

DISSERTATION

TO WHAT EXTENT DO MANAGERS USE  
TRANSFORMATIONAL LEADERSHIP PRACTICES  
IN YEMENI GOVERNMENTAL AND FINANCIAL AUDIT ORGANIZATIONS

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## ABSTRACT

### TO WHAT EXTENT DO MANAGERS USE TRANSFORMATIONAL LEADERSHIP PRACTICES IN YEMENI GOVERNMENTAL AND FINANCIAL AUDIT ORGANIZATIONS

The purpose of this study was to examine the managers' transformational leadership practices in Yemeni governmental and financial audit organizations. In addition, the study examined the manager-employee relationship as reflected by the comparison of managers and employees' perceptions of the managers' transformational leadership practices. Furthermore, the study attempted to determine whether or not there are differences between the technical and supportive work groups and among the five specialized divisions of the organization on managers and employees' perceptions of the managers' transformational leadership practices. A survey research design was employed to collect the data from 43 managers and their 206 employees using the Leadership Practices Inventory (LPI) survey instrument. Findings indicated that there was statistically significant difference between the scores of managers and employees on all their perceptions on the managers' five transformational leadership practices. The employees rated their managers at lower scores than the managers' scores. Findings indicated that managers and their employees scored the highest on managers' leadership practices of "Enabling Others to Act" and "Encouraging the Hear." The managers and employees scored the lowest on "Inspiring a Shared Vision" and "Challenging the Process." "Modeling the Way" score was in between the two ends. The study findings suggest that there is a gap between managers and employees on the managers' transformational leadership practices and that Yemeni

government organizations should bridge the gap by providing a well-designed leadership development programs. This can provide managers with the awareness and importance of transformational leadership practices to create and promote a strong relationship between managers and employees.

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## DEDICATION

In loving memory of my parents

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## **CHAPTER 1: INTRODUCTION**

In the Middle East, including Yemen, people are described as having high level of in-group collectivism and being low on future orientation and uncertainty avoidance (Northouse, 2013). People in Middle East countries tend to show pride in their families and tribesmen. Organizational culture in Yemen in which this study was conducted has its own unique cultural characteristics that are different not only from the Western organizational culture but also different from the Middle Eastern organizational culture.

A culture of clan and family dominates people's views, standards, and work relationships in organizations. Therefore, regional and tribal cultural values and influences play major determinants in Yemeni organizations and organizational culture. Yemeni organizational culture divides managers and employees into working groups that transcend organizational systems. Organizational cultural characteristics influence organizational interactions and relationships including managers-employees relationship at workplace (Ahmad & Gelaidan, 2011; Gelaidan, 2012). Yemeni culture as a country and as a nation in context with its organizational culture has its own unique economic, social, technical, and political characteristics. Therefore, it is important to briefly mention some of these characteristics as well as the circumstances that shaped the country.

Geographically, Yemen is one of the Middle Eastern countries and is located on the south west Arabian Peninsula. Yemen is bordered north by Saudi Arabia; east by Oman, south by Gulf of Aden and Arab Sea; and west by the Red Sea. Yemen enjoys mild climate in the mountainous

center and north and extreme climates in the eastern desserts and hot climate in the west and south coasts.

Historically and politically, Yemen faced with constant governing struggles and long term instability especially from the first decades of the last century to the beginning of this century. For example, between 1911 and 1962, former North Yemen was controlled by conservative and religious dynasty while former South Yemen was part of the British Crown Colony of Aden between 1937 and 1963.

While this separated the country into different forms of governments, people still dreamed and struggled for becoming unified in one government to focus on development and production. In 1990, North Yemen and South Yemen declared the country re-unification. However, shortly after the unification, the country witnessed major political crisis between the North and the South in which the 1994 war took place. Since 2011, Yemen has been going through political transitioning from the centralized State to a Federation State.

Due to the previous circumstances, Yemeni government organizations simply represent some type of organizational mergers where every two identical organizations were merged into one new organization. This also makes Yemeni government organizational culture unique.

### **Transformational Leadership**

Organizational culture has a big influence on leadership process. Many studies indicated that there is a relationship between organizational culture and leadership process (Ahmad & Gelaidan, 2012; Gelaidan; 2011, Northouse, 2013). Schein (2010) defined the organizational culture as “A pattern of shared basic assumptions that the group learned as it solved its problems of external adaptation and internal integration, which has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way you perceive, think, and

feel in relation to those problems” (p. 18). Thus, organizational culture refers to the written and unwritten beliefs, values, rules, norms, symbols and traditions that are common to and practiced by a group of people (Northouse, 2013). Leadership studies examined the effects of culture on the leadership process.

Organizational leadership theories and approaches are many; yet, the main elements of leadership process are people, influence, mobilization, and positive change. Influence and mobilization of people as the major element of leadership could be obtained through official or personal power through which an individual gets other individuals to achieve certain goals. Leadership definitions and understandings have evolved through the course of history starting with trait and personality characteristics studies in the early 1900s and the current focus on the transformational leadership (Bass & Stogdill, 1990; Kouzes & Posner, 2013; Northouse, 2013).

For the purpose of this study, a brief review on leadership development is included. Leadership studies in the early 1900s emphasized control and power centralization. In the 1930s, personality traits became the focus of leadership studies. Leadership was identified as an influence rather than control and power. In the 1940s, leadership was defined as the behavior of the individual directing group activities. In the 1950s, leadership studies focused on the relationship between a leader and a group of people that developed shared goals. In the 1960s, leadership as behavior prevailed. Leadership was defined as the behaviors by leaders which influence other individuals in a shared direction. In the 1970s, leadership studies explored leadership as initiating and maintaining groups or organizations to accomplish group or organizational goals. Since the late twentieth century, transformational leadership has become the focus of most leadership studies (Bass & Stogdill, 1990; Kouzes & Posner, 2013; Northouse, 2013; Rost, 1991; Seeman, 1990).

The concept of transformational leadership was first coined by Burns (1978). He stated that “leadership is the reciprocal process of mobilizing by persons with certain motives and values, various economic, political, and other resources, in a context of competition and conflict, in order to realize goals independently or mutually held by both leaders and followers” (p. 425). Numerous leadership studies and popular works on the nature of leadership emerged in the academic and public arenas resulting on many leadership improvements (Kouzes & Posner, 2012). Some leadership studies emphasized that leadership was to get followers to do what leaders wanted done (Burns, 1978). Other leadership studies started to use and examine the word influence from different angles in an effort to differentiate between leadership and management. For example, some scholars insisted that leadership is a non-coercive influence as compared to management (Kotter, 1990).

Along with the debates about different leadership approaches, some scholars continue discussions about whether leadership and management are two different and separate processes or two sides of one organizational process. Some scholars focus on the leadership aspects of trait, skill, or behavioral. Thus leadership will remain having different meanings to different people. Leadership will continue to be to complex concept to be defined in one simple definition (Northouse, 2013). Since the 1980s to the present, the transformational leadership approach has emerged as a very popular leadership style. More than one third of leadership studies and articles published in the 1990s and 2000s on leadership were on the transformational leadership approach alone (Northouse, 2013).

Transformational leadership was first introduced by Burns (1978). This author related a new leadership approach as a transformational process. Burns (1978) distinguished between transactional and transformational leadership. Transformational leadership was defined as the

process that takes place “when one or more persons engage with others in such a way that leaders and followers raise one another to a higher levels of motivation and morality” (p. 83).

Managers should mobilize employees by creating the climate in which employees turn challenging opportunities into successes. Managers cannot command commitment to excellence, but they can inspire it. Inspiring and communicating a shared vision are critical components any manager will need to adapt to create successful and positive change (Kouzes & Posner, 2012).

Leading by example helps inspire employees to perform beyond normal and expected performance. One thing usually over looked by managers is when they do not remove obstacles and resisting factors from the way of employees to perform better. One of the forms of obstacles can be manifested as the inconsistencies between what managers say and what their actions are. Modeling the way and encouraging the heart as transformational leadership practices are very important for employees which will help avoid such obstacles. Transformational leadership contributes to the success of organizations especially during times of organizational change. The change studies have placed an important requirement for transformational leadership for positive individual and organizational change to be responsive, implemented and sustained (Kotter, 1996; Kouzes & Posner, 2012). The importance of interconnectedness in the relationship between leaders and followers is a corner stone in transformational leadership.

Organizational change requires transformational leadership (Kotter, 1996). Transformational leadership has positive relationship with organizational change successes (Ahmad & Gelaidan, 2011; Gelaidan, 2012). The organization in which the study was conducted is going through major restructuring and technological changes. Transformational leadership can inspire and guide employees to cope with and respond to changes positively and effectively. Leadership studies, development, and training to managers and employees are very crucial in

organizations. The appropriate manager leadership training and information technology will make employees' performance significantly better. Organizations face profound and ongoing changes internally, such as, information technology innovation; and externally, such as, changing form of governing in the country.

The change process increases the number and intensity of interfaces between managers and employees. Consequently more responsibilities are added to managers and employees. These changes in culture, technology, and restructure within the organization and changes in government form within the country client organizations heavily influence the process of productivity and improvement of employees (Kotter, 1996; Kouzes & Posner, 2012; Schein, 2010). The organization is facing major restructuring and technological changes. The country is changing the form of government and political system from a central government to a federated government. The organization will be affected with such transition. This will require a strong and transformational leadership to endure such major changes. Managers must possess quality transformational leadership practices to endure major changes. Leadership practices are strongly related to the way in which managers and employees create and sustain quality relationships (Kouzes & Posner 2007).

The most general lesson to be learned from the more successful organization cases is that the change process must go through a series of phases that usually require a considerable length of time. The responsibility and decision making of managers will influence not only the survival of their organization, but also their client organizations and regional governments. The way in which this responsibility is exercised will determine whether the organizational leadership will contribute toward a sustainable environment, and whether its influence will be self-determined or regulated by the government (Kotter, 1996).

In becoming the credible organization that ensures effective leadership process and understand the leader follower dynamics of relationships in complex situation, managers must adopt transformational leadership practices (Kouzes & Posner, 2012). Managers and employees alike play important role in the organizational change process. Managers should demonstrate transformational leadership capabilities to ensure employees are working together to achieve successful change. One of the fundamental roles of managers is to be able to produce a synthesis of the information available to employees and set the goals that will carry out the mission of their organization. In addition, managers must augment their flexibility and reduce reaction times in response to unforeseen and discontinuous changes. Managers and employees can continue to strengthen their product offerings, reduce engagement time, and improve client service by addressing the mentioned challenges through transformational leadership process.

### **Statement of the Research Problem**

Most previous studies on organizational leadership, culture, and change were mainly conducted in United States and other developed western countries as well as in a few other developing countries in the world. In addition, those studies were mostly on corporate, health care, and educational organizations. There is limited research done on government organizations and there is almost no research found on Yemeni government organizational leadership. While some might argue that studies on other organizations and other countries could generalize to Yemeni government organizations, the lack of studies on organization leadership in Yemeni organizations has left a gap on organizational leadership, culture, and change literature.

Yemeni government organizations went through some type of a merger of two former independent countries to a unified country in 1990 as a result of the country unification. Yemeni government organizations are going still through major political, social and governmental

organizational changes. Such big mergers and changes resulted in more changes in governmental and organizational culture. Furthermore, there are currently more formations and shifts in Yemeni government forms yet to be seen. Yemeni government organizations are in constant change and transitions including the most recent efforts to reform the government structure from central government system to federal government system.

Studies in organizational leadership, culture, and change indicated to the relationships among culture, change, and leadership in organizations. The studies also stated the importance of transformational leadership to help employees cope with and sustain such organizational culture changes. More research is needed to better understand how transformational leadership and culture influence each other (Bandura, 1977; Bandura, 1997; Burke, 2011; Cameron & Quinn, 2011).

The Yemeni government organizational culture and change have their own unique characteristics which are based on the religious, tribal, and political traditions, attributes and behaviors of people in Yemen. Even as one of Middle Eastern countries, which share some culture similarities, Yemeni government organizations have culture differences. Two main factors make this organization's culture unique. The first factor is the social dimension such as the roles of tribal and family perspectives. Tribes and families' roles as in-group out-group relationships still remain the dominant forces in organizational culture and individual' work relationships. Tribal and family social relations play major factors in most of the characteristics of organizational culture (Ahmad & Gelaidan, 2011; Gelaidan, 2012).

In addition, Yemeni government organizational culture is unique and different from other Middle East countries due to the unification of two parts of the country in 1990 with two different political and organizational cultures of capitalism in the North, and communism in the

South. The central government organizations' mergers in the new country's capital combined managers and employees in unit from both parts' backgrounds. The need for this study is justified for government organizations in Yemen because of their unique governmental, cultural and organizational settings (Ahmad & Gelaidan, 2011; Gelaidan, 2012).

Organizations in general and Yemeni government organizations in particular can gain many benefits from the findings of this study by addressing the role of transformational leadership in organizational culture, technology and restructuring changes implementation. Successful countries and organizations have ingrained a virtuous circle between transformational leadership driven organization and organizational culture and change implementations to reach successful and positive change.

Managers' success in creating a strong managers-employees relationship will help increase their organization performance through inspiring employees and motivating them to adopt and cope with positive change (Chen, 2005; Marakas, Johnson & Clay, 2007). Furthermore, transformational leadership study on this organization will help the organization influence the performance quality of organizations clientele subject to its audits.

The leadership styles implemented by managers in this organization need to be examined. Managers and employees in organizations can help create high level of positive change and quality performance among other organization clientele (Ajzen, 2004; Anderson, 2000). Many studies' findings state that employee' attitudes predict intentions, which in turn predict behavioral outcomes. Managers have important roles toward their employees through their transformational leadership practices to help and affect change adaptations and behaviors of employees (Ajzen & Fishbein, 1980).

There have been considerable writings and empirical studies on transformational leadership in various organizations and settings in the world organizations. These organizations include governmental organizations, public organizations (Berry, 2012; Bowers, 2012) private not for profit organization, commercial organizations (Smith, 2004), medical organizations (Brigham-Sprague, 2001; Castellese, 2006), educational institutions (King, 2002), manufacturing companies (Rich, 2003), Law enforcement agencies (Sarver, 2008).

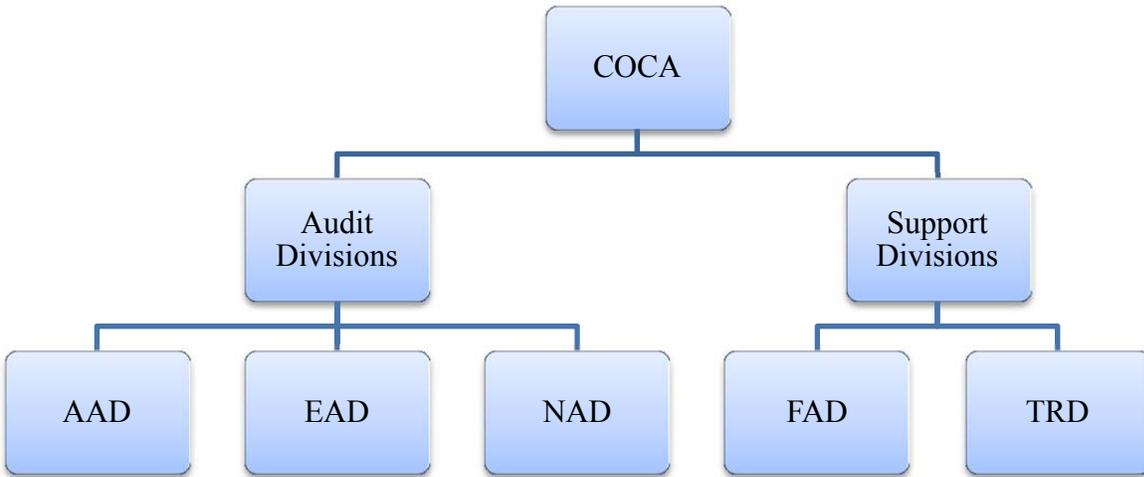
However, there were almost no transformational leadership studies conducted before in Yemeni government organizations. There were almost no transformational leadership studies conducted before in governmental accounting and auditing services organizations. Only one study which was conducted in a private accounting services organization by Viator (2001) was found. In his study, Viator recognized the need for and recommended more future studies to examine the existence of transformational leadership practices by accounting and auditing professionals in public organizations. Therefore, this study came to examine and explore transformational leadership practices used by managers in Yemeni government accounting service organization by using the Leadership Practices Inventory (LPI) survey developed by Kouzes and Posner (1987, 2003, 2007, and 2012).

The purpose of this study was to examine the managers' transformational leadership practices in Yemeni governmental and financial audit organizations. In addition, the study examined the managers-employees relationships as reflected by the comparison of managers' and employees' perceptions of the managers' transformational leadership practices. Furthermore, the study attempted to determine whether or not there are differences between the two main work groups and among the five divisions of the organization on managers and employees' perceptions of the managers' transformational leadership practices.

## **General Research Questions**

The purpose of this study was to determine if evidence exists of transformational leadership practices are being used by managers from manager-self-perceptions' and from employees' perceptions. The general research questions stated below were applied to the organization as a whole, the two main working groups (audit divisions group and support divisions group), and the five divisions. Figure 1 shows the chart of the organization and how the two main work groups and divisions are placed in the organizational chart. The chart is not the organizational literal chart rather it is drawn for the purpose of the study to differentiate between technical divisions and supportive divisions. Also there is no actual fifth division rather the study grouped all other independent departments into one division called the training center and research division. The following general research questions were formulated:

- A. What are the managers' transformational leadership practices as perceived by the overall managers and employees?
- B. What are the managers' transformational leadership practices as perceived by each of the two main groups (audit group and support) managers and employees?
- C. What are the managers' transformational leadership practices as perceived by each of the audit divisions' managers and employees?
- D. What are the managers' transformational leadership practices as perceived by each of the support divisions' managers and employees?
- E. What are the differences between the two main groups and among the five divisions on the managers' transformational leadership practices' perceptions as perceived by managers and employees?



*Figure 1.* Organizational main groups technical or audit group vs. support groups and their divisions.

The specific research questions for doing the analysis will be articulated in Chapter 3 with the definitions of the specific variables.

**Theoretical Background**

The theoretical model that will be used in this study is the Leadership Practices Inventory (LPI) model developed by Kouzes and Posner (1987, 2002, 2007, and 2012). The LPI is a leadership model based on the transformational leadership theory. This model was developed to help managers inspire and mobilize employees by creating the climate in which employees turn challenging opportunities into successes. LPI focuses on the managers’ ability to elevate the motivations, needs, and morals of employees to a higher level. Thus, LPI remains an important and relevant topic of research for individuals and organizations’ performance effectiveness and efficiency. Managers need leadership practices that can meet and cope with the constant individual and organizational changes and complexity in different forms and aspects. LPI is

considered one of the modern leadership models which focuses on the higher-level motives, morals, needs and long-term goals of the leaders and followers. There are relatively extensive discussions and empirical studies that used the LPI model in various work-place settings and in organizations of different functions and professions.

### **Definitions of Terms**

Before exploring transformational leadership and its relationships to culture and change at the Central Organization for Control and Accounting (COCA) through the perceptions of managers and employees, it is important to define the terms used in this study. Thus, for the purpose of this study the following terms and definitions will be used.

**Leadership.** “The process whereby an individual influences a group of individuals to achieve a common goal” (Northouse, 2013, p. 5).

**Transformational leadership.** “The process whereby a person engages with others and creates a connection that raises the level of motivation and morality in both the leader and the follower” (Northouse, 2013, p. 186).”

**LPI Model.** A transformational-leadership-theory-based model that focus on five leadership practices: “Modeling the Way”; “Inspiring a Shared Vision”; “Challenging the Process”; “Enabling Others to Act”; and “Encouraging the Heart” (Kouzes & Posner, 2012).

**Culture.** “The taken for granted values, underlying assumptions, expectations, and definitions that characterize organizations and their members” (Cameron & Quinn, 2011, p. 18).

**Change.** “The combination inner shifts in people’s values, aspirations, and behaviors with other shifts in processes, strategies, practices, and systems” (Senge, 1999, p. 15).

**COCA.** The Central Organization for Control and Auditing (COCA) which is the Supreme Audit Institution in Yemen.

**Division.** A part or section of COCA which oversees the audits over certain group of client organizations in different work sectors such as economic and commercial organizations, non-for profit organization, and government administration agencies.

**Manager.** The senior auditor who supervises audit teams and team leaders for group of client organizations

**Employee/Auditor.** A person who works for the organizations with a bachelor degree or higher for at least five years or more and mostly in accounting and a few other related majors. The auditor or the employee is a part of an auditing team of two to four members and work under the directions of a departmental manager.

