provide useful information about leadership practice and the effects of leadership on employees in human service work environments.

What will you be asked to do?

Your participation will involve completing a 45-item survey questionnaire. The questionnaire should not take more than 20 minutes to complete. You are asked to rate yourself on various leadership factors, and complete the leader demographic form. I recommend that you not discuss your answers with colleagues, as your individual response is what is being sought. A return envelope is included for you to anonymously return the questionnaire.

Confidentiality and anonymity:

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Your voluntary participation in this research has been approved by your organization, however your organization is not directly involved in the research project. Results will not identify any individuals or individual work units. The original data will not be available to any individual or organization except the researcher and his faculty advisor. Reported results will be a summary of all responses. Individual forms are coded to ensure confidentiality. An envelope is provided for the anonymous return of your completed questionnaire. The complete thesis is a public document and will be filed with the University of Regina library upon completion. An executive summary of the findings will be available upon request.

If you decide to participate...

You will receive a copy of the questionnaire (leader form), a consent form and a leader demographic data form to complete. Please complete the information within 10 days and return it in the envelope provided. Five employees in the selected work units will be asked to complete the survey using a separate rater package. (selecting employees most senior/ most familiar with the leader)

Any other questions?
If you have any questions, you may contact myself at (
                                ` my thesis supervisor, Dr. Bonnie Jeffery |

Should you decide not to participate after reading the description of this research project please return the complete package in the envelope provided.

Thank you for considering participating in this research project.

Sincerely,

Rick Kuckartz

Appendix C   Letter to rater participants

Date

Dear survey participant,

My name is Rick Kuckartz. I am a graduate student of the University of Regina, Faculty of Social Work. I am seeking your participation in a survey research project in which I want to study leadership in human service organizations. This survey is a component of my MSW thesis.

What is the research about?

In leadership studies, transformational leadership has come to be recognized as a relevant and effective leadership paradigm. It has been studied and researched for many years and has gained wide recognition. In this research I want to measure and explore the differences in the use of transformational leadership within selected organizational and individual variables in human service organizations. The research sample will include work units in the Department of Social Services and an equal sample number of community-based organizations.

It is important to note that this study is not an evaluation of leadership but rather is an attempt to describe leadership in organizations using this specific model. Leadership in the human service field is not often researched and I believe learning more about leadership approaches can provide information to better understand leadership practice. This knowledge may provide opportunities for leadership training, increased leadership effectiveness resulting in enhanced employee satisfaction and organizational effectiveness.

Why you?

Leadership in organizations has great impact on individual well being, job satisfaction and organizational effectiveness. Your professional field experience can provide useful information about leadership practice and the effects of leadership on employees in human service work environments.

What will you be asked to do?

Your participation will involve completing a 45-item survey questionnaire. The questionnaire should not take more than 20 minutes to complete. You are asked to rate your immediate supervisor on various leadership factors. The supervisor will rate himself/herself using a similar 45 item leader form. I recommend that you not discuss your answers with colleagues as your individual response is what is being sought. A return envelope is included for you to anonymously return the questionnaire.

Confidentiality and anonymity:

68

Your voluntary participation in this research has been approved by your organization, however your organization is not directly involved in the research project. Results will not identify any individuals or individual work units. The original data will not be available to any individual or organization except the researcher and his faculty advisor. Reported results will be a summary of all responses. Individual forms are coded to ensure confidentiality. An envelope is provided for the anonymous return of your completed questionnaire. The complete thesis is a public document and will be filed with the University of Regina library upon completion. An executive summary of the findings will be available upon request.

If you decide to participate...

You will receive a copy of the survey questionnaire (rater form) and a consent form to complete. Please complete the information within 10 days and return it in the envelope provided. Five employees in the selected work units are being asked to complete the questionnaire. (selecting employees most senior/ most familiar with the leader)

Any other questions?
If you have any questions, you may contact myself at
                or my thesis supervisor, Dr. Bonnie Jeffery (

Should you decide not to participate after reading the description of this research project please return the complete package in the envelope provided.

Thank you for considering participating in this research project.

Sincerely,

Rick Kuckartz

Appendix D   Leader demographic form

Demographic data form (Leaders only)

Participant Code # _____

Place an "X" to indicate the appropriate category.