### **Delimitations and Limitations**

The study usually has to narrow and confine itself to the specific topic research questions (Creswell, 2008; Gliner & Morgan, 2000). This study will narrow itself to the questionnaires responses from the managers and employees of the Central Organization for Control and Accounting (COCA) headquarter in Sanaa, Yemen. Limiting the study to the headquarters in the Capital City, Sanaa and excluding other branches in other cities in the country is due to the geographic vastness and difficulties of travel and data collections. In addition, this target population was chosen due to the researcher's direct access to the organization. The study will include only managers and employees who are available at the worksite during the time of questionnaire distributions.

There will be some limitations of any research study (Creswell, 2008; Gliner & Morgan, 2000). The target population is a convenience sample not random or experimental. Participants will be limited only to managers and employees from this particular organization and particular country.

## **Researcher's Perspective**

Leadership styles and effective leadership practices are very important components in today's organizations. The world of organizations today lives in constant changes in information technology, political and structural changes, and cultural and diversity changes. One of the important requirements to keep the organization up with these changes is to have an effective transformational leadership. The researcher believes that the extensive study and examination of the leadership style perceptions held by managers and auditors will help promote the understanding of the importance of transformational leadership practices in the organization of the study.

The researcher has extensive work experience and various educational backgrounds in accounting and auditing, information technology, and human resource studies. This extensive and various and wide knowledge base contributed to the researcher's input and biases. The researcher has been working for a governmental audit institution in Yemen for many years. The researcher has worked with accounting professionals and accounting educators in different levels of role positions and settings such as professors, managers, auditors, and client organization officials in Sanaa University in Yemen; Colorado State University in Colorado, U.S.A.; the Central Organization for Control and Auditing COCA; Telecommunication Ministry, Transportation Ministry, Commerce Ministry, Construction Ministry, and other organizations and companies in both Yemen and U.S.A.

The researcher's education and work experience background is focused in accounting, human resources education and business information technology. The researcher has a bachelor degree in accounting and business administration, a master degree in accounting, a master degree in business administration with concentration in computer information systems, and a master

degree in education and human resource studies with concentration in organizational performance and change management. The researcher also has participated in the New Community College System Project in Yemen and United States of America, focusing on (accounting, technology, and business management curricula studies, teaching and learning styles, and community college finance and leadership).

In this regard, the researcher believes that the leadership study and development for accounting professionals and auditors should be a continuing professional education and training. Not only should it take place in undergraduate and graduate accounting programs in colleges and universities but also it should continue in training programs in the workplace. Accounting professionals and auditors who are exposed to professional leadership development programs and workshops are more likely to gain more insights to the effective leadership skills and practices.

## **CHAPTER 2:**

### **LITERATURE REVIEW**

Leadership literature review will be focused on modern time periods and on organizational leadership. This literature review will cover relevant and major scholars' works and leadership studies. However, it is important to note here that leadership phenomenon is as old as human civilizations. There have been references to leaders and followers that were found in the ancient civilizations. Not only that but also leadership phenomenon can be traced back as early as the very beginnings of humankind. Historical and religious books talked about leaders since ancient times. Prophets, tribal chiefs, and kings are some example of leaders in ancient times (Bass & Stogdill 1990; Kouzes & Posner, 2012; Northouse, 2013). The interest of this study is in organizational leadership relevant to managers and employees in various organizational settings.

#### **Management and Leadership**

Leadership and management have a strong relationship. There are some different views on the nature and the scope of the relationship between leadership and management or whether they are separate concepts or two folds of one thing. Leadership and management share functional similarities and yet have differences. For example, both leadership and management involve a leader or a manager, a group of people, influence or control, and a goal achievement with positive change (Bass & Stogdill 1990; Kouzes & Posner, 2012; Northouse, 2013).

There are many similarities between leadership and management. Thus, most management activities are consistent with leadership definitions such as influencing a group of individuals toward achieving organizational goals; interaction with individuals; establishing a

relationship; leader-follower exchanges; sharing common values and standards, and so on.

However, there are many differences between leadership and management (Cherry, 2010; Clark & Clark, 1990; Cohen & Brawer, 1991; Collins, 2001; Conner, 1992).

One major difference is the ultimate goal of leadership and the ultimate goal of management. Leadership's ultimate goal is concerned about creating positive change and movement whereas management's ultimate goal is concerned about creating order, stability and efficiency (Kotter, 1990; Northouse, 2013).

Another major difference is that leadership came to existence many centuries ago whereas scientific management is about one century old. The study of leadership has started as early as Aristotle in the fourth century B.C. whereas the study of management first began with the work of Fayol in 1916 of the last century. According to Fayol (1916), the primary functions of management in the early 1900s were planning, organizing, staffing, and controlling. These functions are still the main functions of management study today (Kotter, 1990; Northouse, 2013).

Although leadership and management are different in scope, they are complementary and interdependent. Both leadership and management are essential for the success of organizations (Bolman & Dale, 1984; Bolman & Dale, 2003; Kotter, 1990). A strong management without leadership makes organizations very bureaucratic and has no direction. On the other hand, a strong leadership without strong management makes organization chaotic and brings a meaningless change outcome. Furthermore, some researchers argued that leadership is one function of management. Thus, every manager must be a leader but not every leader has to be a manager. For the purpose of this study the terms "leader, leaders, and leadership" will also imply

the references to “manager, managers, and management” respectively and will be used interchangeably (Gardner, 1990; Gilley & Maycunich, A, 2000; Kotter, 1996).

The following table, which was adapted from the work of Kotter (1996) should help explain more about the differences between leadership and management in many areas.

| Management<br>Produces Order and Consistency  | Leadership<br>Produces Change and Movement  |
|---|---|
| <b>Planning and Budgeting</b> <ul style="list-style-type: none"> <li>• Establishing agendas</li> <li>• Set timetables</li> <li>• Allocate resources</li> </ul>                            | <b>Establishing Direction</b> <ul style="list-style-type: none"> <li>• Create a Vision</li> <li>• Clarify big picture</li> <li>• Set strategies</li> </ul>              |
| <b>Organizing and Staffing</b> <ul style="list-style-type: none"> <li>• Provide structure</li> <li>• Make job placements</li> <li>• Establish rules and procedures</li> </ul>             | <b>Aligning People</b> <ul style="list-style-type: none"> <li>• Communicate goals</li> <li>• Seek commitment</li> <li>• Build teams and coalitions</li> </ul>           |
| <b>Controlling and Problem Solving</b> <ul style="list-style-type: none"> <li>• Develop incentives</li> <li>• Generate creative solutions</li> <li>• Take corrective solutions</li> </ul> | <b>Motivating and Inspiring</b> <ul style="list-style-type: none"> <li>• Inspire and energize</li> <li>• Empower subordinates</li> <li>• Satisfy unmet needs</li> </ul> |

Figure 2 *Function of Management and Leadership*

SOURCE: Adapted from *A Force for Change: How Leadership Differs From Management* (pp. 3-8), By J. P. Kotter, 1990, New York: Free Press.

### **Leadership Definitions Evolution**

“Personality Traits” started as the focus of leadership study in 1930s. Leadership was identified as an influence rather than control and power. In 1940s, a shift took place. Leadership studies focused on the definition of leadership as the behavior of the individual directing a group of activities. In 1950s, leadership definitions moved to a different depth where leadership was defined by the relationship between a leader and a group of people that developed shared goals. Leadership at these years also was defined by the ability of the leader to increase group effectiveness (Northouse, 2013).

By the 1960s, leadership definitions as behavior prevailed. Seeman (1960) defined leadership as the behaviors by leaders which influence other individuals in a shared direction. In 1970s, behavior leadership approach emerged through the group focus leadership studies when leadership defined as “initiating and maintaining groups or organizations to accomplish group or organizational goals” (Rost, 1991, p. 59). However, the most important concept of leadership was defined by Burns (1978) as that “leadership is the reciprocal process of mobilizing by persons with certain motives and values, various economic, political, and other resources, in a context of competition and conflict, in order to realize goals independently or mutually held by both leaders and followers” (p. 425).

In 1980s, many studies and popular works on the nature of leadership emerged in the academic and public arenas resulted in a number of leadership definitions. Some definitions still emphasized that leadership was to get followers to do what leaders wanted done. Some other scholars started to use and examine the word influence from different angles in leadership definitions in an effort to differentiate between leadership and management. For example, many scholars insisted that leadership is a non-coercive influence as compared to management. Still other scholars (Peters & Waterman, 1982), brought leader traits back to the spotlight. Therefore, many people’s understanding of leadership was based on trait leadership approach. Burns (1978) initiated a new leadership approach and definition as a transformational process. He stated that leadership take place “when one or more persons engage with others in such a way that leaders and followers raise one another to a higher levels of motivation and morality” (p. 83).

Into the 21<sup>st</sup> Century, “leadership scholars agree on one thing: They can’t come up with a common definition for leadership” (Northouse, 2013, p. 4). Other scholars continue discussions about whether leadership and management are two different and separate processes or two sides

for one process. Still other scholars focus on the leadership aspects of trait, skill, or behavioral. Thus leadership will remain to have different meanings to different people. Leadership will continue to be a complex concept to be defined in one simple definition.

The phrase “born to be a leader” is an indication to people who use the trait perspective in explaining why certain people are effective leaders. The trait perspective suggests that some people have special inborn characteristics that make them effective leaders. These characteristics qualify those people and enable them to be great leaders. Some of these major characteristics among long list identified by leadership studies are physical factors such as height and look; personality factors such as extraversion; and knowledge factors such as intelligence and fluency. Leadership as a trait is different from leadership as a process. Trait leadership perspective conceptualizes leadership qualities as a set of properties possessed by certain individuals from birth. This perspective suggests that leadership resides in select persons and limit leadership capabilities to those who are believed to be gifted with special talents. On the contrary, process leadership perspective suggests that leadership results from the behaviors and practices of leaders and resides in the context of the interactions between leaders and followers. This perspective makes leadership available to everyone. Therefore, leadership can be observed in leaders’ behaviors and can be learned (Northouse, 2013).

Similar to the types of powers, some persons become leaders through formal positions or assignments that are given to them by a formal organizational system. Other persons become leaders through how individuals respond to them because they trust and respect them. The first form of leadership is called assigned leadership because it comes through occupying a formal office or position in an organization. Ministers, directors, general managers, and departmental managers are examples of assigned leadership (Northouse, 2013).

The second form of leadership is called emergent leadership because the person acquires leadership role through other individuals in the organization. This form of leadership emerges over time through communication, involvement, initiation of ideas, good relationships with other individuals and most importantly personality characteristics. Researchers indicate the person with assigned leadership is not always the real leader in a department or organization. For example, when individuals are perceived to be influential in an organization regardless of their title, they are examples of emergent leaders (Northouse, 2013).

Power is part of leadership by which leaders have the capacity and influence to affect individuals to achieve certain goals. Leaders can have power either from their assigned positions, or from their personal power. Position power comes from the office or authority that is given to the individual by a formal organizational system. Whereas personal power comes from being looked up to by other individuals for several reasons such as being competent, considerate, knowledgeable, or expert (Northouse, 2013).

Coercive leaders are those who use punishments and rewards to influence people to do things against their personal choice. Coercive leaders are not good models to be used in ideal leadership. The influence is the correct form of power that leadership includes in its definition. This is because influence is the form of inspiring power by which individuals chose to follow leaders toward achieving common goals. Coercive leaders are only interested in achieving their own goals (Northouse, 2013).

Transactional leaders are those who get their followers to achieve bare minimum performance through using a form of transaction or exchange of valued things that followers receive such as compensation, status, and other incentives. Whereas transformational leaders are

those leaders who inspire and elevate their followers to achieve a higher performance beyond normal performance and to elevate one another to a higher wants and desires (Northouse, 2013).

### **Leadership Approaches**

The study of leadership has evolved over time, with the earliest studies focusing on leadership traits and behavior. Beginning with the leadership studies of Lewin and Lippitt (1938), there have been numerous studies of leadership resulting in the development of many leadership theories. The predominant leadership theories and approaches are Trait Approach, Behavior Approach, Style Approach, Contingency Leadership Theory, Situational Leadership Theory, and Transformational Leadership Theories.

#### **Trait Leadership Approach**

Trait leadership approach focuses on the leader only, not the followers nor the situation. Based on trait perspective, organizations create leadership profiles to find the right people for managerial positions. Bass & Stogdill (1948) defined trait as “a construct based on consistent individual differences between people. Personality is the organized pattern of distinctive traits of a specific person” (p. 103). Mann (1959) conducted a study that examined more than 1,400 findings regarding personality and leadership in small groups. Mann suggested that personality traits could be used to discriminate leaders from non-leaders. The study’s results identified leaders as strong in some specific traits such as intelligence, masculinity, adjustment, dominance, extroversion, and conservatism.

Usually personality assessment instruments are used to accomplish such objectives. The underline assumption behind this is that people with certain traits will increase job activities’ effectiveness of the individuals in certain positions (Bass, 1990; Northouse, 2013).

Trait approach presents a few strengths to the understanding of leadership. First strength is that trait approach is intuitively appealing and fits the notion that leaders are different and have special characteristics that make them do extraordinary things. The second strength is that trait approach has over a century of research to support the importance of personal traits in effective leadership. A third strength is that trait approach focuses only on leaders and leaves followers and situational characteristics which allow researchers to deeply focus on how leaders' personalities play out in the leadership process (Northouse, 2013).

However, trait approach has some weaknesses and criticism. The first weakness is its failure to specify a definitive list of leadership traits. Although there are many studies have been conducted on trait leadership over a century, the findings have been ambiguous and uncertain. Thus, the list of leadership traits that has emerged from the studies seemed too long and varied from one study to another. The second criticism is that trait approach has failed to take into account the situational factors and followers maturity. Some leaders with certain traits may be effective in one situation but not in all situations. Furthermore, some leaders might have the leadership traits that help them emerge as great leaders but do not have the traits that enable them to maintain their leadership effectiveness (Northouse, 2013).

### **Skills Leadership Approach**

Like the trait leadership approach, the skill leadership approach is also focused on the leader only. However, the difference is that the skill approach shifted our thinking about the characteristics that make people effective leaders. The shift is that these characteristics are not only innate personality traits that some people are born with rather a set of leadership characteristics that can be learned and developed (Northouse, 2013).

Katz (1955) suggested that effective leadership depends on three types of personal skills; technical skills, human skills, and conceptual skills. He argued that the skills are different from the traits. Skills are learned, developed and represent what leaders can accomplish. Whereas traits are personality characteristics that represent who the leaders are. These skills definitions are self-explanatory from their terms. Brief definitions are that technical skill is the knowledge and proficiency in specific type of work or activities. Human skill can be defined as the ability to work with people. The conceptual skill is the ability to work with ideas and concepts.

### **Style Leadership**

Unlike trait leadership and skill leadership which emphasize on who the leaders are; (the leaders' in-born characteristics and the leaders' learned capabilities respectively), the style leadership emphasizes on what the leaders do (the leaders' behaviors and actions). In other words, trait approach and skill approach represent who the leaders are whereas the style approach represents what leaders do. The style leadership expanded leadership study to include the actions and behavior of the leaders toward the followers in different contexts (Northouse, 2013).

Researchers of the behavior approach indicated that leadership consists of two general types of behaviors; task oriented behaviors and relationship oriented behaviors. Tasks behaviors are concerned about achieving goals whereas relationship behaviors are concerned about making followers feel comfortable working with goals and with each other. The underline assumption of the style leadership is the uses of a combination of these two types of behaviors to influence followers achieve their organizational goals (Northouse, 2013).

Northouse (2013) stated that although many leadership studies were conducted on the style approach, the most representative studies were conducted by the Ohio State University, the

University of Michigan, and by Blake and Mouton. The Ohio State University conducted the first studies of the style leadership in the late 1940s. Stogdill (1948) stated trait approach to leadership is not the only approach. Rather behavior approach is just as important to be considered in leadership study. A group of researchers at the Ohio State University began to analyze how individuals act when they were leading a group or organization. This analysis was conducted by having subordinates complete questionnaires about their leaders. They were asked to identify the number of times their leaders engaged in certain types of behaviors. The original questionnaire used in these studies was constructed from a list of more than 1,800 items describing different aspects of leader behavior. From this long list of items, a questionnaire composed of 150 questions was formulated. Later, this was called the Leadership Behavior Description Questionnaire (LBDQ), (Stogdill, 1963). Findings showed that specific clusters of behavior were used by leaders. Stogdill (1963) introduced a shorten version of the LBDQ called LBDQ-XII.

This short version questionnaire became most popular and most used in leadership research. Stogdill (1974) indicated that employees' responses to the questionnaire clustered around two types of leader behaviors; initiating structure and consideration. Initiating structure behaviors are task behaviors such as structuring work context, organizing work, defining roles and scheduling activities. Consideration behaviors are relationship behaviors such as building trust, respect, and creating a good relationship between managers and employees.

According to Northouse (2013), these two types of behaviors identified by LBDQ-XII are essential to what leaders do. Managers provide structure for employees, and they nurture them. The Ohio State University studies looked at these two types of behavior as distinct from each other and independent. Thus, they were not representative of one continuum. Rather they were two different continua. That means a manager can be high in initiating structure and high or low

in consideration and similarly a manager can be low in initiating structure and high or low in consideration. Many studies attempted to determine which combination of these two behaviors is more effective. Some style leadership studies showed that a combination of high task behaviors and low relationship behaviors is effective in some situations whereas a combination of low task behaviors and high relationship behavior is more effective in other situations. Other researchers find that the most effective style leadership is the combination of high task behaviors and high relationship behaviors.

The University of Michigan researchers also were conducting other style leadership studies exploring leaders' behaviors and their impact on employees (Cartwright & Zander, 1960; Likert, 1961, 1967). They identified two types of leadership behaviors; production orientation and employee orientation. Production orientation is the behavior of managers who approach employees with the emphasis on the technical and production aspects of their jobs. Employee orientation is the behavior of managers who approach employees with a strong human relations emphasis.

The Michigan studies identified these two distinct leadership behaviors that were very similar to the initiating structure and consideration dimension. These dimensions evolved from the Ohio State studies. The two dimensions identified were production-centered leadership and employee-centered leadership. The production-centered leader emphasized employee tasks and the methods used to accomplish them; while the employee-centered leader emphasized the employees' personal needs and the development of interpersonal relationships.

The third group of style leadership studies was the research conducted by Blake and Mouton in the 1960s. Their research focused on how managers combine task and relationship

behaviors in the organizational setting. They developed a graphic portal of a two-dimensional view of behavioral leadership.

They proposed the "Managerial Grid" which was renamed later as the "Leadership Grid". This approach is based on four factors that have been found to be present in organizations: (1) the purpose the organization served by organized action; (2) the people who constitute the organization; (3) the power which emerges relative to the leader which influences other people in their organization; and (4) the philosophy of how tasks are done and how people are to be valued (Blake & Mouton, 1981; Blake, Mouton, & Williams, 1981; Hall & Williams, 1986). Some researcher stated that the "Leadership is conceived as reflecting the interplay among the previous four factors" (Hall & Williams, 1986, p. 10). The grid focuses on five leadership styles: (1) the strategic leadership style, (2) directive leadership style, (3) supportive leadership style, (4) bureaucratic leadership style, and (5) the collaborative leadership style (Blake & Mouton, 1981; Blake & Mouton & Williams, 1981; Hall & Williams, 1986).

In 1961 Likert introduced his theory on leadership. He conducted extensive empirical research at the Institute for Social Research, University of Michigan, for the purpose of examining the effect of management systems on employees' attitudes and behavior. He discovered that the most successful leaders were employee relationship-oriented; also described as being employee-centered. The leaders who were task-oriented or job-centered were found to be less successful. His study revealed that the leadership and other processes of an organization must insure a maximum probability that in all interactions and relationships with the organization, each member will, in light of his background, value, and expectations, view the experience as supportive and as one which builds and maintains a sense of personal worth and importance.

Likert (1961) suggested that leadership is a relative process; leaders must consider the expectations, values, and interpersonal skills of individual group members. Also, they must behave in such a way as to prove supportive of their subordinates' efforts and sense of personal worth. Ultimately, a leader's primary role is to build group cohesiveness and motivation for productivity by allowing freedom of decision-making and individual self-initiative. This statement is based on many years of research conducted in various organizational settings (industrial, government, health-care, and education). Likert (1961) proposed four basic systems of organization: (1) exploitive-authoritarian, (2) benevolent authoritarian, (3) consultative, and (4) participative.

In contrast to the scientific theory of management focusing on the organization, the human relations theory focused on the individual needs of the workers. The scientific management was based on task or output, while the human relations theory was based on people and their relationships.

The strengths and contributions of the style approach to leadership are many. First is the expansion of leadership scope. Before style approach, the leadership study was exclusive to trait personality. Style leadership broadened the scope of leadership to add leadership behaviors and actions. The second strength is that there are many studies to back up and validate the style leadership credibility. The third strength is a conceptual one. Researchers stress that style leadership consists of two general types of behaviors; task behaviors and relationship behaviors. The key is how leaders balance the two behaviors to produce the most effective leadership.

However, there are some weaknesses and criticism about the style leadership. The first weakness is that the style leadership could not prove the association between a specific style of leadership and the organizational performance (Brymann, 1992; Yukl, 1994). For example,

researchers have not been able to find a connection between style leadership and outcomes such as morale, job satisfaction and productivity. The second weakness is that researchers failed to find a universal style that can be effective in almost all situations. The third weakness is that the style leadership implies that a combination of high task behaviors and high relationship behaviors is the most effective style (Blake & McCauley, 1991; Misumi, 1985). This suggestion may not be true in all situations. Research studies provide limited support for a universal high-high style (Yukl, 1994).

### **Situational Leadership**

The Situational Leadership is a widely recognized approach to leadership developed by Hersey and Blanchard (1998). They have refined and revised it several times and used it extensively in training and development for organizations throughout the United States. The basic premise is that different situations demand different kinds of leadership. This perspective views leaders as needing to adapt their style to the demands of different situations in order to be effective. Situational Leadership says there is no best way to influence people. The key for leadership effectiveness in Hersey and Blanchard's model is to match the situation with the appropriate leadership style. This research led to the development of the Leader Effectiveness and Adaptability Description Self and Other (LEAD-Self and Other) instruments (Hersey & Blanchard, 1988).

Ohio and Michigan State studies (Hersey & Blanchard, 1988) identified two key leadership behaviors: task behavior and relationship behavior. Much of their research was carried out with the intent to find the best way for leaders to combine task and relationship behaviors. The goal was to find a universal set of leadership behaviors capable of explaining leadership effectiveness in every situation; however, the research has been inconclusive. Hersey and

Blanchard incorporated the maturity of followers as a key situational variable in the model. Management and leadership skills are both needed at the organizational, team and personal levels; leadership is about people.

Researchers at the University of Michigan's Institute for Social Research developed a method in which to identify leaders who were rated as either effective or ineffective. They then studied the behavior of these leaders in an attempt to develop consistent patterns of behavior that differentiated the two groups.

The Leadership Behavior Description and Measurement (LBDQ) developed at the Ohio State University was used to compile data to assist in studying leader behavior (Stogdill & Coons, 1957). The original LBDQ contained 150 items pertaining to consideration and an equal number for initiating structure. The instrument tool revealed descriptions of leader performances and how others perceived their performance. The categories of Initiating Structure and Consideration were measured by observed leader behavior that resulted in separate scores for each category.

### **Contingency Leadership**

Contingency leadership theory emerged in 1967. The idea that effective leadership behavior is contingent on the situation is more prevalent today than the idea that there is one best set of leader traits and behaviors. Fiedler (1967) and his associates have spent two decades developing and refining a contingency theory of leadership. According to the contingency theory, the effectiveness of a leader in achieving high group performance is contingent on the leader's motivational system and the degree to which the leader controls and influences the situation. The three situational factors include leader-member relations, task structure, and the leader's power position.

The Contingency Theory (Fiedler, 1964, 1967; Fiedler & Chemers, 1974; Fiedler & Garcia, 1987) is a "leader-match" theory. This means it tried to match leaders to appropriate situations. It suggested that a leader's effectiveness depended on how well the leader's style fits the context. Effective leadership was contingent on matching a leader's style to the right setting. Fiedler assessed leaders' styles, the situations in which they worked, and whether or not they were effective. Following the analysis of hundreds of leaders and their styles, who were both good and bad, he made empirically grounded generalizations about which styles of leadership were best and which styles were worst in a given organizational context. Contingency theory was concerned with leaders' styles and situations which provided the framework for effectively matching the leader and the styles (Northouse, 1997).

Elaborating on the leadership styles, by conceiving of a continuum that runs between boss-centered leadership at one extreme and subordinate-centered leadership at the other was the focus of a study by Tannenbaum and Schmidt (1973). Between these extremes there are five points representing various combinations of managerial authority and subordinate freedom. They identified five typical patterns testing of leadership behavior: (a) telling, (b) selling, (c) testing, (d) consulting, and (e) joining. Another similar theory was developed in 1970. Another useful model for identifying the leadership styles of practicing school administrators was developed by Reddin (1967). By adding an effectiveness dimension to the task behavior and relationship behavior dimensions, Reddin attempted to integrate the concepts of leadership style with situational demands of a specific environment. According to Reddin (1967), when the style of a leader is appropriate to a given situation, it is termed effective; when the style is inappropriate to a given situation, it is termed ineffective.

## **Path-Goal Leadership**

The path-goal theory first appeared in the early 1970s in the works of Evans (1970), House (1971), House and Dessler (1974), and House and Mitchell (1974). The path-goal theory is about motivating employees to accomplish organizational objectives. The main drive of this theory is employee motivation which leads to increase organizational performance. Employees' motivation can be raised through providing more incentives, removing obstacles, and making employees feel their work is worthwhile and personally satisfying (Northouse, 2013).

Northouse (2013) described that path-goal theory “emphasizes the relationship between the leader’s style and the characteristics of the subordinates and the work setting” (P.137). He also added that “The underlying assumption of path-goal theory is derived expectancy theory, which suggests that subordinates will be motivated if they think they are capable of performing their work, if they believe their efforts will result in a certain outcome, and if they believe that the payoffs for doing their work are worthwhile ” (p. 137).

There are three main components of path-goal theory. First component is leader behaviors; such as directive leadership, supportive leadership, participative leadership, and achievement-oriented leadership. Second component is subordinate characteristics; such as needs for affiliation, preferences for structure, desires for control, and self-perceived level of task ability. Third component is task characteristics; such as the design of subordinate’s task, the formal authority system of the organization, and the primary work group of subordinates.

The strengths of path-goal theory are several. First strength, path-goal theory produced a useful theoretical framework for leaders to help understand how their leadership behaviors influence employees’ satisfaction and performance. Second strength is the integration attempts of the motivation principles of expectancy theory into the leadership theory. This opens the door to

leaders to find ways to motivate employees to increase their confidence in their ability to do the tasks. Third strength is the opportunity to provide a practical leadership model which provides ways to help employees by removing obstacles, clarifying tasks, and thinking of the right incentives for employees.

However, path-goal theory also has some weakness and criticisms. First weakness is that it is so complex and introduces many aspects of leadership which make it somewhat confusing. Second weakness is that it has little support from many research studies that have been conducted to test its validity (House & Mitchell, 1974; Indvik, 1986; Schriesheim,). Third weakness is that it failed to explain the relationship between leader behavior and worker motivation. It does not expand enough to prove how leader's behaviors affecting employees' motivation.

### **Leader-Member Exchange Theory**

Unlike previous leadership approaches and theories which focus on leadership either from the side of the leader such as trait approach, skill approach, and style approach; or from the side of the follower and context such as situational approach, contingency theory, and path-goal theory, the leader-member exchange theory (LMX) theory focuses on the interactions between leaders and followers. The underlying assumption is the focus on the differences in the interactions between the leader and each one of the leader's followers. (Northouse, 2013).

According to Northouse (2013), the first research studies of LMX started in the 1970s in the works of Graen (1976), and Graen and Cashman (1975). The theory went through several revisions and still of interest to many researchers today. LMX has three dimensions which can be explained with the circle of the leader intersects with the circle of the follower resulting a third overlap area representing the third dimension of leader-follower interaction. This interaction is

not to be between the leader on one side and the followers as a collective group on the other side, rather it is a vertical dyadic relationship between the leader and each follower. This leadership theory divide employees into two groups based on the extra roles and responsibilities they negotiate to be willing to do with their manager and called the in-group and the other group who are based on the formal employment contract and formal roles which are called the out-group. As a result employees become either a part of the in-group or a part of the out-group. The in-group employees do extra roles and receive more information and in turn the manager does more for these employees. It is suggested that personality and other characteristics determine the process of becoming a part of the in-group or a part of the out-group (Dansereau et al., 1975; Graen, 1976; Graen & Cashman, 1975).

Another line of LMX research studies has expanded the scope of the study. Research studies focused on how the quality of the leader-member relationship and how it is related to the organizational effectiveness, (Graen & Uhl-Bien, 1995).

Furthermore, research studies expanded on studying how LMX can be used in leadership making. Leadership making refers to the leadership that encourages that Leaders should create strong relationships with all employees and brings them gradually to be part of the in-group rather than leaving in the out-group employees. Leaders follow three phases for employees to be developed and mature over time to move them from the out-group to the in-group. These three phases starts with stranger phase to acquaintance phase and ends in partnership phase. Each phase will develop the level of employee's involvement such as types of roles, influences, exchanges, and interests. For example, Stranger phase employee will have scripted roles, one-way influences, low-quality exchanges, and self-interests. The Acquaintance phase employee will mature up to have tested roles, mixed influences, medium-quality exchanges, and self and

other interests. The final partnership phase employee will reach negotiated roles, reciprocal influences, high-quality exchanges, and group-interests (Chang, 2005; Graen & Uhl-Bien, 1995).

LMX theory has several strengths. It provides great contributions to explain the leadership process. First strength is that it describe the work unit and explain why some employees perform more and beyond their prescribed roles and other employees do the minimum work required. LMX makes sense and everyone works in any organizations recognizes the existence of in-group employees and out-group employees. It is evident that leaders have special relationships with certain employees who do more and get more. Second strength is that LMX is the only leadership approach that discusses the dyadic relationship as the central component of leadership process. Other leadership approaches discussed the characteristics of leaders, followers, situations, contexts, or a combination of all. None of the other leadership approaches addressed the specific relationships between the leader and each employee. Third strength is that LMX stressed the vital role of a high quality of communication and relationship in leadership. Fourth strength is that LMX provide a warning to leaders not to allow their biases to influence who they invite to the in-group. Examples of the biases are race, gender, age, ethnicity, or religion. Fifth strength is that LMX has many research studies that support the positive relationship between the practice of LMX and organizational effectiveness.

However, LMX has several weaknesses and criticism. First weakness is that LMX theory in its first formation contradicts with the right of equal treatment. Dividing the work unit into two groups of in-group and out-group makes it look like there is some discrimination against the out-group. Although LMX does not support it, the existence of the in-group and out-group may have unhealthy effects on the group as a whole. Second weakness is that LMX does not provide prescription to how leaders create high quality of leader-member exchanges. Third weakness is

that LMX does not discuss the contextual elements that may have an effect on the quality of leader-member relationship. Fourth weakness is that LMX lacks a strong and universal instrument that can empirically measure the leader-member exchanges.

### **Transformational Leadership Theory**

Burns (1979) distinguished between two types of leadership: transactional and transformational. Transactional leadership refers to the bulk of leadership theories and models which focuses on the exchanges that occur between leaders and their followers as a relationship between leaders and followers based on an exchange of valued things. These things could be economic, political, or psychological in nature.

Transformational leadership focuses on elevating both the leader and the followers to a higher level of motivation and morality. Transformational leadership refers to the process whereby an individual engages with a group of individuals to create a connection that raises the level of motivation and morality in both the leader and the follower. This type of leader is attentive to the needs and motives of followers and tries to help followers reach their fullest potential (Bass, 1985; Bass & Stogdill, 1990; Black, 2006; Kouzes & Posner, 2013, Northouse, 2013).

While the transactional leader has accepted organizational culture as it exists, the transformational leader invents, introduces, and advances new cultural forms. There are three factors associated with transformational leadership which are charismatic leadership, individual consideration, and intellectual stimulation. Such leadership is more likely to emerge in times of rapid change and distress, and in organizations that have unclear goals and structure. There is as much variance in theories as there is in researchers. Although there are similarities of thought, the differences vary widely (Bass, 1985, 1990; Bass & Avolio, 1994).

Two other leadership researchers developed transformational leadership model. Kouzes and Posner (1987, 1997, 2002, 2012, 2013) stated that transformational leadership has five practices which are “Modeling the Way”, “Inspiring a Shared Vision”, “Challenging the Process”, “Enabling Others to Act”, and “Encouraging the Heart”. They created a model to measure transformational leadership called “Leadership Practices Inventory” (LPI).

### **Kouzes and Posner LPI Transformational Leadership Model**

According to Kouzes and Posner (2012), transformational leadership has a clear set of observable and learnable skills and practices. Their findings support the idea of transformational leadership and the concept that ordinary people become great leaders not by commanding individuals around them but by inspiring them.

Transformational leadership in Kouzes and Posner model focuses on leaders-followers relationships. As Kouzes and Posner (2007) came to find from their numerous surveys, relationship quality is an essential factor in the leadership process. They explained that “*leadership is a relationship between those who aspire to lead and those who chose to follow*” (p. 24).

Transformational leadership studies where LPI was used were conducted on a variety of organizations and companies in different settings and sectors from private companies to government agencies and from educational settings to military settings. In their discussions on all these settings, the emphasis was on the interaction of leaders with their followers and understanding their needs by developing and sustaining these relationships (Kouzes & Posner, 2012).

The leadership practices of transformational leadership which Kouzes and Posner outline in their research are all focused on and strongly related to the way in which leaders create and sustain quality relationships between leaders and followers.

Through extensive leadership studies on executives and managers of all organizational settings, Kouzes and Posner found common and essential leadership behaviors implemented by effective leaders. The leadership model they developed consists of five common leadership practices found in their research. “*Modeling the Way*” is the first practice of the model. This involves two ideas. These are clarifying shared values and setting an example. “*Modeling the Way*” as a leadership practice is based on the assumption that actions speak louder than words. When leaders set good examples for individuals around them, they earn the respect and the trust of their followers. This results in clarifying and affirming shared values. Then, after talking the talk, the leaders must walk the walk to get the trust and respect from followers. This accomplished by aligning actions with shared values (Kouzes & Posner, 2007).

The second leadership practice is “*Inspiring a Shared Vision*” which entails envisioning exciting future possibilities and enlisting others in this common vision. Inspiring a shared vision is a core characteristic in leaders. This leadership practice is based on the assumption that leaders are those who inspire others: not simply demand of them. To be effective, leaders have a clear vision of the future and communicate this vision with individuals around them (Kouzes & Posner, 2007).

The third leadership practice is “*Challenging the Process*” by searching for opportunities, experimenting and taking risks. Challenging the process is an important leadership practice. This practice is based on the assumption that leaders are always searching for opportunities to

innovate and improve business processes. Innovation and growth is a quest in a leader's journey (Kouzes & Posner, 2007).

*“Enabling Others to Act”* is the fourth leadership practice identified by the LPI. This is accomplished by fostering collaboration and strengthening others. *“Enabling Others to Act”* is based on the understanding that leadership is about relationships that are built on mutual respect and trust. When individuals feel they are trusted by their leaders to be involved, they gain more confidence and achieve higher performance (Kouzes & Posner, 2013).

The fifth practice, and perhaps most crucial of all, is that effective leaders *“Encourage the Hearts”* of their employees. They do this by recognizing their contributions and celebrating the values and victories shared. *“Encouraging the heart”* is based on the assumption that leaders encourage their followers by recognizing their contributions and showing them genuine appreciation (Kouzes & Posner, 2013). The Leadership Practice Inventory (LPI) instrument has been used extensively to measure transformational leadership.

### **LPI and Transformational Leadership Studies**

Kouzes and Posner (2013) used the five practices of transformational leadership, to develop the Leadership Practices Inventory (LPI). This instrument empirically measured the leadership practices of managers' best experiences as leaders. The LPI has a two-fold purpose: both to measure leader self-perceptions of transformational leadership, as well as to measure how their staff perceives them. It then serves as a guide to change and improve transformational leadership practices. Multiple studies on organizational transformational leadership have used the LPI instrument. The following is a review of LPI studies in business organizations, educational organizational, healthcare organizations, and government organizations.

Villarreal (2000) conducted a study on one hundred and twenty law enforcement supervisors in the state of Texas who attended the leadership and command college. The purpose of the study was to explore the personal leadership practices in relation to age, length of time in law enforcement, agency size, rank, educational experience, and professional development. The findings revealed that leadership practices correlate with rank, educational experiences and professional development but not with age, length of time in law enforcement, and the size of agency.

Purkable (2003) conducted a study to examine the relationship of transformational leadership practices and coping mechanism to the levels of emotional intelligence of men and women executives. The study also intended to examine whether or not there were differences between men and women executives. The study participants included 50 government contracting executives using LPI instrument to measure transformational leadership, Mayer, Salovey, and Caruso Emotional Intelligence Test (MSCEIT) to measure levels of emotional intelligence, and Coping Response Index instrument (CRI) to measure coping mechanisms. The findings revealed an overall positive correlation between the levels of emotion intelligence and transformational leadership practices.

Day (2003) looked at the R&D department scientists' leaders and members in NASA. The purpose of the study was to examine the leadership practices used by leaders as perceived by leaders and others. The findings revealed that the observers' scores were higher than the self-perceived scores on all five leadership practices.

Schacherer (2004) conducted a study on community colleges in an anonymous Midwestern state. The purpose of the study was to find out whether or not there are differences between self and observer perceptions in the transformational leadership between the presidents

and their followers. Schacherer found statistically significant differences between leaders' self-perceptions of leadership styles from their followers' perceptions of leadership styles.

Davis (2006) conducted a study using LPI instrument on leadership skills as perceived and taught by community colleges leadership program faculty compared to leadership skills as perceived to be needed by businesses within the community colleges' surrounding business environment. More specifically, the purpose of the study was to provide updated information on leadership skills businesses need and the leadership skills taught in community colleges. The study covered 12 community colleges in Illinois. The researcher selected the community colleges that offer an international honor society's leadership development program. The overall findings of the study were that the businesses scored higher scores than the scores of the faculty in community colleges in all five leadership practices (Davis, 2006). However, in an individual basis the leadership practices of modeling the way, encouraging the heart, and enabling others to act were scored the highest by both sides.

Castellese (2006) studied the leadership styles perceptions of physicians and their employees of health care system in Guatemalan. The population of the study was 30 physicians in addition to 300 nurses and medical assistants. The study found no significant differences between the transformational leadership perceptions of physicians and the perceptions of the nurses and medical assistants in four practices: included modeling the way, inspiring a shared vision, challenging the process, and encouraging the heart. The leadership practice of enabling others, however, showed significant difference. Specifically, physicians scored higher than their subordinates in the leadership practice of enabling others to act.

Sidaoui (2007) conducted a study on transformational leadership practices of deans and the perceived organizational culture of United Arab Emirates public universities. The purpose of

the study was to examine the relationship between transformational leadership practices of the academic deans and their perceived organizational culture of the universities. They also scored higher on “Enabling Others to Act” followed by “Encouraging the Heart”, and then “Modeling the Way”. Saudi leaders however, scored lowest on “Challenging the Process” and “Inspiring a Shared Vision”.

Ryan (2007) conducted a study using a quasi-experimental design and the LPI survey. Participants of the study included a group of middle managers of a large technology manufacturing company. The purpose of the study was to find out whether or not a single day leadership training program had any effect on the managers’ transformational leadership behaviors by completing pre and post LPI surveys. The LPI also was given to another group of middle managers and their supervisors who didn’t take the leadership training program. It was determined there was no significant difference in leadership practices in relation to those who took the one day leadership program and those who did not take the program. The author suggested that longer period leadership training program could result in more favorable leadership practices.

Torres (2008) conducted a study on community college student leadership program participants. The purpose of the study was to determine if participation in a leadership program had an effect on the participants’ leadership behaviors based on the five leadership practices of the LPI instrument. More specifically, the study had three related purposes. These purposes are (A) if participants showed significant growth in leadership behaviors; (B) if growth was different in regard to the gender of participants; and (C) if growth was different in regard to the age of participants. The study population consisted of 62 student leaders who participated in that leadership program. A pre-LPI survey was given at the beginning of the program and a post-LPI

survey was given at the end of the program. 49 remained through the program therefore only forty nine LPI pre and post surveys were used. In comparing pre and post LPI scores, the study found that there were statistically significant differences in leadership growth in the five leadership practices due to taking the leadership program. The study also found no statistically significant differences in relation to participant age or gender. However, this study found that there was a statistically significant difference between male and female student leaders on the practice of challenging the process. This finding supports the other study which concluded similar results in regard to male versus female leadership practices similarities and differences.