Employer:
Community Based Organization _____
Government Organization _____

Length of time employed with the current organization
0-5 yrs _____
6-10 yrs _____
11-15 yrs _____
16-20 yrs _____
21-25 yrs _____
26-30 yrs _____
30+ yrs _____

Length of time employed in human services field
0-5 yrs _____
6-10 yrs _____
11-15 yrs _____
16-20 yrs _____
21-25 yrs _____
26-30 yrs _____
30+ yrs _____

Education (highest level achieved)
less than grade 12 _____
grade 12 diploma _____
some post secondary _____
diploma or certificate _____
bachelor degree _____
graduate degree _____
doctoral degree _____

Years of experience in supervisory / manager role
1-5 yrs _____
6-10 yrs _____
11-15 yrs _____
16-20 yrs _____
21-25 yrs _____
26-30 yrs _____
30+ yrs _____

Age category:
Under 30 yrs _____
30-39 yrs _____
40-49 yrs _____
50-59 yrs _____
60-69 yrs _____
70+ yrs _____

Gender
Male _____
Female _____

Unionized organization _____
Non-union organization _____

Size of Organization:
20 or less employees _____
more than 20 employees _____

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Appendix E   Consent form

UNIVERSITY OF REGINA

FACULTY OF SOCIAL WORK
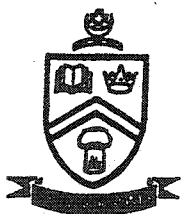
CONSENT FORM

RESEARCHER: Rick Kuckartz, Graduate Student, University of Regina
SUPERVISOR Dr. Bonnie Jeffery, Associate Professor, Social Work Faculty
TITLE Transformational Leadership in Human Service Organizations:
A Descriptive Analysis

OBJECTIVES AND PROCEDURE: This study will examine leadership behavior in government and community based human service organizations using the transformational leadership model. It will investigate the relationship between certain variables and leadership behavior. The enclosed survey questionnaire will ask you to rate leadership behaviors using various leadership factors. Participants will rate their immediate supervisor, and the supervisor using a similar questionnaire, will self-rate their own behaviors. Participant leaders will also complete a non-identifying self-describing demographic form. The intent is to obtain your individual observation and perception of leadership behavior. This study does not seek to evaluate leadership, but rather to describe leadership behavior in organizations.

BENEFITS TO PARTICIPANTS: The results of this study will provide a description of leadership behavior in human service organizations and may improve our understanding of the importance of leadership practice and training.

CONFIDENTIALITY: All responses will remain completely confidential. Participants are asked not to put their name on the questionnaire. Consent forms will be separated from the form upon receipt and no record will be kept of which questionnaire was returned with which consent so that responses remain anonymous.

The Research Ethics Board, University of Regina approved this study. If research subjects have any questions or concerns about their rights or treatment as subjects, they may contact the chair of the Research Ethics Board at _____

I, _____ have read the above description and agree to participate. I understand that my participation is completely voluntary and that I may withdraw from the study at any time without penalty. I understand that although the data from this study may be published, only aggregate (i.e. summary) data will be reported, and individual responses will be kept confidential.

I wish to receive a copy of the executive summary of the research. Please mail to (print):
_____ or email _____

_____

_____

_____   _____
signature   date

REGINA, SASKATCHEWAN CANADA S4S0A2 PHONE (306) 585-4561 FAX (306) 585-4872

Appendix F   Multifactor Leadership Questionnaire and scoring key

Multifactor Leadership Questionnaire

Leader Form

My Name: _____ Date: _____

Organization ID #: _____ Leader ID #: _____

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

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

Use the following rating scale:

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

1. I provide others with assistance in exchange for their efforts 0 1 2 3 4

2. I re-examine critical assumptions to question whether they are appropriate 0 1 2 3 4

3. I fail to interfere until problems become serious 0 1 2 3 4

4. I focus attention on irregularities, mistakes, exceptions, and deviations from standards 0 1 2 3 4

5. I avoid getting involved when important issues arise 0 1 2 3 4

6. I talk about my most important values and beliefs 0 1 2 3 4

7. I am absent when needed 0 1 2 3 4

8. I seek differing perspectives when solving problems 0 1 2 3 4

9. I talk optimistically about the future 0 1 2 3 4

10. I instill pride in others for being associated with me 0 1 2 3 4

11. I discuss in specific terms who is responsible for achieving performance targets 0 1 2 3 4

12. I wait for things to go wrong before taking action 0 1 2 3 4

13. I talk enthusiastically about what needs to be accomplished 0 1 2 3 4

14. I specify the importance of having a strong sense of purpose 0 1 2 3 4

15. I spend time teaching and coaching 0 1 2 3 4

Continued ⇒

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

16. I make clear what one can expect to receive when performance goals are achieved 0 1 2 3 4

17. I show that I am a firm believer in "If it ain't broke, don't fix it." 0 1 2 3 4

18. I go beyond self-interest for the good of the group 0 1 2 3 4

19. I treat others as individuals rather than just as a member of a group 0 1 2 3 4

20. I demonstrate that problems must become chronic before I take action 0 1 2 3 4

21. I act in ways that build others' respect for me 0 1 2 3 4

22. I concentrate my full attention on dealing with mistakes, complaints, and failures 0 1 2 3 4

23. I consider the moral and ethical consequences of decisions 0 1 2 3 4

24. I keep track of all mistakes 0 1 2 3 4

25. I display a sense of power and confidence 0 1 2 3 4

26. I articulate a compelling vision of the future 0 1 2 3 4

27. I direct my attention toward failures to meet standards 0 1 2 3 4

28. I avoid making decisions 0 1 2 3 4

29. I consider an individual as having different needs, abilities, and aspirations from others 0 1 2 3 4

30. I get others to look at problems from many different angles 0 1 2 3 4

31. I help others to develop their strengths 0 1 2 3 4

32. I suggest new ways of looking at how to complete assignments 0 1 2 3 4

33. I delay responding to urgent questions 0 1 2 3 4

34. I emphasize the importance of having a collective sense of mission 0 1 2 3 4

35. I express satisfaction when others meet expectations 0 1 2 3 4

36. I express confidence that goals will be achieved 0 1 2 3 4

37. I am effective in meeting others' job-related needs 0 1 2 3 4

38. I use methods of leadership that are satisfying 0 1 2 3 4

39. I get others to do more than they expected to 0 1 2 3 4

40. I am effective in representing others to higher authority 0 1 2 3 4

41. I work with others in a satisfactory way 0 1 2 3 4

42. I heighten others' desire to succeed 0 1 2 3 4

43. I am effective in meeting organizational requirements 0 1 2 3 4

44. I increase others' willingness to try harder 0 1 2 3 4

45. I lead a group that is effective 0 1 2 3 4

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Multifactor Leadership Questionnaire
Rater Form

Name of Leader: _____ Date: _____

Organization ID #: _____ Leader ID #: _____

This questionnaire is used to describe the leadership style of the above-mentioned individual as you perceive it. Answer all items on this answer sheet. If an item is irrelevant, or if you are unsure or do not know the answer, leave the answer blank. Please answer this questionnaire anonymously.

IMPORTANT (necessary for processing): Which best describes you?

____ I am at a higher organizational level than the person I am rating.
____ The person I am rating is at my organizational level.
____ I am at a lower organizational level than the person I am rating.
____ I do not wish my organizational level to be known.

Forty-five descriptive statements are listed on the following pages. Judge how frequently each statement fits the person you are describing. Use the following rating scale:

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

THE PERSON I AM RATING. . .

1. Provides me with assistance in exchange for my efforts 0 1 2 3 4
2. Re-examines critical assumptions to question whether they are appropriate 0 1 2 3 4
3. Fails to interfere until problems become serious 0 1 2 3 4
4. Focuses attention on irregularities, mistakes, exceptions, and deviations from standards 0 1 2 3 4
5. Avoids getting involved when important issues arise 0 1 2 3 4
6. Talks about their most important values and beliefs 0 1 2 3 4
7. Is absent when needed 0 1 2 3 4
8. Seeks differing perspectives when solving problems 0 1 2 3 4
9. Talks optimistically about the future 0 1 2 3 4
10. Instills pride in me for being associated with him/her 0 1 2 3 4
11. Discusses in specific terms who is responsible for achieving performance targets 0 1 2 3 4
12. Waits for things to go wrong before taking action 0 1 2 3 4
13. Talks enthusiastically about what needs to be accomplished 0 1 2 3 4
14. Specifies the importance of having a strong sense of purpose 0 1 2 3 4
15. Spends time teaching and coaching 0 1 2 3 4