Stevenson (2008) conducted a study using the LPI instrument on presidents and deans of community colleges and junior colleges in Mississippi. The study included 37 presidents and deans and ninety eight followers. The purpose of the study was to study leadership practices in relation to race, gender, age, experience, education, and years in current positions. There was a significant difference in relation to ethnicity in the scores of the leadership practice of inspiring a shared vision but no significant differences in the remaining leadership practices. Furthermore, female leaders scored higher than male leaders in the leadership practices of encouraging the heart and modeling the way but no significant differences in the remaining leadership practices. Also the study suggested that there was a relationship between leadership practices and leaders' years in current positions. In terms of education level, those with higher level of education, such as those with masters or doctorates, scored higher in leadership practices by both self and observers' perceptions. This was especially true in the leadership practice of inspiring a shared vision. Finally, leaders' perceptions of leadership practices differed from the observers' perceptions of leadership practices.

Artley (2008) conducted a study on insurance company leaders and their Generation X employees. The purpose was to study the relationship between transformational leadership practices and the generation X employees' organizational commitment. The findings showed a significant positive relationship between all five transformational leadership practices and the self-reported Generation X employees' organizational commitment.

Evans (2008) conducted a study on mental health organizations. The population of the study included clinical supervisors and subordinates multiple counties of California. The purpose of the study was to examine transformational leadership practices most used by supervisors based on the scores of LPI-Self and LPI-Other instrument. Supervisors rated themselves higher on the leadership practices of modeling the way, challenging the process, enabling others to act, and encouraging the heart, with most significant differences in challenging the process and enabling others to act. Subordinates, however, perceived their leaders to practice most the leadership behaviors of inspiring a shared vision.

Clarkson (2009) studied the relationship of transformational leadership practices to perceived leaders' integrity. The population of the study included all employees in a large organization in Iowa, United States. The researcher received usable responses of 163 employees. The findings revealed a strong relationship between leader integrity and leadership practices, as measured by the LPI.

Alston (2009) conducted a study on the relationship of transformational leadership practices to emotional intelligence. The population of the study included human resource professionals in the fortune 500 companies in United States. The usable responses were 147. The findings revealed a strong, positive relationship between emotional leadership and organization leadership.

Grafton (2009) conducted a study on community college presidential leadership styles in the state of Oklahoma. The purpose of the study was to determine if there is a difference between presidents' self-perceptions of their leadership styles and their followers' perceptions. Followers included faculty and staff. The study did not show any statistically significant difference between the leadership style perceptions of the presidents and their followers.

Arthurs (2009) conducted a study on nursing education systems. 49 Associate Degree Nursing (AND) directors completed the LPI self-instrument. The purpose of the study was to examine their transformational leadership practices, in addition to examining the relationship of student retention rates to the retention strategies used. The directors predominately reported on behaviors related to the leadership practice of enabling others to act (Arthurs, 2009). In addition, the lowest mean score was in the leadership practice of inspiring a shared vision, while the highest percentage of low scores was in the practice of challenging the process (Arthurs, 2009).

Schaper (2009) conducted a study on student government leaders in Californian community colleges. The study covered individuals who, at the time of the study, were serving as presidents, vice presidents, secretaries, treasurers, and senators. The study had three related purposes. These purposes were (A) to find out what leadership practices were used; (B) to examine the relationship between leadership positions and leadership practices; and (C) to explore gender differences if any as measured by LPI self. A total of 88 leaders participated in the study survey. Student government leaders rated themselves higher in enabling others to act. Further, there were differences in leadership practices in relation to leaders' positions. The study revealed that leaders who have more responsibility in their leadership roles scored higher in enabling others to act and encouraging the heart practices. The study suggested that secretaries and treasurers had lower self-rating scores in these two practices because their roles are more

task-oriented. Male leaders reported significantly higher self-ratings on the leadership practice of challenging the process. However, the study found no statistically significant differences between male leaders and female leaders in the other four practices. Furthermore, the study found no statistically significant correlations between ethnicity and leadership practices.

Suwandee (2009) conducted a study on organizational leadership development among the middle executives of a University in Thailand. The purpose of the study was to use the LPI survey to compare the self-perceived leadership practices of middle executives of two groups. The treatment group consisted of participants who attended leadership development program. The control group consisted of participants who did not attend the program. The findings suggested that a well-designed leadership program help managers to develop their leadership practices and leadership effectiveness.

Li (2010) conducted a study on a comparison of the cultural impacts on leadership preferences between overseas Chinese petroleum professionals and GLOBE scores”. The purpose of the study was to study the leadership preferences of a group of Chinese professionals in China who grew up and completed their undergraduate school in China and then immigrated to the U S and other western countries where they completed their graduate school and integrated into western societies. The study focused on culture and leadership preferences. The study compared the group to another group who never left china. The findings indicated to significant differences between the two groups.

Polito (2010) conducted a study titled “A study of the relationship between commitment to the supervisor and followers’ perception of leadership” ,using the Leadership Practices Inventory (LPI) and Supervisor Related Commitment (SRC) to investigate the relationship between the match of the leaders and followers’ perceptions of leadership practices and

followers level of commitment to their leaders. The study participants consisted of 117 employees. Findings indicated the negative and significant relationship between the gap in perceptions of leadership practices and level of followers' commitment to their leaders.

Beamon (2011) conducted a study titled "An examination of leadership styles and the effect it has on job performance in local government. The study was conducted in one of the cities in the United States. The findings indicated the local government managers scored the highest on the leadership practices of "Enabling Others to Act" and "Modeling the way". Their employees also scored their managers higher on "Enabling Others to Act" and "Modeling the way". In addition, the study found that the leadership practices with most statically significant differences between managers and their employees were on "Encouraging the Heart", "Challenging the Process", and "Inspiring a shared Vision".

Clavelle et al. (2012) conducted a study on transformational leadership practices of 384 Chief Nursing Officers (CNOs) in Magnet Organizations in United States. The purpose of the study was to describe CNOs' transformational leadership practices. The findings showed modeling the way and encouraging the heart were top two leadership practices of Magnet chief nursing officers. Participants who were 60 and older and those who have doctorate degrees scored higher in inspiring shared vision and challenging the process. Findings also showed positive relationship between total years as chief nursing officers and inspiring a shared vision. The study concluded with recommendation to the Magnet organizations to retain and support the development of chief nursing officers.

Martin et al. (2012) conducted a study on the evaluation of a clinical leadership program on the development of leadership competencies of nurse leaders in Switzerland. A mixed method research design was applied and a one group pre-test post-test quasi-experimental design was

used. A convenience sample was used from 14 ward leaders who were assessed three times using LPI survey. A total of 420 observer-assessment and 42 self-assessment surveys were distributed. The findings showed the nurse leaders following leadership development program demonstrated significant improvement in two leadership practices of inspiring a shared vision and challenging the process. Those findings confirm with other studies that suggested investments in leadership education are justified.

Bowers (2012) investigated differences in leadership behaviors between paid leaders and volunteer leaders in a governmental district in United States. The findings show no significant differences between the behaviors of paid leaders and volunteer leaders except for the behavior of encouraging the heart where volunteer leaders scored higher than paid leaders.

Fleming-Castaldy (2012) conducted a study using LPI (self) surveys on leadership of occupational therapy managers. The purpose of the study was to examine leadership practices of 53 occupational therapy managers. The findings showed no significant associations were found between respondents' demographics and LPI scores.

Green (2012) conducted a study on "The leadership practices of women of local government". The purpose of the study was to determine whether a relationship existed between the five demographic factors of women executive working in local government and the transformational leadership practices. The target population consisted of women executive in a southeast Michigan local government. The findings indicated that "Encouraging the Heart" was the most frequent leadership practice used by women executives. The findings also indicated there was no significant relationship was found between four demographic factors of employment, years of experience, level of education, or number of employees. However, there

was significant relationship between Hiring criteria and leadership practices. The study called for professional development opportunities for women in local government.

Kavipurapu (2012) conducted a study on “An exploration of leadership practices of Radiology Technology (RT) leaders in Los Angeles County as measured by the Leadership Practices Inventory (LPI) and personal interviews”. The purpose of this study was to identify the degree of leadership practices perceived to be important by Radiology Technology (RT) leaders in Los Angeles County. The findings indicated that “Modeling the Way” was perceived most important leadership practice while Challenging the Process” was perceived the least important leadership practice by Los Angeles County Radiology Technology leaders.

Alqahtani (2012) conducted a study on superintendent leadership behaviors in Saudi Arabia school districts. The purpose of the study was to investigate Saudi Arabia’s school superintendents’ perceptions of their leadership behaviors. The study’s findings indicated that participants scored high on the leadership practice of “Enabling Others to Act”. The study’s findings also indicated that there were significant differences between leadership practices scores and the two demographics of gender and years of experience, but no significant differences with the level of education. For example, female scored higher than male on the leadership practice of “Inspiring a Shared Vision”. Also the more years of experience the higher scores participants have on the leadership practice of “Enabling Others to Act”. However, the study found no significant difference on any leadership practice in regards to participants’ levels of education.

Maraouch (2013) conducted a study on “Managerial competencies and exemplary leadership in the lodging industry: An empirical study in Lebanon”. The purpose of the study was to examine the relationship among managerial competencies, exemplary leadership practices, demographic profile, professional profile, and organizational profile in the Lebanese

lodging industry. The target population consisted of 252 general managers, and department managers of hotels in Lebanon. The findings indicated there were positive relationships among demographic, professional, organizational, and managerial profiles with transformational leadership practices. The study called for further research in different organization settings as well as in other countries.

Krugman et al. (2013) conducted a study on transformational leadership practices of nurse leaders in United States. The purpose of the study was to examine longitudinal outcomes of leadership program for permanent and relief charge nurse from 1996 to 2012 using LPI survey. Data were collected 6 times during that period of time. Researchers found the LPI mean ratings were improved for participants. The findings also show the charge nurse reported significant gains despite institutional changes and uneven delivery of educational interventions.

Olson (2013) conducted a study on public health leadership development and factors contributing to growth. The study used a pre-test post-test quasi-experimental method using LPI (self) scores for public health managers who completed a leadership training program at least two years earlier. The purpose of the study was to identify factors contributing to changes in leadership practices and overall leadership development for public health managers. Participants were sixty seven alumni who completed a yearlong program between 1999 and 2002 participated through mailed surveys and phone interviews. The LPI surveys and phone interviews provided evidence for positive change in leadership practices. The findings showed managers experienced significant increases in pre-test post-test LPI scores consistent with those taught in the training program.

York-Fankhauser (2013) conducted a study on “the perceptions of leaders and followers regarding leadership practices in rehabilitation services across the United States”. The purpose of

the study was to measure the leadership practices in agencies serving people with intellectual and developmental disabilities. The study divided the United States into five regions and distributed surveys to 375 agencies. 40 agencies provided usable surveys for analysis. Findings indicated that followers scored the leaders significantly higher than the leaders scored themselves on all five practices.

Aldighrir (2013) conducted a study for “An examination of the leadership practices of university presidents of land-grant universities in the United States”. The purpose of the study was to examine universities’ presidents’ leadership as described by Kouzes and Posner (2013) in their Leadership Practices Inventory. The findings indicated that all universities’ presidents scored high on all five practices. However, the findings also indicated the highest scores and focus were on “Enabling Others to Act” and “Modeling the Way” leadership practices.

Aina (2013) conducted a study on “Effect of leadership style on employee job satisfaction and organizational commitment in the communication industry”. The purpose of the study was to investigate the relationship between the leadership style of senior managers and the job satisfaction and the organizational commitment of 166 middle managers in Atlanta, Georgia, USA. Findings indicated that the senior managers who have high transformational leadership scores, their middle managers scored high on job satisfaction and organizational commitment.

Lund (2013) conducted a study for “A comparison of leadership practices of collegiate student-athletes and non-athlete peers: seeking solutions to the leadership succession crisis in corporate America”. The purpose of the study was to compare, based on their perceptions of leadership practices using Student Leadership Practice Inventory (Student LPI), whether 660 collegiate student-athletes are better leaders than their 794 collegiate non-athlete peers and division level (Division I(N=398), Division II (N=328), and Division III (N=728) on the five

leadership practices. The findings indicated that collegiate athlete students reported more frequently on “Modeling the Way”, “Inspiring a Shared Vision, (Challenging the Process”, and (Encouraging the Heart” than their collegiate non-athlete peers.

Alfayez (2014) conducted a study on Heads of departments’ leadership practices at King Saud University in Saudi Arabia. The study’s main research question was how Saudi heads of departments at the King Saud University perceive their own leadership practices. The findings indicated the Saudi leaders scored high on all five transformational leadership practices. They scored higher on “Enabling Others to Act” followed by “Encouraging the Heart”, and then “Modeling the Way”. Saudi leaders however, scored lowest on “Challenging the Process” and “Inspiring a Shared Vision”. Similar study also had similar results in Saudi Arabia.

Wyse (2014) conducted a study on the relationship between attachment theory and transformational leadership in California community college chief executive officers. The study used the LPI instrument to measure transformational leadership. Some of the findings indicated correlations between three transformational leadership practices scores and some demographic variables. For example, three moderate strength positive correlations were found between ages and “Enabling Others to Act” scores; and between female CEOs and “Challenging the Process” scores; and between female CEOs and the total LPI scores.

Ross et al. (2014) conducted a study on 448 hospital nurse leaders in United States, using the LPI surveys. The purpose of the study was to describe and compare their transformational leadership practices between those who took training in transformational leadership and those who did not have such training. Findings showed the nurse leaders had higher scores on transformational leadership practices than the leaders who did not receive training on transformational leadership.

## **Conclusion**

The previous leadership theories and studies provided very important information and findings about leadership. For example, one study showed that the leaders of the organizations that were recognized by the State for achieving the highest level of performance actually scored higher in the transformational leadership practices than the national norm scores. This reveals the positive relationship between transformational leadership practices and organizational change and performance. While some studies showed no differences on the leadership styles of the leaders' self-perceptions from their subordinates' perceptions. Other studies revealed no significant differences on some leadership practices and significant differences on other leadership practices. These studies indicate that those organizations have different degrees of congruency and to what extent the employees are in agreement with their leaders on the transformational practices the leaders claim to have been practicing.

The current study was conducted in response to the calls for further study due to some limitations in previous studies. Almost all the studies called for more research and studies on larger population samples, organizations with different organizational cultures, and organizations going through organizational change. The current study provided more depth by studying larger sample, with different cultural and socioeconomic background, and organizational change atmosphere. The purpose of this study was to examine the transformational leadership practices used by the managers of a government organization in Yemen. It was believed and it was the study's hypotheses that the managers' transformational leadership practices scores would be low and that there would be a huge gap between the managers' self-perceptions of their transformational leadership practices and their employees' perceptions. The current study contributed to and enhanced the knowledge and research on the transformational leadership and

the leader/follower relationship quality. The current study was conducted by using the LPI instrument.

## **CHAPTER 3:**

### **METHODOLOGY**

This chapter describes the research design, sampling procedure, instrumentation for data collection, and the data analysis procedure for this study. The purpose of this study was to examine the managers' transformational leadership practices in Yemeni governmental and financial audit organizations. In addition, the study examined the manager-employee relationship as reflected by the comparison of managers and employees' perceptions of the managers' transformational leadership practices. Furthermore, the study attempted to determine whether or not there are differences between the two main work groups and among the five divisions of the organization on managers and employees' perceptions of the managers' transformational leadership practices. The significance of this study was to provide valuable information on the existence of the transformational leadership practices implemented by the managers in Yemeni government organizations from both manager's self-perception and employee-perception. The study utilized both descriptive and inferential statistics. Descriptive statistics provided useful information through summarizing data into simple numerical expressions. Inferential statistics were used to make inferences about the population based on the descriptive statistics calculated from data collected from participants.

#### **Research Design and Rationale**

The study used the survey research design. Survey design describes trends, determines opinions, identifies characteristics of a group, and evaluates the success of a program. In addition, the use of survey instruments provides an economical and efficient means of data gathering from a large number of people (Creswell, 2008; Gliner & Morgan, 2000).

The Leadership Practices Inventory (LPI) (see Appendix) was administered to a convenient sample of managers and employees at the study organization's main building in Sanaa, Yemen. The convenience sample consisted of managers and employees who were working during the time period of survey distribution for three weeks. In this study, the LPI questionnaire was used to determine and compare the opinions from the organization's managers and their employees as a whole and then determine and compare their opinions for the two main groups of managers and employees based on technical roles vs. supportive roles, and then for the three different technical groups and the two different supportive groups.

The questionnaire measured five transformational leadership practices. These five practices are: "*Modeling the Way*", "*Inspiring a Shared Vision*", "*Challenging the Process*", "*Enabling Others to Act*", and "*Encouraging the Heart*".

### **Research Questions**

These are the general research questions developed in Chapter one:

- A. What are the managers' transformational leadership practices as perceived by the overall managers and employees?
- B. What are the managers' transformational leadership practices as perceived by each of the two main groups (audit divisions and support divisions) managers and employees?
- C. What are the managers' transformational leadership practices as perceived by each of the Audit Divisions' managers and employees?
- D. What are the managers' transformational leadership practices as perceived by each of the Support Divisions' managers and employees?
- E. What are the differences between the two main groups and among the five divisions on leadership practices' perceptions as perceived by managers and employees?

## **Description of Variables**

The Independent Variables (IV) are:

1. Position, two levels: Managers (1) and Employees (2).
2. Main Groups, two levels, Audit Group (1), Support Group (2).
  - A. Audit is a grouped variable of all surveys from the Audit divisions.
  - B. Support is a grouped variable of all surveys from the Support divisions.
3. Audit Divisions, three levels: Administrative Unit Audit Division (Survey #1), the Economic Division (Survey #2), and the Not-for-Profit Division (Survey #3).
4. Support Divisions, two levels: Admin Division (Survey #4), and Training and Research Division (Survey #5).

There were five Dependent Variables (DV). Each DV is the average of six statements from the LPI and each statement will be measured on a 1 to 10 Likert Scale; 1 equals almost never and 10 equals almost always. The five Practices (DVs) are:

1. “Modeling the Way”, Interval, Statements: 1, 6, 11, 16, 21, & 26
2. “Inspiring a Shared Vision”, Interval, Statements: 2, 7, 12, 17, 22, & 27
3. “Challenging the Process”, Interval, Statements: 3, 8, 13, 18, 23, & 28
4. “Enabling Others to Act”, Interval, Statements: 4, 9, 14, 19, 24, & 29
5. “Encouraging the Heart”, Interval, Statements: 5, 10, 15, 20, 25, & 30

## **Specific Analytic Research Questions**

**General research question “A”** looks at what the managers’ overall transformational leadership practices are. The specific research questions are:

- 1 What are the means and standard deviations of the five practices of the organization's managers as perceived by the overall managers?
- 2 What are the means and standard deviations of the five practices of the organization's managers as perceived by overall employees?
- 3 Is there a statistically significant difference between managers' perceptions and employees' perceptions on the five practices of the overall organization's managers?

**General research question "B"** looks at what the managers' transformational leadership practices are for each of the two main groups (audit divisions and support divisions). The specific research questions are:

- 1 What are the means and standard deviations of the five practices of the organization's managers as perceived by the managers of each main group (audit and support)?
- 2 What are the means and standard deviations of the five practices of the organization's managers as perceived by the employees of each main group (audit and support)?
- 3 Is there a statistically significant difference between managers' perceptions and employees' perceptions on the five practices of the organization's managers of each main group (audit and support)?

**General research question "C"** looks at what the managers' transformational leadership practices are for each of the three audit divisions. The specific research questions are:

- 1 What are the means and standard deviations of the five practices of the organization's managers as perceived by the managers of audit group's three divisions?
- 2 What are the means and standard deviations of the five practices of the organization's managers as perceived by the employees of audit group's three divisions?

- 3 Is there a statistically significant difference between managers' perceptions and employees' perceptions on the five practices of the organization's managers of audit group's three divisions?

**General research question "D"** looks at what the managers' transformational leadership practices are for each of the two support divisions. The specific research questions are:

- 1 What are the means and standard deviations of the five practices of the organization's managers as perceived by the managers of support group's two divisions?
- 2 What are the means and standard deviations of the five practices of the organization's managers as perceived by the employees of support group's two divisions?
- 3 Is there a statistically significant difference between managers' perceptions and employees' perceptions on the five practices of the organization's managers of support group's two divisions?

**General research question "E"** looks at whether there are differences between the two main groups and among the five divisions on leadership practices' perceptions as perceived by managers and employees?

- 1- Is there a statistically significant difference between the audit group and support group' managers' five transformational leadership practices as perceived by managers?
- 2- Is there a statistically significant difference between the audit group and support group' managers' five transformational leadership practices as perceived by employees?
- 3- Are there statistically significant differences among the five division's managers' five transformational leadership practices as perceived by managers?

- 4- Are there statistically significant differences among the five division's managers' five transformational leadership practices as perceived by managers?