Continued ⇒

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

16. Makes clear what one can expect to receive when performance goals are achieved 0 1 2 3 4

17. Shows that he/she is a firm believer in "If it ain't broke, don't fix it." 0 1 2 3 4

18. Goes beyond self-interest for the good of the group 0 1 2 3 4

19. Treats me as an individual rather than just as a member of a group 0 1 2 3 4

20. Demonstrates that problems must become chronic before taking action 0 1 2 3 4

21. Acts in ways that builds my respect 0 1 2 3 4

22. Concentrates his/her full attention on dealing with mistakes, complaints, and failures 0 1 2 3 4

23. Considers the moral and ethical consequences of decisions 0 1 2 3 4

24. Keeps track of all mistakes 0 1 2 3 4

25. Displays a sense of power and confidence 0 1 2 3 4

26. Articulates a compelling vision of the future 0 1 2 3 4

27. Directs my attention toward failures to meet standards 0 1 2 3 4

28. Avoids making decisions 0 1 2 3 4

29. Considers me as having different needs, abilities, and aspirations from others 0 1 2 3 4

30. Gets me to look at problems from many different angles 0 1 2 3 4

31. Helps me to develop my strengths 0 1 2 3 4

32. Suggests new ways of looking at how to complete assignments 0 1 2 3 4

33. Delays responding to urgent questions 0 1 2 3 4

34. Emphasizes the importance of having a collective sense of mission 0 1 2 3 4

35. Expresses satisfaction when I meet expectations 0 1 2 3 4

36. Expresses confidence that goals will be achieved 0 1 2 3 4

37. Is effective in meeting my job-related needs 0 1 2 3 4

38. Uses methods of leadership that are satisfying 0 1 2 3 4

39. Gets me to do more than I expected to do 0 1 2 3 4

40. Is effective in representing me to higher authority 0 1 2 3 4

41. Works with me in a satisfactory way 0 1 2 3 4

42. Heightens my desire to succeed 0 1 2 3 4

43. Is effective in meeting organizational requirements 0 1 2 3 4

44. Increases my willingness to try harder 0 1 2 3 4

45. Leads a group that is effective 0 1 2 3 4

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

My Name: _____ Date: _____

Organization ID #: _____ Leader ID #: _____

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

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

Idealized Influence (Attributed) total/4 =   Management-by-Exception (Active) total/4 =

Idealized Influence (Behavior) total/4 =   Management-by-Exception (Passive) total/4 =

Inspirational Motivation total/4 =   Laissez-faire Leadership total/4 =

Intellectual Stimulation total/4 =   Extra Effort total/3 =

Individual Consideration total/4 =   Effectiveness total/4 =

Contingent Reward total/4 =   Satisfaction total/2 =

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

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

16. Contingent Reward 0 1 2 3 4

17. Management-by-Exception (Passive) 0 1 2 3 4

18. Idealized Influence (Attributed) 0 1 2 3 4

19. Individual Consideration 0 1 2 3 4

20. Management-by-Exception (Passive) 0 1 2 3 4

21. Idealized Influence (Attributed) 0 1 2 3 4

22. Management-by-Exception (Active) 0 1 2 3 4

23. Idealized Influence (Behavior) 0 1 2 3 4

24. Management-by-Exception (Active) 0 1 2 3 4

25. Idealized Influence (Attributed) 0 1 2 3 4

26. Inspirational Motivation 0 1 2 3 4

27. Management-by-Exception (Active) 0 1 2 3 4

28. Laissez-faire Leadership 0 1 2 3 4

29. Individual Consideration 0 1 2 3 4

30. Intellectual Stimulation 0 1 2 3 4

31. Individual Consideration 0 1 2 3 4

32. Intellectual Stimulation 0 1 2 3 4

33. Laissez-faire Leadership 0 1 2 3 4

34. Idealized Influence (Behavior) 0 1 2 3 4

35. Contingent Reward 0 1 2 3 4

36. Inspirational Motivation 0 1 2 3 4

Effectiveness 0 1 2 3 4

38. Satisfaction 0 1 2 3 4

39. Extra Effort 0 1 2 3 4

Effectiveness 0 1 2 3 4

Satisfaction 0 1 2 3 4

Extra Effort 0 1 2 3 4

Effectiveness 0 1 2 3 4

44. Extra Effort 0 1 2 3 4

Effectiveness 0 1 2 3 4

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