### **Participants and Site**

Sample selections consist of two types of sampling; probability sampling and nonprobability sampling. Each type has many ways of sampling. One of the ways of sampling in the second type of sampling is what researchers call convenience sampling which is utilized in this study. According to Gliner and Morgan (2000), convenience sampling is the most common sampling method used by the researchers in social sciences. Gliner and Morgan (2000) indicated that the sampling selection process consists of the theoretical population of the study, accessible population, selected sample, and actual sample. The theoretical population for this study is all managers and employees. The accessible population is all the managers and employees who work at the headquarters of the study organization. The selected sample is all managers and employees who are work at the specified organization site workplace when the questionnaires are distributed. The actual sample consisted of managers and employees who were present at the site during the week of the questionnaire distribution and willing to participate and respond.

The site of the study was the main building of the Central Organization for Control and Auditing (COCA) in Yemen. This organization is the government supreme audit institution in the country. Its mission is to ensure effective controls over the country's public funds and to ensure that they are managed economically, efficiently, and effectively. In addition, the organization contributes to the performance development of the client organizations with special emphasis on the financial and managerial fields. Furthermore, it contributes to the performance development and promotion of the accountancy and auditing profession in Yemen. The

organization's headquarters is located in Sanaa, the country's capital. In addition, the organization has 22 branches in the country's 22 governorates. The organization is led by a president who is appointed by the country's president upon a nomination from the country's Parliament. The organization's president can delegate some of the organization authorities to a vice president, deputies, central departmental directors, regional directors, and general departmental managers. COCA has approximately 2000 employees who work at the main location in Sanaa and other branches across the country.

The headquarters' main five-story building in Sanaa consists of five divisions and several other independent general departments that report directly to the president's office based on the work specialization. The several other independent general departments was grouped into one artificial division for the purposes of this study. Each division consists of many departments. The five divisions are the Administrative Units Division, the Economic Units Division, the Not-For-Profit Units Division, and the Human Resource and Finance Division. There are 51 departments with 51 managers and approximately 400 employees, which will be the accessible sample. Managers and employees who are on site any day of the week of the study will have the opportunity to participate in the study. Managers and employees who are on vacation during the week of the study will be excluded from the accessible sample for an estimated selected sample of 40 Managers and 300 employees. Based on my experience with a previous research project on diffusion of information technology I am estimating the actual sample of about 30 managers and 250 employees.

The executive regulations determine the main sectors and the subordinate ones of the organizational structure.

The organization has five divisions that are categorized by the nature of the work's roles and responsibilities and the nature and scope of the client organizations. These five divisions are:

1. The Administrative-Units Audit Division labeled as AAD which audits the administrative agencies of government ministries and authorities;
2. The Economic-Units Audit Division labeled as EAD which audits the economic organizations (commercial organizations) owned fully or partially by the government;
3. The Not-For-Profit-Units Audit Division labeled as NAD which audits the non-for-profit organizations that are subsidized by public funds;
4. The Financial and Administrative Affairs Division labeled as FAD which runs the financial and human resources affairs of the organization; and
5. Other Departments and Divisions labeled as TRD which includes all other independent departments and division that do not report directly to any of the mentioned division such as the managers and employees of the president office, legal affairs department, research division, and training center, see figure 1.

AAD executes external audits over governmental ministries and their offices, such as ministry of Education, ministry of General Health, ministry of Foreign Affairs, etc. Meanwhile, EAD executes external audits for governmental commercial organizations owned by the government such as oil companies, mining companies, pharmaceutical companies, trade companies etc. NAD performs external audits over any not-for-profit/civil organizations subsidized by public funds. FAD runs the organization's internal affairs of the day to day operation/administration of financial and human resources issues such as budgeting, hiring, payroll, etc. (TRD) is a group of independent centers, departments, and divisions that report directly to the president of the organization such as training center, research division, department

of the legal affairs, department of the performance and quality management, president office department, etc.

Historically, the organization was established as a merger of two independent supreme audit institutions of two independent states; the State of South Yemen and the State of North Yemen following the birth of a new unified Yemen in 1990. The former two organizations were established in Aden in 1972 and in Sanaa in 1974.

### **Instrument**

The Arabic version of the Leadership Practices Inventory (LPI) developed by Kuzes and Posner (2013) was used in this study (see Appendix B for the one for Managers in English and Appendix E in Arabic; Appendix C for the one for Observers in English and Appendix F for Arabic; and see Appendix A for the cover letter in English and Appendix D in Arabic).

According to Kouzes and Posner (2013), the questionnaire was first developed in 1987 to test 120 MBA students and over 3000 managers and subordinates. Those participants represented many different organizations and industries from both private and public sectors. The LPI instrument went through major revisions in 1997 and 2003. The researcher has obtained signed permission by the authors to use the instrument for this study. LPI instruments published in 2013 were purchased from the author's publisher for that purpose.

This LPI instrument identifies five transformational leadership practices most common to effective leaders. These five transformational leadership practices are “Modeling the Way”, “Inspiring a Shared Vision”, “Challenging the Process”, “Enabling Others to Act, and “Encouraging the Heart”. These five leadership practices are measured by 30 Statements (six statements for each transformational leadership practice) that use a 10-point Likert-type scale.

## **Instrument Reliability**

Kouzes and Posner (2012) addressed the high, internal reliability of the instrument statements for each practice that correlate with each other. Factor analysis is used to determine the extent to which the instrument items measure common or different content areas. The results revealed that the LPI contains five factors. The instruments statements/items within each factor relate to each other more than they relate to other statements in other factors. According to Kouzes and Posner (2012), “Internal reliability as measured by Cronbach’s Alpha, continues to be strong, with all the scales above the 0.75 level. This is true for the Self version (LPI-SELF) as well as for all the Observers (LPI-OBSERVER) and for each observer category. Each factor /scale’s reliability has been measured as follow. Modeling the Way has 0.77 for Self and 0.88 for Others. Inspiring a Shared Vision is 0.87 for Self and 0.92 for Other. Challenging the Process has 0.80 for Self, and 0.89 for other. Enabling Others to Act has 0.75 for Self and 0.88 for other. Encouraging the Heart has 0.87 for Self and 0.92 for Other.

Reliability is enhanced when an instrument asks about a behavior more than once. Therefore, a two-item scale is inherently more reliable than a one-item scale, and three-item scale is more reliable than a two-item scale, and so on. The LPI scales contain six items or statements for each of the five leadership practices. This gives the instrument an elevated level of reliability (Kouzes & Posner, 2012).

The analyses of scores on the LPI for multiple studies and over-time demonstrate significant test-retest reliability coefficients at levels greater than 0.90. For example, Manning (2002) found that in a study of 64 managers, the Cronbach’s Alpha reliability coefficients for the five leadership practices ranged between 0.81 and 0.89. In another study of 100 registered nurses, Lummus (2010) found that the Cronbach’s Alpha reliability coefficients for the six scales

ranged between 0.60 and 0.91 with a median coefficient 0.75. Another study in healthcare industry conducted by Tourangeau and McGilton (2004) found that the Cronbach's Alpha reliability coefficients for the five leadership practices ranged from 0.88 to 0.93

### **Cronbach's Alpha to Assess Internal Consistency Reliability**

Table 1 displays Cronbach's alpha which was computed to assess whether each group of the six statements that were summed to create the score for each transformational leadership practice. Based on a factor analysis of the 30 items, five factors were derived. To assess whether the data from the variables in each factor form five reliable scales, Cronbach's alphas were computed. The alpha for the six item "Modeling the Way" scale was .89, which indicates that the items would form a scale that has good internal consistency reliability (Morgan et al., 2013). Similarly the alpha for the "Inspiring a Shared Vision" scale was .90 indicated good internal consistency reliability. Same goes for the, "Challenging the Process" scale (.90), the "Enabling Others to Act" scale (.90), and the "Encouraging the Heart" scale (.92) which they all formed reliable scales. This concludes a high internal consistency reliability of all the statements forming the five constructs of the instrument that measure the five transformational leadership practices.

Table 1

*Alpha Table (Leadership Practices and their Alphas)*

| Leadership practice       | Alpha |
|---------------------------|-------|
| Modeling the Way          | .89   |
| Inspiring a Shared Vision | .90   |
| Challenging the Process   | .90   |
| Enabling Others to Act    | .90   |
| Encouraging the Heart     | .92   |

### **Instrument Validity**

Validity ensures that the instrument truly measures what it is meant to measure and that its scores have a meaning for a respondent. There are three kinds of validity in an instrument. First is the content or face validity which means the instrument items measure the intended content. The results of the compiled comparisons make sense to those involved with the tool. The second is the concurrent or predictive validity which means the study scores correlate with other similar studies scores. The results show that there is a relationship between high scores and positives outcomes such as the employees' commitment to their leaders. Third form of validity is the construct validity which means the instrument items measure hypothetical constructs and theoretical concepts. The results demonstrate a difference between instrument constructs (Creswell, 2003); (Gliner et al., (2000); (Kouzes & Posner, 1997).

From the many leadership studies that used this instrument, it is been established that the LPI instrument has face validity, concurrent validity, and predictive validity. The LPI studies

show there is a relationship between LPI scores and other variables such as credibility, loyalty, work-group performance, and member commitment (Kouzes & Posner, 1997).

Sally (2001) conducted a study to examine the construct validity of the LPI instrument by using confirmatory analysis to test three alternate conceptual models. The sample of the study consisted of 1400 employees of an international finance company. The findings indicated LPI has high construct validity. LISREL 8 was used to analyze the 30 LPI items. A covariance matrix was used and the method of estimation was maximum likelihood.

Three alternate models were tested. First model is to test the instrument as leadership behaviors are five separate behaviors, the second model as leadership behaviors are treated as single factor, and the third model as leadership behaviors are hierarchical behaviors. The chi-square difference test showed that the five factor model was significantly better fit than the single factor model or the hierarchical model. In the five factor model, the inter-correlations between the subscales were extremely high (Average correlation was .89). The factor analysis study conducted by Sally (2001) shows the LPI has strong validity. Furthermore, other studies used the LPI instrument and indicated it was successful (Alston, 2009; Artley, 2008; Clarkson, 2009; Davis, 2006; Purkable, 2003; Ryan, 2007; Schacherer, 2004; Torres, 2008).

### **Exploratory Factor Analysis to Assess Evidence for Validity**

Table 2 displays Principal axis factor analysis with varimax rotation which was conducted to assess the underlying structure for the 30 statements of the Transformational Leadership Practices Questionnaire. Five factors were requested, based on the fact that the statements were designed to index five constructs: “*Modeling the Way*”, “*Inspiring a Shared Vision*”, “*Challenging the Process*”, “*Enabling Others to Act*”, and “*Encouraging the Heart*”. After rotations, the first factor accounted for 19.2% of the variance, the second factor accounted

for 18.8%, the third factor accounted for 15.1 %, the fourth factor accounted for 10.9 %, and the fifth factor accounted for 4.5 %. Table 1 displays the factor percentages of variance. Kaiser-Meyer-Olkin Measure of sampling was .972 which is greater than .70 recommended to indicate sufficient items for each factor (Morgan, et al., 2013). Determinant is 2.22 and KMO is .972. The average correlation is .60. This concludes the evidence of strong validity of questionnaire constructs.

Table 2

*Variance Table (Leadership Practices and Percent of Variance)*

| Leadership practice       | Percent of Variance |
|---------------------------|---------------------|
| Modeling the Way          | 19.2%               |
| Inspiring a Shared Vision | 18.8%               |
| Challenging the Process   | 15.1%               |
| Enabling Others to Act    | 10.9%               |
| Encouraging the Heart     | 4.5%                |

### **Data Collection**

An approval and a letter of cooperation to conduct the study had been obtained from COCA before starting data collection. The researcher had assigned a representative (gatekeeper) who:

1. Received instrument via email and then printed hard copies equal to the number of accessible sample of participants.

2. Distributed the instrument physically by hand-delivering it to each department and to participants in each department in all five Divisions and independent departments of the organization.
3. Collected the instrument and placed them in a secured box at the lobby of the building by the main entrance.
4. Sent data collected to the researcher as scanned documents via electronic mail.

The cover letters along with the questionnaires (see Appendices E, G and H) which were the Arabic versions of the cover letter and instruments were distributed by the gatekeeper to each participant and department in the organization.

The managers were given the Self Response Questionnaires including cover letters (see Appendix G) to rate themselves, and the employees were given the Observer Questionnaires including cover letters to rate their managers (see Appendix H).

The questionnaire contains 30 statements. Each statement has ten multiple choices for the respondent to check on one choice for each statement ranging from the numbers 1 to 10. The cover letter contains a brief introduction about the study and how to complete the questionnaires.

Participants' completion of the survey served as indication of their consent for their participation and remained anonymous. The gatekeeper collected the completed questionnaires in a secured box. Only the gatekeeper and researcher can have access to the completed questionnaires. There were no identifiers in any questionnaire to trace back to the participants.

The questionnaires were distributed to all participants who work in the organization's Headquarters building during the announced three weeks of the survey. The researcher's representative visited the departments to follow up, collect, and answer any questions participants might have. More follow up visits made by the researcher's representative to the

departments to encourage the remaining participants to complete their questionnaires. At the end of each day of the surveying week, completed questionnaires were collected by the researcher's representative and put in a secure place for later date to mail them to the researcher to do the data analysis procedures.

### **Data Analysis**

Reported are the descriptive means and standard deviations for the research questions. The differences between managers and employees were measured with *t*-tests. In addition, the differences between the audit group's managers' five transformational leadership practices perceptions' scores and the support group's managers' five transformational leadership practices perceptions were measured with *t*-test between the two group's managers' scores and a *t*-test between the two groups' employees' scores. Furthermore, ONEWAY ANOVA analysis was conducted to measure for differences among the five divisions' managers' scores and ONEWAY ANOVA to measure for differences among the five divisions' employees' scores. Also a factorial analysis and Cronbach alpha was done to check validity and reliability on the LPI instrument.

## **CHAPTER 4:**

### **RESULTS**

The purpose of this study was to examine the managers' transformational leadership practices in Yemeni governmental and financial audit organizations. In addition, the study examined the manager-employee relationship as reflected by the comparison of managers and employees' perceptions of the managers' transformational leadership practices. Furthermore, the study attempted to determine whether or not there are differences between the two main work groups and among the five divisions of the organization on managers and employees' perceptions of the managers' transformational leadership practices. The ultimate purpose of this study was to provide valuable information on the existence of the transformational leadership practices implemented by the managers in Yemeni government organizations from both manager's self-perception and employee-perception.

The first goal was to measure to what extent do managers use transformational leadership practices as perceived by the managers (self-perceptions) and as perceived by employees (observers-perceptions). The second goal was to compare whether or not there is a significant difference between managers' (self-perceptions) and employees (observes-perceptions) in regard to managers' transformational leadership practices. The third goal was to compare whether or not there are significant differences between the five divisions in regard to managers' transformational leadership practices on the two levels of perceptions; the managers' (self-perceptions) and the employees' (observers-perceptions).

This chapter will contain five sections; demographics descriptions analysis results, descriptive questions analysis and results, T-test questions analysis and results, ANOVA questions analysis and results, and summary.

### **Return Rate**

For the purpose of this study there were two types of participants; managers and employees. Also, for the purpose of this study, the participants were divided into eight groups; the first main group consisted of all participants representing the organization. The seven other sub-groups formed by dividing participants based on their different roles and responsibilities and types of industries they work with. Therefore, there were two main sub-groups representing the technical divisions versus the supportive divisions of the organization. The two main sub-groups were also divided into five sub-groups representing the five different divisions which is again, based on the type of clients and industries the participants work with.

The participants' sampling was what is called a convenient sample. This means the questionnaire was distributed at the organizations' workplace and every one was invited to participate. A total of 350 questionnaires were distributed through hand-delivery in all departments and divisions of the organization. 50 questionnaires of the 350 were distributed to the managers to rate themselves. 300 questionnaires of the 350 were distributed to the employees to rate their managers. Of the total questionnaires completed were 276 for a return rate of 78.9% of the 50 distributed to managers, 43 completed their questionnaires for a return rate of 86%. Of the 300 distributed employees, 233 completed their questionnaires for a return rate of 77.7%. The researcher excluded 27 of the employees' questionnaires and considered them unusable for missing some statements' answers of the LPI questionnaire statements. The usable 206 employees' questionnaires and usable 43 managers' questionnaires brings the total usable

questionnaires down to 249 for a final rate of 90.2 % of the usable questionnaires out of those completed and brings the usable rate to 71.1 % of the total distributed questionnaires of 350.

### **Demographics Analysis and Results**

This section provides a demographic summary of the study participants. Table 3 displays the work position demographics which represented two types of participants' positions which are managers and employees. Managers completed the self-perception LPI surveys and employees completed the observer-perception LPI surveys.

Table 3

*Work Position (Managers, Employees)*

| Work Position | Frequency | Percent |
|---------------|-----------|---------|
| Managers      | 43        | 17%     |
| Employees     | 206       | 83%     |
| Total         | 249       | 100%    |

Table 4 displays work type groups which are two types the main production group and the support services group. In this organization, the main production group is called the audit group. The support services group is called the support group. The numbers of managers and employees in each group are displayed. Each manager has average of 5 employees.

Table 4

*Work-Type Groups (Audit Divisions Group and Support Divisions Group)*

| Work-type group         | Frequency | Percent |
|-------------------------|-----------|---------|
| Audit Divisions Group   | 145       | 58%     |
| Managers                | 25        | 17%     |
| Employees               | 120       | 83%     |
| Support Divisions Group | 104       | 42%     |
| Managers                | 18        | 17%     |
| Employees               | 86        | 83%     |

Table 5 displays audit group divisions which are Administrative Audit Division (AAD), the Economic Audit Division (EAD), and the Non-for-Profit Audit Division (NAD). The table shows AAD had highest participation in Audit Group (40%) followed by EAD (32%), and then NAD (28%).

Table 5

*Work Audit Divisions (Administrative Audit Division, Economic Audit Division, None Profit Audit Division)*

| Audit Division Group          | Frequency | Percent |
|-------------------------------|-----------|---------|
| Administrative Audit Division | 58        | 40%     |
| Managers                      | 8         | 14%     |
| Employees                     | 50        | 86%     |
| Economic Audit Division       | 46        | 32%     |
| Managers                      | 10        | 22%     |
| Employees                     | 36        | 78%     |
| Non-for-Profit Audit Division | 41        | 28%     |
| Managers                      | 7         | 17%     |
| Employees                     | 34        | 83%     |

Table 6 displays support group divisions which are two: the Financial and Administrative Division (FAD) and the Training and Research Division (TRD). TRD had higher participation (N=66, 63%).

Table 6

*Support Divisions (Finance and Administrative Division, and Training and Research Division)*

| Support Divisions                   | Frequency | Percent |
|-------------------------------------|-----------|---------|
| Finance and Administrative Division | 38        | 37%     |
| Managers                            | 6         | 18%     |
| Employees                           | 32        | 82%     |
| Training and Research Division      | 66        | 63%     |
| Managers                            | 12        | 18%     |
| Employees                           | 54        | 82%     |

Table 7 shows a summary of gender demographic. Gender demographic showed huge gap between male representation and female representation. However, this gap was not a result of the lack of female participation rather it was the result of the low number of female workforce in this organization according to the HR department. Out of 249 participants only 33 (13.3%) were female.

Table 7

*Gender*

| Gender demographic | Frequency | Percent |
|--------------------|-----------|---------|
| Male               | 209       | 83.9%   |
| Managers           | 38        | 18%     |
| Employees          | 164       | 82%     |
| Female             | 33        | 13.3%   |
| Managers           | 5         | 15%     |
| Employees          | 21        | 85%     |

Figure 3 displays the age demographic. The age category of 31 to 40 years old was the highest majority of participants (N131, 52.6%) and the second highest participants were between 41 and 50 years old (N70, 28.1%).

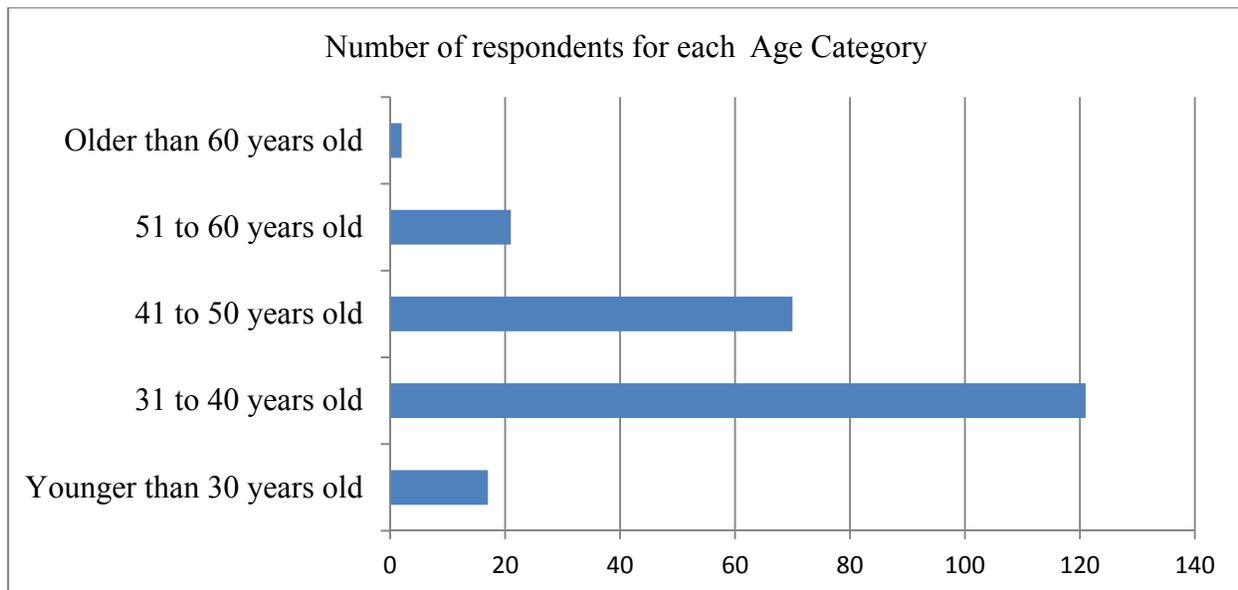


Figure 3 Age categories of respondents (number of respondents for each age category)

Figure 4 shows years at work (experience) category demographic which revealed that majority of participants has between 11 and 15 years working at the organization (N94, 37.8%) and the second highest worked for more than 20 years (N 56, 22.5%), followed by the category of work years between 6 to 10 years (N45.18.1%).

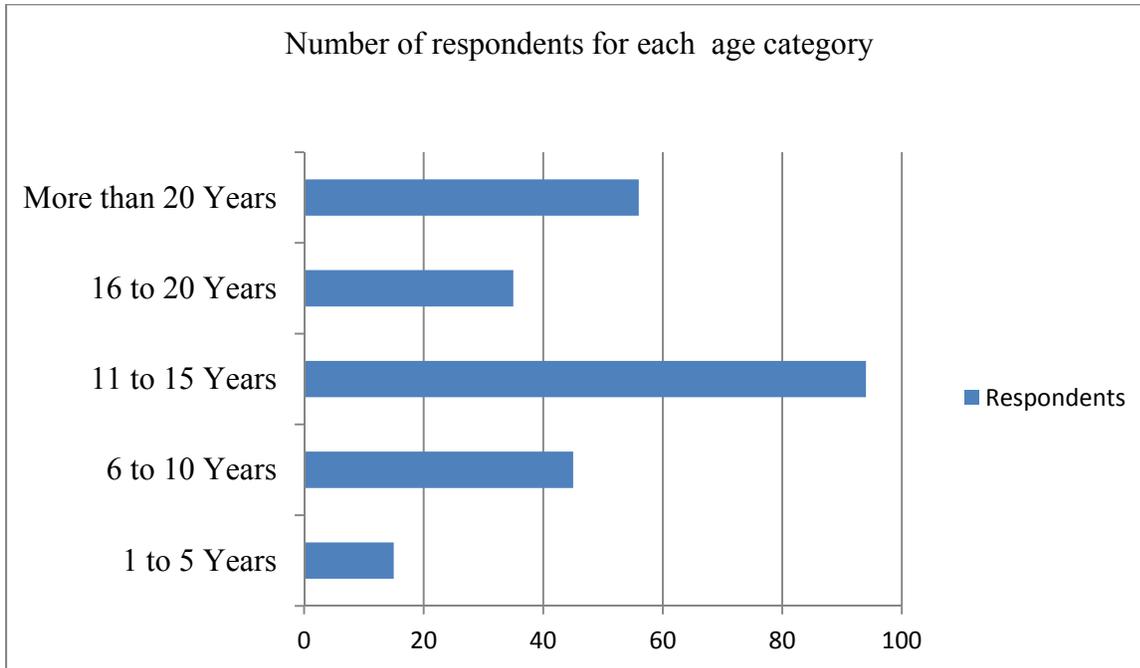


Figure 4 Years at work categories and number of respondents in each category

Table 8 shows a summary of education demographic of the participants. It shows the great majority of participants have bachelor's degrees (N205, 82.3%).

Table 8

*Education Level for Respondents*

| Education           | Frequency | Percent |
|---------------------|-----------|---------|
| High School Diploma | 6         | 2.4%    |
| Associate's degree  | 7         | 2.8%    |
| Bachelors' degree   | 205       | 82.3%   |
| Masters' degree     | 22        | 8.8%    |
| PhD degree          | 5         | 2.0%    |

Table 9 shows a summary of place of universities and other educational institutions demographic. This type of data intended to get information about participants' cultures and backgrounds. Vast majority of participants received their education in Sana'a University (N=212, 85.1%). This implies that most participants are originally from or lived in Sanaa and surrounding cities.

Table 9

*Place of Education for respondents*

| Place of Education | Frequency | Percent |
|--------------------|-----------|---------|
| Sanaa              | 212       | 85.1%   |
| Aden               | 3         | 1.2%    |
| Foreign country    | 27        | 10.8%   |

Table 10 shows professional training demographic data. Almost all participants received some type of training in the organization’s training center. A few number received training abroad through exchange training visits with similar organizations around the world.

Table 10

*Professional training for respondents*

| Professional Training | Frequency | Percent |
|-----------------------|-----------|---------|
| Training center       | 121       | 85.1%   |
| Foreign country       | 20        | 8.0%    |

Table 11 shows job satisfaction data. Great majority of participants (N171, 68.7 %) have medium level of job satisfaction.

Table 11

*Levels of Job Satisfaction for respondents*

| Job satisfaction levels | Frequency | Percent |
|-------------------------|-----------|---------|
| High                    | 44        | 12.0%   |
| Medium                  | 171       | 68.7%   |
| Low                     | 30        | 17.7%   |

## Research Questions Data Analysis and Results

This section covers the data analysis and results for the general research questions and their specific analytical research questions.

### General Research Question “A”

This looks at what the overall organization’s managers’ transformational leadership practices are. The specific and analytical research questions are three:

- 1- What are the means and standard deviations of the overall organization’s managers’ five transformational leadership practices as perceived by managers?

Table 12 shows a summary of the overall organization’s managers’ scores. The scores were generally medium to high. Managers most commonly perceived themselves as “*Enabling Others to Act*” (M = 8.12). They least commonly saw themselves as “*Inspiring a Shared Vision*” (M = 6.93, SD 1.40). “Enabling others to Act” had the lowest SD of .97 which indicates the lowest variability among the managers at scoring that practice.

Table 12

*The Means and Standard Deviations of the Overall Organization’s Managers’ Five Transformational Leadership Practice as Perceived by Managers (N = 43).*

| Leadership Practice | Mean | SD   | Skewness |
|---------------------|------|------|----------|
| Modeling            | 7.66 | 1.10 | -.23     |
| Inspiring           | 6.93 | 1.40 | -.34     |
| Challenging         | 6.97 | 1.48 | -.28     |
| Enabling            | 8.12 | .96  | -.29     |
| Encouraging         | 7.91 | 1.11 | -.29     |

2- What are means and standard deviations of the overall organization’s managers’ five transformational leadership practices as perceived by employees?

Table 13 shows the scores given by the overall organization’s employees on the overall organization’s managers’ five leadership practices. The scores were generally low on all five leadership practices. However, according to the employees’ scores, their highest score was also on “*Enabling Others to Act*” (M = 5.66, SD = 2.23) and their lowest score was on “*Challenging the Process*” (M = 4.40, SD 2.17).

Table 13

*Means and Standard Deviations of the Overall Organization’s Managers’ Five Transformational Leadership Practices as Perceived by Employees (N = 206)*

| Leadership Practice | Mean | SD   | Skewness |
|---------------------|------|------|----------|
| Modeling            | 5.06 | 2.22 | .15      |
| Inspiring           | 4.61 | 2.17 | .33      |
| Challenging         | 4.40 | 2.17 | .30      |
| Enabling            | 5.66 | 2.23 | -.07     |
| Encouraging         | 5.14 | 2.35 | .20      |

3- Is there statistically significant difference between the overall organization’s managers’ perceptions and employees’ perceptions?

Table 14 shows a comparison analysis between managers and employees. There are statistically significant differences between managers and employees on all the overall organization’s managers’ five transformational leadership practices. The employees’ perceptions scores were statistically and significantly lower than the managers’ perceptions scores. The effect size is high as well.

Table 16

*Comparison of the Managers' Perceptions and Employees' Perceptions of the Overall Organization's Managers' Five Transformational Leadership Practices (n=43 Managers and 206 Employees (t-test))*

| Variable    | M    | SD   | <i>t</i> | <i>df</i> | <i>p</i> | <i>d</i> |
|-------------|------|------|----------|-----------|----------|----------|
| Modeling    |      |      | 11.42    | 125.49    | <.001    | 1.25     |
| Managers    | 7.66 | 1.10 |          |           |          |          |
| Employees   | 5.06 | 2.22 |          |           |          |          |
| Inspiring   |      |      | 8.85     | 89.60     | <.001    | 1.12     |
| Managers    | 6.92 | 1.40 |          |           |          |          |
| Employees   | 4.61 | 2.17 |          |           |          |          |
| Challenging |      |      | 9.47     | 84.38     | <.001    | 1.24     |
| Managers    | 6.97 | 1.48 |          |           |          |          |
| Employees   | 4.40 | 2.17 |          |           |          |          |
| Enabling    |      |      | 11.51    | 148.95    | <.001    | 1.19     |
| Managers    | 8.12 | .97  |          |           |          |          |
| Employees   | 5.66 | 2.23 |          |           |          |          |
| Encouraging |      |      |          |           |          |          |
| Managers    | 7.91 | 1.11 | 11.76    | 133.40    | <.001    | 1.27     |
| Employees   | 5.14 | 2.35 |          |           |          |          |

### **General Research Question “B”**

This general research question looks at what the managers' transformational leadership practices are for each of the two main working groups (audit divisions group and support divisions group). The specific analytical research questions are also three:

- 1 What are the means and standard deviations of each of the two main group's managers' five transformational leadership practices as perceived by the managers?

- 2 What are the means and standard deviations of each of the two main group's managers' five transformational leadership practices as perceived by the employees?
- 3 Is there statistically significant difference between the managers and employees' perceptions of each of the two main group's managers' five transformational leadership practices?

***Audit Divisions Group (ADG):***

- 1 What are the means and standard deviations of the overall audit group's managers' five transformational leadership practices as perceived by the managers?

Table 15 shows the overall audit group's managers' scores. The scores are generally medium to high. However, managers most commonly perceived themselves as “*Enabling Others to Act*” (M = 8.13, SD = .99). And the managers least commonly saw themselves as “*Inspiring a Shared Vision*” (M = 7.05, SD 1.34). “*Enabling others to Act*” had the lowest SD of .99 which indicates to the lowest variability among the managers at scoring this leadership practice.

Table 15

*Means and Standard Deviations of the Overall Audit Group's Managers' Five Transformational Leadership Practices as Perceived by Managers (Self-Perceptions) (N = 25)*

| Leadership Practice | Mean | SD    | Skewness |
|---------------------|------|-------|----------|
| Modeling            | 7.70 | 1.245 | -.340    |
| Inspiring           | 7.05 | 1.335 | -.261    |
| Challenging         | 7.19 | 1.391 | .360     |
| Enabling            | 8.13 | .989  | -.376    |
| Encouraging         | 7.93 | 1.230 | -.439    |

- 2 What are means and standard deviations of the overall audit group managers' five transformational leadership practices as perceived by their employees?

Table 16 shows the scores given by employees. The scores were generally low on all the managers' five transformational leadership practices. However, according to the employees' scores, the highest score given to their managers was also on “*Enabling Others to Act*” (M =5.93, SD = 2.14). The ADG managers lowest score given by their employees was on “*Challenging the Process*” (M = 4.51, SD=2.02).

Table 16

*Means and Standard Deviations of the Overall Audit Group's Managers' Five Transformational Leadership Practices as Perceived by the Employees (Observer-Perceptions) (N = 120)*

| Leadership Practice | Mean | SD    | Skewness |
|---------------------|------|-------|----------|
| Modeling            | 5.23 | 2.170 | .069     |
| Inspiring           | 4.86 | 2.050 | .211     |
| Challenging         | 4.51 | 2.020 | .182     |
| Enabling            | 5.93 | 2.138 | -.141    |
| Encouraging         | 5.39 | 2.289 | .104     |

- 3 Is there statistically significant difference between the managers and employees' perceptions of the overall audit group's managers' five transformational leadership practices?

Table 17 shows a comparison between managers and employees. There were statically significant differences between managers and employees' perceptions on all the overall audit group's managers' five transformational leadership practices. The employee's score were significantly lower than the managers' scores.

Table 17

*Comparison of the Managers and Employees' Perceptions of the Overall Audit Group's Managers' Five Transformational Leadership Practices (n=25 Managers and 120 Employees)*

| Variable    | M    | SD   | <i>t</i> | <i>df</i> | <i>p</i> | <i>d</i> |
|-------------|------|------|----------|-----------|----------|----------|
| Modeling    |      |      | 7.66     | 55.46     | <.001    | 1.21     |
| Managers    | 7.70 | 1.25 |          |           |          |          |
| Employees   | 5.23 | 2.17 |          |           |          |          |
| Inspiring   |      |      | 6.71     | 50.90     | <.001    | 1.10     |
| Managers    | 7.05 | 1.34 |          |           |          |          |
| Employees   | 4.86 | 2.10 |          |           |          |          |
| Challenging |      |      | 8.01     | 47.88     | <.001    | 1.39     |
| Managers    | 7.19 | 1.40 |          |           |          |          |
| Employees   | 4.51 | 2.02 |          |           |          |          |
| Enabling    |      |      | 7.91     | 78.52     | <.001    | 1.10     |
| Managers    | 8.13 | .99  |          |           |          |          |
| Employees   | 5.93 | 2.14 |          |           |          |          |
| Encouraging |      |      | 7.90     | 64.36     | <.001    | 2.11     |
| Managers    | 9.93 | 1.23 |          |           |          |          |
| Employees   | 5.39 | 2.29 |          |           |          |          |

***Support Divisions Group (SDG):***

- 1 What are the means and standard deviations of the overall support group's managers' five transformational leadership practices as perceived by the managers?

Table 18 shows the overall support group's managers' scores. The scores are medium to high. Managers most commonly perceived themselves as "*Enabling Others to Act*" (M = 8.11, SD = .97). They least commonly saw themselves as *Challenging the Process* (M = 6.68, SD

1.59. “*Modeling the Way*” had the least standard deviation of .93 which indicates the lowest variability among the managers at scoring this leadership practice.

Table 18

*Means and Standard Deviations of the Overall Support Group Managers’ Five Transformational Leadership Practices as Perceived by the Managers (Self-Perceptions) (N = 18)*

| Leadership Practice | Mean | SD    | Skewness |
|---------------------|------|-------|----------|
| Modeling            | 7.61 | .931  | -.010    |
| Inspiring           | 6.76 | 1.518 | -.366    |
| Challenging         | 6.68 | 1.591 | -.810    |
| Enabling            | 8.11 | .967  | -.174    |
| Encouraging         | 7.89 | .953  | .119     |

- 2 What are the means and standard deviations of the overall support group managers’ five transformational leadership practices as perceived by their employees?

Table 19 shows the scores given by employees on their managers’ five leadership practices. The scores were generally low on all five leadership practices. However, according to the employees’ scores, the highest score given to their managers was on “*Enabling Others to Act*” (M = 5.27, SD = 2.31). The lowest score given to overall support group’s managers by their employees was on “*Challenging the Process*” (M = 4.24, SD 2.36).

Table 19

*Means and Standard Deviations of the Overall Support Group's Managers' Five Transformational Leadership Practices as Perceived by the Employees (Observers-Perceptions) (N= 86)*

| Leadership Practice | Mean | SD    | Skewness |
|---------------------|------|-------|----------|
| Modeling            | 4.83 | 2.270 | .284     |
| Inspiring           | 4.25 | 2.285 | .568     |
| Challenging         | 4.24 | 2.356 | .465     |
| Enabling            | 5.27 | 2.306 | .074     |
| Encouraging         | 4.79 | 2.404 | .376     |

3. Is there a statistically significant difference between managers and employees' perceptions of the overall support group's managers' five transformational leadership practices?

Table 20 shows the data analysis and results that showed statistically significant difference between the managers and employees' perceptions of all the overall support group's managers' five transformational leadership practices. The employees' score were significantly lower than the managers' scores.

Table 20

*Comparison of Managers and Employees' Perceptions of the Overall Support Group's Managers' Five Transformational Leadership Practices (n=18 Managers and 86 Employees)*

| Variable    | M    | SD   | <i>t</i> | <i>df</i> | <i>p</i> | <i>d</i> |
|-------------|------|------|----------|-----------|----------|----------|
| Modeling    |      |      | 8.46     | 65.43     | <.001    | 1.32     |
| Managers    | 7.61 | .93  |          |           |          |          |
| Employees   | 4.83 | 2.27 |          |           |          |          |
| Inspiring   |      |      | 5.77     | 35.35     | <.001    | 1.18     |
| Managers    | 6.76 | 1.52 |          |           |          |          |
| Employees   | 4.25 | 2.23 |          |           |          |          |
| Challenging |      |      | 5.37     | 34.72     | <.001    | 1.08     |
| Managers    | 6.68 | 1.59 |          |           |          |          |
| Employees   | 4.24 | 2.36 |          |           |          |          |
| Enabling    |      |      | 8.41     | 63.58     | <.001    | 1.32     |
| Managers    | 8.11 | .97  |          |           |          |          |
| Employees   | 5.27 | 2.31 |          |           |          |          |
| Encouraging |      |      | 9.02     | 68.21     | <.001    | 1.39     |
| Managers    | 7.89 | .95  |          |           |          |          |
| Employees   | 4.79 | 2.40 |          |           |          |          |

### **General Research Question “C”**

This looks at what the managers' transformational leadership practices are for each of the three audit divisions. The specific research questions are three:

- 1 What are the means and standard deviations for each of the three audit divisions' managers' five transformational leadership practices as perceived by the managers?
- 2 What are the means and standard deviations for each of the three audit divisions' managers' five transformational leadership practices as perceived by the employees?

- 3 Is there a statistically significant difference between managers and employees' perceptions for each of the three audit divisions' managers' five transformational leadership practices?

***Administrative-units Audit Division (AAD):***

- 1 What are the means and standard deviations of the administrative-units audit division's managers' five transformational leadership practices as perceived by the managers?

Table 21 shows the administrative-units audit division's managers' scores. The scores were somewhat medium to high. Managers most commonly perceived themselves as “*Encouraging the Heart*” (M = 8.25, SD = .90). They least commonly saw themselves as “*Challenging the Process*” (M = 7.21, SD .84). “*Enabling others to Act*” and “*Inspiring a Shared Vision*” had low standard deviations of .39 and .43 respectively which indicate the lowest variability among the managers at scoring those two practices.

Table 21

*Means and Standard Deviations of the Administrative-units Audit Division's Managers' Five Transformational Leadership Practices as Perceived by the Managers (N = 8)*

| Leadership Practice | Mean | SD   | Skewness |
|---------------------|------|------|----------|
| Modeling            | 8.08 | .845 | .399     |
| Inspiring           | 7.27 | .427 | .352     |
| Challenging         | 7.21 | .835 | -.079    |
| Enabling            | 8.08 | .388 | .181     |
| Encouraging         | 8.25 | .895 | 1.253    |

- 2 What are the means and standard deviations of the administrative-units audit division’s managers’ five transformational leadership practices as perceived by the employees?

Table 22 shows the scores given by the employees on their managers’ five transformational leadership practices. The scores were generally low on all five leadership practices. However, according to the employees’ scores, the highest score was on “*Enabling Others to Act*” (M = 5.63, SD = 2.03). The managers’ lowest score given by their employees was on the “*Challenging the Process*” (M = 4.51, SD 2.11).

Table 22

*Means and Standard Deviations of the Administrative-units Audit Division’s Managers’ Five Transformational Leadership Practices as Perceived by the Employees (Observer-Perceptions) (N = 50)*

| Leadership Practice | Mean | SD    | Skewness |
|---------------------|------|-------|----------|
| Modeling            | 5.10 | 2.099 | .205     |
| Inspiring           | 4.76 | 2.181 | .210     |
| Challenging         | 4.51 | 2.114 | .197     |
| Enabling            | 5.63 | 2.030 | .022     |
| Encouraging         | 5.14 | 2.268 | .356     |

- 3 Is there a statistically significant difference between the managers and employees’ perceptions of the administrative-units audit division’s managers’ five transformational leadership practices?

Table 23 shows the data analysis and results that showed there were statistically significant differences between the managers and employees’ perceptions of administrative-units

audit division’s managers’ five transformational leadership practices. The employees’ scores were significantly lower than the managers’ scores.

Table 23

*Comparison of Managers and Employees’ Perceptions of Administrative-units Audit Division’s Managers’ Five Transformational Leadership Practices (n=8 Managers and 50 Employees)*

| Variable    | M    | SD   | T    | df    | p     | d    |
|-------------|------|------|------|-------|-------|------|
| Modeling    |      |      | 7.09 | 24.26 | <.001 | 1.50 |
| Managers    | 8.08 | .85  |      |       |       |      |
| Employees   | 5.10 | 2.10 |      |       |       |      |
| Inspiring   |      |      | 7.32 | 53.73 | <.001 | 1.23 |
| Managers    | 7.27 | .43  |      |       |       |      |
| Employees   | 4.76 | 2.18 |      |       |       |      |
| Challenging |      |      | 6.42 | 24.99 | <.001 | 1.35 |
| Managers    | 7.21 | .84  |      |       |       |      |
| Employees   | 4.51 | 2.11 |      |       |       |      |
| Enabling    |      |      | 7.70 | 54.15 | <.001 | 1.29 |
| Managers    | 8.08 | .34  |      |       |       |      |
| Employees   | 5.63 | 2.03 |      |       |       |      |
| Encouraging |      |      | 6.91 | 24.99 | <.001 | 1.45 |
| Managers    | 8.25 | .90  |      |       |       |      |
| Employees   | 5.14 | 2.27 |      |       |       |      |

***Economic-units Audit Division (EAD):***

- 1 What are the means and standard deviations of the economic-units audit division’s managers’ five transformational leadership practices as perceived by managers?

Table 24 shows the economic-units audit division’s managers’ scores. The scores were medium to high. Managers most commonly perceived themselves as “*Enabling Others to*

Act“(M = 8.32, SD = 1.09).They least commonly saw themselves as “*Inspiring a Shared Vision*” (M = 7.03, SD 1.43). “*Enabling others to Act*” Had the lowest standard deviation of 1.09 which indicates the lowest variability among the managers at scoring this practice.

Table 24

*Means and Standard Deviations of the Economic-units Audit Division’s Managers’ Five Transformational Leadership Practices as Perceived by the Managers (Self-Perceptions) (N = 10)*

| Leadership Practice | Mean | SD    | Skewness |
|---------------------|------|-------|----------|
| Modeling            | 7.73 | 1.109 | -.153    |
| Inspiring           | 7.03 | 1.433 | .321     |
| Challenging         | 7.08 | 1.552 | .584     |
| Enabling            | 8.32 | 1.087 | .054     |
| Encouraging         | 7.77 | 1.155 | -.611    |

- 2 What are the means and standard deviations of the economic-units audit division’s managers’ five transformational leadership practices as perceived by the employees?

Table 25 shows the scores given by employees on their managers’ five transformational leadership practices. The scores were generally low on all five practices. However, according to the employees’ scores, the highest score given to their managers was on “*Enabling Others to Act*” (M = 5.82, SD = 2.20). The managers’ lowest score given by their employees was on “*Challenging the Process*” (M = 4.41, SD 1.94).

Table 25

*Means and Standard Deviations of the Economic-units Audit Division's Managers' Five Transformational Leadership Practices as Perceived by the Employees (Observer-Perceptions) (N = 36)*

| Leadership Practice | Mean | SD    | Skewness |
|---------------------|------|-------|----------|
| Modeling            | 5.03 | 2.166 | -.085    |
| Inspiring           | 4.72 | 1.679 | -.102    |
| Challenging         | 4.41 | 1.944 | -.052    |
| Enabling            | 5.82 | 2.199 | -.153    |
| Encouraging         | 5.44 | 2.235 | -.176    |

- 3 Is there a statistically significant difference between the economic-units audit division's managers and employees on their perceptions of the managers' five transformational leadership practices?

Table 26 shows the data analysis and results that showed there was statistically significant difference between the economic-units audit division's managers and their employees on the scores of all managers' transformational leadership practices.

Table 26

*Comparison of Managers and Employees' Perceptions of the Economic-units Audit Division's Managers and Employees on the Managers' Five Transformational Leadership Practices (n=10 managers and 36 employees)*

| Variable    | M    | SD   | T    | df    | p     | d    |
|-------------|------|------|------|-------|-------|------|
| Modeling    |      |      | 5.09 | 23.47 | <.001 | 1.35 |
| Managers    | 7.74 | 1.18 |      |       |       |      |
| Employees   | 5.03 | 2.17 |      |       |       |      |
| Inspiring   |      |      | 4.34 | 16.55 | <.001 | 1.42 |
| Managers    | 7.03 | 1.43 |      |       |       |      |
| Employees   | 4.72 | 1.68 |      |       |       |      |
| Challenging |      |      | 4.55 | 17.69 | <.001 | 1.43 |
| Managers    | 7.08 | 1.55 |      |       |       |      |
| Employees   | 4.41 | 1.94 |      |       |       |      |
| Enabling    |      |      | 4.97 | 30.85 | <.001 | 1.24 |
| Managers    | 8.32 | 1.09 |      |       |       |      |
| Employees   | 5.82 | 2.20 |      |       |       |      |
| Encouraging |      |      | 4.47 | 29.30 | <.001 | 1.13 |
| Managers    | 7.77 | 1.16 |      |       |       |      |
| Employees   | 5.44 | 2.24 |      |       |       |      |

***Not-for-profit-units Audit Division (NAD):***

- 1 What are the means and standard deviations of the not-for-profit-units audit division's managers' five transformational leadership practices as perceived by the managers?

Table 27 shows the not-for-profit-units audit division's managers' scores. The scores were generally medium to high. Managers most commonly perceived themselves as “*Enabling Others to Act*” (M = 7.90, SD = 1.36). The managers least commonly saw themselves as “*Inspiring a Shared Vision*” (M = 6.81, SD = 1.92). “*Enabling others to Act*” had the smallest

standard deviation of 1.36 which indicates the lowest variability among the managers at scoring this practice.

Table 27

*Means and Standard Deviations of the Not-for-profit-units Audit Division’s Managers’ Five Transformational Leadership Practices as Perceived by the Managers (Self-Perceptions) (N = 7)*

| Leadership Practice | Mean | SD    | Skewness |
|---------------------|------|-------|----------|
| Modeling            | 7.21 | 1.671 | .222     |
| Inspiring           | 6.81 | 1.923 | -.162    |
| Challenging         | 7.31 | 1.809 | .200     |
| Enabling            | 7.90 | 1.357 | -.666    |
| Encouraging         | 7.81 | 1.709 | -.421    |

- 2 What are the means and standard deviations of the not-for-profit-units audit division’s managers’ five transformational leadership practices as perceived by the employees?

Table 28 shows the scores given by employees on their managers’ five transformational leadership practices. The scores were generally low on all five practices. However, according to the employees’ scores, the highest score given to their managers was on “*Enabling Others to Act*” (M = 6.48, SD = 2.19). The managers lowest score given by their employees was on “*Challenging the Process*” (M = 4.63, SD 2.01)

Table 28

*Means and Standard Deviations of the Not-for-profit-units Audit Division's Managers' Five Transformational Leadership Practices as Perceived by the Employees (Observer-Perceptions) (N = 34)*

| Leadership Practice | Mean | SD    | Skewness |
|---------------------|------|-------|----------|
| Modeling            | 5.65 | 2.281 | -.016    |
| Inspiring           | 5.16 | 2.228 | .268     |
| Challenging         | 4.63 | 2.012 | .389     |
| Enabling            | 6.48 | 2.186 | -.449    |
| Encouraging         | 5.73 | 2.398 | -.005    |

- 3 Is there a statistically significant difference between the not-for-profit-units audit division's managers and employees on the managers' the five transformational leadership practices?

Table 29 shows the data analysis and results that showed there was statistically significant difference between the managers and employees of the not-for-profit-units audit division on the scores of all managers' five transformational leadership practices. The employees' scores were significantly lower than the managers' scores.

Table 29

*Comparison of the Managers and Employees' Perceptions of the Not-for-profit-units Audit Division's Managers and Employees on the Managers' Five Transformational Leadership Practices (n=7 Managers and 34 Employees)*

| Variable    | M    | SD   | <i>T</i> | <i>df</i> | <i>p</i> | <i>d</i> |
|-------------|------|------|----------|-----------|----------|----------|
| Modeling    |      |      | 2.10     | 11.17     | <.001    | .71      |
| Managers    | 7.21 | 1.67 |          |           |          |          |
| Employees   | 5.65 | 2.28 |          |           |          |          |
| Inspiring   |      |      | 2.01     | 9.64      | <.001    | .76      |
| Managers    | 6.81 | 1.92 |          |           |          |          |
| Employees   | 5.16 | 2.23 |          |           |          |          |
| Challenging |      |      | 3.50     | 9.33      | <.001    | 1.35     |
| Managers    | 7.31 | 1.81 |          |           |          |          |
| Employees   | 4.63 | 2.01 |          |           |          |          |
| Enabling    |      |      | 2.24     | 13.43     | <.001    | .68      |
| Managers    | 7.90 | 1.36 |          |           |          |          |
| Employees   | 6.48 | 2.19 |          |           |          |          |
| Encouraging |      |      | 2.72     | 11.51     | <.001    | .90      |
| Managers    | 7.81 | 1.71 |          |           |          |          |
| Employees   | 5.73 | 2.40 |          |           |          |          |

### **General Research Question “D”**

This looks at what the managers' transformational leadership styles are for each of the two support divisions. The specific research questions are also three:

- 1 What are the means and standard deviations for each of the two support divisions' managers' five transformational leadership practices as perceived by the managers?
- 2 What are the means and standard deviations for each of the two support divisions' managers' five transformational leadership practices as perceived by the employees?

- 3 Is there a statistically significant difference between managers' perceptions and employees' perceptions of the tow support divisions' managers' five transformational leadership practices?

***Financial and Administrative Affairs Division (FAAD)***

- 1 What are the means and standard deviations of the financial and administrative affairs division's managers' five transformational leadership practices as perceived by the managers?

Table 30 shows the financial and administrative affairs division's managers' scores. The scores were generally medium to high on all five transformational leadership practices. However, they most commonly perceived themselves as “*Encouraging the Heart*” (M = 8.28, SD = .95). The managers least commonly saw themselves as “*Challenging the Process*” (M = 6.58, SD .67). “*Modeling the way*” had the lowest standard deviation of 0.67 which indicates the lowest variability among the managers at scoring this practice.

Table 30

*Means and Standard Deviations of the Financial and Administrative Affairs Division's Managers' Five Transformational Leadership Practices as Perceived by the Managers (Self-Perceptions) (N = 6)*

| Leadership Practice | Mean | SD    | Skewness |
|---------------------|------|-------|----------|
| Modeling            | 7.58 | .665  | .128     |
| Inspiring           | 6.75 | 2.041 | -.306    |
| Challenging         | 6.58 | 1.954 | -1.013   |
| Enabling            | 8.08 | .842  | .175     |
| Encouraging         | 8.28 | .953  | -.087    |

- 2 What are the means and standard deviations of the financial and administrative affairs division’s managers’ five transformational leadership practices as perceived by the employees?

Table 31 shows the scores given by employees on their managers’ five transformational leadership practices. The scores were generally low on all five practices. However, according to the employees’ scores, the highest score given to their managers was on “*Enabling Others to Act*” (M = 5.25, SD = 2.38). The managers lowest score given by their employees was on “*Inspiring a Shared Vision*” (M = 4.28, SD = 2.16)

Table 31

*Means and Standard Deviations of the Financial and Administrative Affairs Division’s Managers’ Five Transformational Leadership Practices as Perceived by the Employees (Observe-Perceptions) (N = 32)*

| Leadership Practice | Mean | SD    | Skewness |
|---------------------|------|-------|----------|
| Modeling            | 5.04 | 2.141 | .211     |
| Inspiring           | 4.28 | 2.164 | .887     |
| Challenging         | 4.48 | 2.027 | .427     |
| Enabling            | 5.25 | 2.380 | .073     |
| Encouraging         | 4.70 | 2.148 | .594     |

- 3 Is there a statistically significant difference between managers’ perceptions and employees’ perceptions of the financial and administrative affairs division’s managers’ five transformational leadership practices?

Table 32 shows the data analysis and results that showed there was statistically significant difference between managers and employees’ perceptions of the financial and

administrative affairs division's managers' five transformational leadership practices. The employees' scores were significantly lower than the managers' scores on all five practices.

Table 32

*Comparison of Managers and Employees' Perceptions on the Financial and Administrative Affairs Division's Managers' Five Transformational Leadership Practices (n=6 Managers and 32 Employees)*

| Variable    | M    | SD   | <i>T</i> | <i>df</i> | <i>p</i> | <i>d</i> |
|-------------|------|------|----------|-----------|----------|----------|
| Modeling    |      |      | 5.46     | 26.94     | <.001    | 1.27     |
| Managers    | 7.58 | .67  |          |           |          |          |
| Employees   | 5.04 | 2.14 |          |           |          |          |
| Inspiring   |      |      | 2.59     | 36        | .014     | 1.15     |
| Managers    | 6.75 | 2.04 |          |           |          |          |
| Employees   | 4.28 | 2.16 |          |           |          |          |
| Challenging |      |      | 2.34     | 36        | .025     | 1.04     |
| Managers    | 6.58 | 1.95 |          |           |          |          |
| Employees   | 4.48 | 2.03 |          |           |          |          |
| Enabling    |      |      | 5.22     | 22.92     | <.001    | 1.27     |
| Managers    | 8.08 | .84  |          |           |          |          |
| Employees   | 5.25 | 2.38 |          |           |          |          |
| Encouraging |      |      | 3.97     | 36        | <.001    | 1.77     |
| Managers    | 8.28 | .95  |          |           |          |          |
| Employees   | 4.70 | 2.15 |          |           |          |          |

***Training and Research Division (TRD):***

- 1 What are the means and standard deviations of the training and research division's managers' five transformational leadership practices as perceived by managers?

Table 33 shows the training and research division's managers' scores. The scores were generally medium to high on all managers' five transformational leadership practices. Managers, however, most commonly perceived themselves as “*Enabling Others to Act*” (M = 8.13, SD = 1.06). The managers least commonly saw themselves as “*Challenging the Process*” (M = 6.72, SD 1.47). “*Encouraging the Heart*” had the lowest standard deviation of .93 which indicates the lowest variability among the managers at scoring themselves on this practice

Table 33

*Means and Standard Deviations of the Training and Research Division's Managers' Five Transformational Leadership Practices as Perceived by the Managers (Self-Perceptions) (N = 12)*

| Leadership Practice | Mean | SD    | Skewness |
|---------------------|------|-------|----------|
| Modeling            | 7.63 | 1.066 | -.053    |
| Inspiring           | 6.76 | 1.292 | -.524    |
| Challenging         | 6.72 | 1.473 | -.755    |
| Enabling            | 8.13 | 1.059 | -.270    |
| Encouraging         | 7.69 | .932  | .246     |

- 2 What are the means and standard deviations of the training and research division's managers' five transformational leadership practices as perceived by the employees?

Table 34 showed the scores given by employees on their training and research division's managers' five transformational leadership practices. The scores were generally low on all five

practices. However, according to the employees' scores the highest score given to their managers was on "Enabling Others to Act" (M = 5.29, SD = 2.28). The managers lowest score given by their employees was on "Challenging the Process" (M = 4.10, SD 2.54).

Table 34

*Means and Standard Deviations of the Training and Research Division's Managers' Five Transformational Leadership Practices as Perceived by the Employees (Observes-Perceptions) (N = 54)*

| Leadership Practice | Mean | SD    | Skewness |
|---------------------|------|-------|----------|
| Modeling            | 4.70 | 2.354 | .354     |
| Inspiring           | 4.23 | 2.374 | .446     |
| Challenging         | 4.10 | 2.538 | .544     |
| Enabling            | 5.29 | 2.284 | .079     |
| Encouraging         | 4.85 | 2.561 | .286     |

- 3 Is there a statistically significant difference between the managers' perceptions and employees' perceptions on the training and research division's managers' five transformational leadership practices?

Table 35 shows the data analysis and results that showed there was statistically significant difference between the managers' perceptions and employees' perceptions of the training and research division's managers' five transformational leadership practices. The employees' scores were significantly lower than the managers' scores on all five practices.

Table 35

*Comparison of the Managers' Perceptions and the Employees' Perceptions of the Training and Research Division's Managers Five Transformational Leadership Practices (n=12 Managers and 54 Employees)*

| Variable    | M    | SD   | <i>T</i> | <i>df</i> | <i>p</i> | <i>d</i> |
|-------------|------|------|----------|-----------|----------|----------|
| Modeling    |      |      | 6.58     | 38.39     | <.001    | 1.34     |
| Managers    | 7.63 | 1.07 |          |           |          |          |
| Employees   | 4.70 | 2.35 |          |           |          |          |
| Inspiring   |      |      | 5.13     | 30.17     | <.001    | 1.14     |
| Managers    | 6.76 | 1.29 |          |           |          |          |
| Employees   | 4.23 | 2.37 |          |           |          |          |
| Challenging |      |      | 4.78     | 27.80     | <.001    | 1.10     |
| Managers    | 6.72 | 1.47 |          |           |          |          |
| Employees   | 4.10 | 2.54 |          |           |          |          |
| Enabling    |      |      | 6.51     | 37.23     | <.001    | 1.33     |
| Managers    | 8.12 | 1.06 |          |           |          |          |
| Employees   | 5.29 | 2.28 |          |           |          |          |
| Encouraging |      |      | 6.47     | 49.81     | <.001    | 1.20     |
| Managers    | 7.69 | .93  |          |           |          |          |
| Employees   | 4.85 | 2.56 |          |           |          |          |

### **General Research Question “E”**

This general research question looks at two comparisons for the scores of managers and employees' perceptions of the managers' five transformational leadership practices between the two main groups and two comparisons for the scores of managers and employees' perceptions of the managers' five transformational leadership practices among the five divisions. Therefore, the comparisons also for those groups and divisions' managers' five transformational leadership practices were two types the managers' perceptions and the employees' perceptions:

1. Is there a statistically significant difference between the audit divisions group and support divisions group's managers' five transformational leadership practices as perceived by the managers (self-perceptions)?

Table 36 shows the data analysis and results that showed there was no statistically significant differences between the audit divisions group and the support divisions group on the scores of their managers' transformational leadership practices as perceived by the groups' managers.

Table 36

*Comparison of Audit Group and Support Group's Managers' Five Transformational Leadership Practices as Perceived by Managers (n=25 ADG managers 18 SDG managers)*

| Variable                | M    | SD   | <i>T</i> | <i>df</i> | <i>p</i> | <i>d</i> |
|-------------------------|------|------|----------|-----------|----------|----------|
| Modeling                |      |      | .26      | 41        | .80      | .08      |
| <i>Audit Division</i>   | 7.70 | 1.22 |          |           |          |          |
| <i>Support Division</i> | 7.61 | .93  |          |           |          |          |
| Inspiring               |      |      | .66      | 41        | .51      | .20      |
| <i>Audit Division</i>   | 7.05 | 1.34 |          |           |          |          |
| <i>Support Division</i> | 6.76 | 1.52 |          |           |          |          |
| Challenging             |      |      | 1.12     | 41        | .27      | .35      |
| <i>Audit Division</i>   | 7.19 | 1.39 |          |           |          |          |
| <i>Support Division</i> | 6.68 | 1.59 |          |           |          |          |
| Enabling                |      |      | .05      | 41        | .96      | .02      |
| <i>Audit Division</i>   | 8.13 | .99  |          |           |          |          |
| <i>Support Division</i> | 8.11 | .97  |          |           |          |          |
| Encouraging             |      |      | .13      | 41        | .90      | .04      |
| <i>Audit Division</i>   | 7.93 | 1.23 |          |           |          |          |
| <i>Support Division</i> | 7.89 | .95  |          |           |          |          |

2. Is there a statistically significant difference between the audit divisions group and the support divisions group's managers' five transformational leadership practices as perceived by the employees (observers-perceptions)?

Table 37 shows the data analysis and results that showed there were statistically significant differences between the audit divisions group and the support divisions group on the scores of their managers' transformational leadership practices as perceived by their employees on the transformational leadership practices of "*Inspiring a Shared Vision*" ( $p = .046$ ) and "*Enabling Others to Act*" ( $p = .040$ ) with a small to medium effect size.

Table 37

*Comparison of Audit Group and Support Group's Managers' Five Transformational Leadership Practices as Perceived by Employees (n=120 ADG employees, 86 SDG employees)*

| Variable                | M    | SD   | T    | df  | p    | d   |
|-------------------------|------|------|------|-----|------|-----|
| Modeling                |      |      | 1.29 | 204 | .200 | .18 |
| <i>Audit Division</i>   | 5.23 | 2.17 |      |     |      |     |
| <i>Support Division</i> | 4.83 | 2.27 |      |     |      |     |
| Inspiring               |      |      | 2.01 | 204 | .046 | .28 |
| <i>Audit Division</i>   | 4.86 | 2.05 |      |     |      |     |
| <i>Support Division</i> | 4.25 | 2.28 |      |     |      |     |
| Challenging             |      |      | .89  | 204 | .380 | .12 |
| <i>Audit Division</i>   | 4.51 | 2.02 |      |     |      |     |
| <i>Support Division</i> | 4.24 | 2.36 |      |     |      |     |
| Enabling                |      |      | 2.10 | 204 | .040 | .30 |
| <i>Audit Division</i>   | 5.93 | 2.14 |      |     |      |     |
| <i>Support Division</i> | 5.27 | 2.31 |      |     |      |     |
| Encouraging             |      |      | 1.82 | 204 | .070 | .26 |
| <i>Audit Division</i>   | 5.39 | 2.29 |      |     |      |     |
| <i>Support Division</i> | 4.79 | 2.40 |      |     |      |     |

3. Are there differences among the five divisions on their managers' five transformational leadership practices as perceived by the managers (self-perceptions)?)

Table 38a and table 38b displayed how the five divisions were analyzed using ONE-WAY ANOVA. The tables showed that there were no statistically significant differences among the five divisions' managers' five transformational leadership practices as perceived by managers.

Table 38a

*Means and Standard Deviations Comparing Five Divisions on Five Transformational Leadership Practices*

| Divisions | <i>n</i> | Modeling |           | Inspiring |           | Challenging |           | Enabling |           | Encouraging |           |
|-----------|----------|----------|-----------|-----------|-----------|-------------|-----------|----------|-----------|-------------|-----------|
|           |          | <i>M</i> | <i>SD</i> | <i>M</i>  | <i>SD</i> | <i>M</i>    | <i>SD</i> | <i>M</i> | <i>SD</i> | <i>M</i>    | <i>SD</i> |
| AAD       | 8        | 8.08     | .85       | 7.27      | .45       | 7.21        | .84       | 8.08     | .39       | 8.25        | .90       |
| EAD       | 10       | 7.74     | 1.18      | 7.03      | 1.43      | 7.08        | 1.55      | 8.32     | 1.09      | 7.77        | 1.16      |
| NAD       | 7        | 7.21     | 1.67      | 6.81      | 1.92      | 7.31        | 1.81      | 7.90     | 1.36      | 7.81        | 1.71      |
| FAD       | 6        | 7.58     | .67       | 6.75      | 2.04      | 6.58        | 1.95      | 8.08     | .84       | 8.28        | .95       |
| TRD       | 12       | 7.63     | 1.07      | 6.76      | 1.29      | 6.72        | 1.47      | 8.12     | 1.06      | 7.69        | .93       |

Table 38b  
*One-Way Analysis of Variance Summary Table Comparing Five Divisions on Five Transformational Leadership Practices as perceived by Managers*

|             | Sources        | <i>df</i> | <i>SS</i> | <i>MS</i> | <i>F</i> | <i>p</i> |
|-------------|----------------|-----------|-----------|-----------|----------|----------|
| Modeling    | Between Groups | 4         | 2.93      | .73       | .57      | .686     |
|             | Within Groups  | 37        | 47.54     | 1.29      |          |          |
|             | Total          | 41        | 50.47     |           |          |          |
| Inspiring   | Between Groups | 4         | 1.66      | .42       | .20      | .940     |
|             | Within Groups  | 38        | 81.13     | 2.14      |          |          |
|             | Total          | 42        | 82.80     |           |          |          |
| Challenging | Between Groups | 4         | 3.02      | .76       | .32      | .861     |
|             | Within Groups  | 38        | 89.14     | 2.35      |          |          |
|             | Total          | 42        | 92.16     |           |          |          |
| Enabling    | Between Groups | 4         | .73       | .183      | .18      | .948     |
|             | Within Groups  | 38        | 38.62     | 1.02      |          |          |
|             | Total          | 42        | 39.35     |           |          |          |
| Encouraging | Between Groups | 4         | 2.57      | .64       | .50      | .739     |
|             | Within Groups  | 38        | 49.23     | 1.30      |          |          |
|             | Total          | 42        | 51.80     |           |          |          |

4. Are there differences among the five divisions on their managers' five transformational leadership practices as perceived by the employees (observers-perceptions)?)

Table 39a and table 39b displayed how the five divisions were analyzed using ONE-WAY ANOVA. The tables showed that there were no statistically significant differences among the five divisions' managers' five transformational leadership practices as perceived by employees

Table 39a

*Means and Standard Deviations Comparing Five Divisions on Five Transformational Leadership Practices*

| Divisions | N  | Modeling |      | Inspiring |      | Challenging |      | Enabling |      | Encouraging |      |
|-----------|----|----------|------|-----------|------|-------------|------|----------|------|-------------|------|
|           |    | M        | SD   | M         | SD   | M           | SD   | M        | SD   | M           | SD   |
| AAD       | 50 | 5.10     | 2.01 | 4.76      | 2.18 | 4.51        | 2.11 | 5.63     | 2.03 | 5.14        | 2.27 |
| EAD       | 36 | 5.03     | 2.17 | 4.72      | 1.68 | 4.41        | 1.94 | 5.82     | 2.20 | 5.44        | 2.24 |
| NAD       | 34 | 5.65     | 2.28 | 5.16      | 2.23 | 4.63        | 2.01 | 6.48     | 2.19 | 5.73        | 2.40 |
| FAD       | 32 | 5.04     | 2.14 | 4.28      | 2.16 | 4.48        | 2.03 | 5.25     | 2.38 | 4.70        | 2.15 |
| TRD       | 54 | 4.70     | 2.35 | 4.23      | 2.37 | 4.10        | 2.54 | 5.29     | 2.28 | 4.85        | 2.56 |

Table 39b

*One-Way Analysis of Variance Summary Table Comparing Five Divisions on Five Transformational Leadership Practices as perceived by Employees*

| Sources     |                | <i>df</i> | SS      | MS   | F    | <i>p</i> |
|-------------|----------------|-----------|---------|------|------|----------|
| Modeling    | Between Groups | 4         | 18.88   | 4.72 | .96  | .430     |
|             | Within Groups  | 201       | 987.65  | 4.91 |      |          |
|             | Total          | 205       | 1006.53 |      |      |          |
| Inspiring   | Between Groups | 4         | 22.95   | 5.74 | 1.23 | .300     |
|             | Within Groups  | 201       | 939.37  | 4.67 |      |          |
|             | Total          | 205       | 962.32  |      |      |          |
| Challenging | Between Groups | 4         | 7.44    | 1.86 | .39  | .814     |
|             | Within Groups  | 201       | 953.66  | 4.75 |      |          |
|             | Total          | 205       | 961.10  |      |      |          |
| Enabling    | Between Groups | 4         | 36.72   | 9.18 | 1.88 | .115     |
|             | Within Groups  | 201       | 980.98  | 4.88 |      |          |
|             | Total          | 205       | 1017.70 |      |      |          |
| Encouraging | Between Groups | 4         | 25.67   | 6.42 | 1.17 | .327     |
|             | Within Groups  | 201       | 1107.22 | 5.51 |      |          |
|             | Total          | 205       | 1132.89 |      |      |          |

## Summary

Data analysis and results were conducted using the descriptive statistics such means, standard deviations. Also *t*-test and ANOVA techniques were used. In general managers and employees of the overall organization, and its groups and divisions which consisted of the audit division group, the support division group, administrative unit audit division, economic unit audit division, not-for-profit unit audit division, administrative and financial affairs division, and finally the training and research division, all gave higher scores on “*Enabling Others to Act*”, and” *Encouraging the Hear*” of the transformational leadership practices of the managers.

Furthermore, managers and employees of the overall organization and the other sub-organizations scored low on the leadership practices of “*Inspiring a Shared Vision*”, and “*Challenging the Process*”. The third major finding indicated a statically significant difference between managers and employees on the scores of leadership practices of managers of every group and division; as mentioned previously, employees scored their managers low on all leadership practices. The fourth finding indicated there were no statistically significant differences between the two main working groups in regards to the managers’ perceptions. However, in regards to employees’ perceptions there were differences on the leadership practices of “*Inspiring a Shared Vision*” and “*Enabling Others to Act*”. The audit group’s employees scored their managers higher than the support group’s employees scored their managers on those two leadership practices.

## **CHAPTER 5:**

### **DISCUSSION**

As previously stated, the purpose of this study was to examine the managers' transformational leadership practices in Yemeni governmental and financial audit organizations. In addition, the study examined the manager-employee relationship as reflected by the comparison of managers and employees' perceptions of the managers' transformational leadership practices. Furthermore, the study attempted to determine whether or not there are differences between the two main work groups and among the five divisions of the organization on managers and employees' perceptions of the managers' transformational leadership practices.

The significance of this study was to provide valuable information on the existence of the transformational leadership practices implemented by the managers in Yemeni government organizations from both manager's self-perception and employee-perception. Furthermore, this study was to find out if evidence exists of transformational leadership practices applied by managers in Yemeni government organizations by the measurement and comparison of the perceived managers' transformational leadership practices.

#### **Environment Surrounding the Study**

This study was conducted in the midst of national political and governmental changes and transformations. The country has been going through unrest since the wake of what was called Arab Spring started in 2011 in some Middle Eastern countries including Yemen. Consequently, government organizations and employees experienced some anxiety and uncertainties about almost everything in their public and personal lives. It is worth mentioning such national circumstances due to the possibilities that such situation might have some impact

on the participants' moods and their responses to the questionnaires that were completed in December 2014.

## **Discussion of Findings**

### **Demographics**

The questions about the demographics were added on the second page of the LPI questionnaire for descriptive purposes. This provided data about demographics of managers and employees. As stated previously, two versions of the LPI Questionnaire were provided. The Self-perception LPI was designed for managers to rate themselves on their transformational leadership practices. The Observer-perception LPI Questionnaire was designed for employees to rate their managers' transformational leadership practices. Forty three managers completed the LPI-SELF questionnaires and 206 employees completed the LPI-OBSERVER Questionnaires. Managers and employees participants represented two main organizational groups which included five divisions.

Gender data analysis and results indicated that women were 13.3 % of the overall respondents and men were 83.9 % while the remaining 2.8 % of respondents did not answer the gender question. There is a large gap in gender representation. This variation shows that small percentage of participants was female. However, from the researcher's professional experience and according to further inquiry directed to the department of human resource this gender gap was not a reflection on the lack of desire to participate rather it was due to the fact that the number of women managers and employees are small in this organization. Therefore, this gender mix was not high enough to allow the researcher to infer a relationship between gender and the scores of the transformational leadership practices. Age category most common of participants was between the age of 31 and 40 for more than 52% of participants. Over 60% of participants

worked for 10 years or more at this organization. Participants have high level of education with 82 % college graduates and over 10 % with graduate degrees. The vast majority earned their degrees from Sanaa Universities. This could be an indication that the vast majority of employees come from or originally came from out of the city of Sanaa and resided in the city of Sanaa.

### **Transformational Leadership Practices**

According to the data analysis, the study's findings indicated that managers in Yemeni government organizations perceived themselves using the five transformational leadership practices at a moderate to high level from manager-self perceptions and at low to moderate level from the employees' perceptions (observer-perceptions). However, both managers and employees gave their highest scores on the managers' leadership practices of "Enabling Others to Act" and "Encouraging the Heart." On the other hand, both managers and employees gave their lowest scores on the managers' leadership practices of "Inspiring a Shared Vision" and "Challenging the Process."

The second major finding indicated that there were statistically significant differences between managers' perceptions and the employees' perceptions on the managers' leadership practices. This revealed a big gap between the two sides of the leadership process. This could be an indication that employees lack the loyalty and commitment to their managers therefore the results were the low scores given to managers on transformational leadership practices as noted by Aina (2013) and Polito (2010).

The third finding indicated there were no statistically significant differences between the two main working groups when their managers' perceptions were compared. However, from the comparison of the employees' perceptions there were differences on the leadership practices of "Inspiring a Shared Vision" and "Enabling Others to Act." The audit group's employees scored

their managers higher than the support group's employees on those two leadership practices. Considering the nature of auditors' field independent work activities, it seems natural for auditors to feel they have more empowerment on the way they conduct their audit activities more independently than directive nature of work for support employees.

The researcher of this study compared and contrasted the study findings with other similar studies conducted in the Middle East and the United States. A group of studies similar to this study were conducted in Middle East countries such as Saudi Arabia (Alfayez, 2014; Alqahtani, 2012); United Arab Emirates (Sidaoui, 2007); and Lebanon (Maraouch, 2013). In general, the findings from those studies indicated that their respondents also scored the highest on the leadership practices of "*Enabling Others to Act*," "*Encouraging the Heart*" and scored the least on the leadership practices of "*Inspiring a Shared Vision*" and "*Challenging the Process*" which are similar to the findings of this study. In addition, for those studies that compared different department leaders noted by Alfayez (2014) and by Alqahtani (2012). Sidaoui (2007) also did not find statistically significant differences between departmental or divisional managers' leadership practices. Those studies mentioned above which conducted in Middle East did not, however, conduct comparisons of managers' perceptions to employees' perceptions in order to compare whether they had similar results on the difference between managers' perception and employees' perceptions.

Many other similar studies conducted in the United States had similar results on some aspects of the managers' leadership practices with the highest and lowest scores. For example, US local government managers scored the highest on the leadership practices of "*Enabling Others to Act*" and "*Modeling the way*" noted in a study by Aldighrir (2013) and in a study by Beamon (2011). Another study in the United States found that managers scored the highest on

*“Enabling Others to Act”* and scored the lowest on *“Challenging the Process”* noted by (Kavipurapu, 2012). A similar study conducted in the United States on “The leadership practices of women of local government”. The findings indicated that “Encouraging the Heart” was the most frequent leadership practice used by women executives as noted by (Green, 2012). Also in a study in the United States by Beamon (2011) found that the managers’ employees scored their managers the highest on the leadership practices of *“Enabling Others to Act”* and *“Modeling the way.”* However, one study found that the leadership practices with most statically significant differences between managers and their employees were on *“Encouraging the Heart,”* *“Challenging the Process,”* and *“Inspiring a shared Vision.”* However, different findings contrary to the findings in this study were noted in a study conducted in the United States by York-Fankhauser (2013). That study found that employees scored their managers higher than the managers scored themselves on all five leadership practices. This finding is in contrast with a finding of this study which indicated employees scored their managers much lower than the managers scored themselves on all five leadership practices.

### **Implications for Professional Practice**

The findings of this study could help managers on how to interact with their employees to increase work performance, strengthen relationship and reduce work stress. Transformational leadership practices are important to elevate the motives and increase performance by both managers and employees. According to a study findings conducted by Polito (2010), the size of the gap between managers’ perceptions and employees’ perceptions on managers’ leadership practices has a negative relationship with the employees’ commitment and royalty toward their managers and organization. This means the bigger the gap the less commitment and loyalty of employees for their managers and organization.

In addition, the findings of this study will bring about awareness to the managers about the important of transformational leadership practices and their relationship to the employee's higher performance. Leadership studies found that there is positive relationship between managers with high scores on transformational leadership practices and employees with high scores on performance (Aina, 2013).

Furthermore, the findings of this study encourage the organization to provide leadership development programs to its managers to increase their leadership effectiveness. Suwantee (2009) used the LPI survey in a study to compare the scores of self-perceived leadership practices of middle executives of two groups. The treatment group who attended leadership development program scored higher than the control group who did not attend the leadership development program.

### **Implications for Future Research**

This study was limited to one governmental organization in Yemen. However, this is an important research start. This study may contribute to the leadership literature in general on leadership practices in Yemeni organizations. In addition, this study invites to more leadership research in a broader scope in Yemeni organizations. It is recommended to conduct more research on larger sample size from different parts of the country and different industries.

Furthermore, it is recommended to explore in more depth on the gap between managers and employees perceptions of managers' leadership practices using mixed research design. Additional recommendations for future study and for Yemeni government organizations would include:

1. Develop some type of action plan for improvement such as offering leadership development program in their training center to educate managers and employees about transformational leadership practices.
2. Revisit the organization managers and employees after reasonable time to conduct assessment of leadership practices by managers and employees to see if leadership practices improved
3. Using the LPI instrument in other studies that investigates the transformational leadership practices in other government organizations and other industries in Yemen.

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**APPENDIX A:**  
**COVER LETTER**

**Leadership Practice Inventory- Self-perception Instrument  
Cover Letter**

Dear Participant,

My name is Aish Sawie and I am a researcher from Colorado State University in the College of Health and Human Sciences, School of Education. We are conducting a research study on leadership practices of managers in Yemen. The title of our project is “To What Extent Do Managers use Transformational Leadership Practices in Yemeni Organizations”. The Principal Investigator is Dr. Don Quick and the Co-Principal Investigator is Aish Sawie.

We would like you to answer the LPI questionnaire and return it to the secured box in the building lobby by the main entrance. Participation will take approximately 10 to 15 minutes to answer the LPI questionnaire. Your participation in this research is voluntary. If you decide to participate in the study, you may withdraw your consent and stop participation at any time without penalty.

Your responses will be anonymous and will be held in strict confidence. When the results of this study are reported, it will be impossible to identify specific individuals or departments; so please respond openly. There are no known risks associated with taking part in it. Your consent is obtained by completing the survey. Please place your completed survey in the designated secure box at the desk where you picked up your survey at your earliest convenience.

If you like to participate or have any questions about the questionnaire, please contact me at [aish.sawie@colostate.edu](mailto:aish.sawie@colostate.edu), or approach me in person during my site visits. If you have any question about your rights as a volunteer in this research, you may contact the CSU IRB at: [RICRO\\_IRB@mail.colostate.edu](mailto:RICRO_IRB@mail.colostate.edu); 970-491-1553.

Thank you for your contribution to this research.

Sincerely,

Don Quick, PhD  
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Distance Education Technology  
School of Education, Room #237  
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Aish Sawie, Ph.D. Candidate

**APPENDIX B:**  
**SELF-PRECEPTION INSTRUMENT**

## Leadership Practice Inventory- Self-perception Instrument\* Instructions

On the next page, you will find thirty statements describing various leadership behaviors. Please read each statement carefully, and using the rating scale below, ask yourself: “how frequently do I engage in the behavior described?”

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

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

The Rating Scale runs from 1 to 10. Chose the number that best applies to each statement.

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

When you have completed the LPI-Self, please return it to the researcher’s representative

Thank you

\*Note: This Instrument was developed by James M. Kouzes and Barry Z. Posner, 2013

## Leadership Practice Inventory- Self-perception Instrument

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

A- Gender: Please chose one of the following:

1- (Male) 2- (Female)

B- Age: Please chose one of the following

1- (30 or Younger ) 2- (31-40) 3- (41-50) 4- (51-60) 5- (61 or older)

C- Years of work: Please chose one of the following:

1- (less than 5) 2- (6 to 10) 3- (11 to 15) 4- (16 to 20) 5- (more than 20)

D- Level of job satisfaction: Please chose one of the following:

1- Low 2- Medium 3- High

E- Current Division: Please chose one of the following:

1- Economic 2- Administrative 3- None profit 4- HR and Financial 5- Contractor CPA

F- Past Division: Please chose one of the following

1- Economic 2- Administrative 3- None profit 4- HR and Financial 5- Contractor CPA

G- Higher level of education: Please chose one of the following:

1- High School 2- Some college 3- Bachelors 4- Masters 5- PhD

H- Name and place of school or University: Please write down, name, city, country

School/University:

City:

Country:

I- Professional Training

1- Yes 2- No

J- Name and place of training: Please write down, name, city, country

Institution:

City:

Country:

**APPENDIX C:**  
**OBSERVER-PRECEPTION INSTRUMENT**

## Leadership Practice Inventory- Observer-Perception Instrument Instructions

You are being asked by the leader whose name appears above to assess his or her leadership behaviors. On the next two pages are thirty statements describing various leadership behaviors. Please read each statement carefully. Then look at the rating scale and decide how frequently this leader engages in the behavior described. Here's the rating scale that you'll be using:

|                 |        |        |                    |              |           |                 |         |                    |                  |
|-----------------|--------|--------|--------------------|--------------|-----------|-----------------|---------|--------------------|------------------|
| 1               | 2      | 3      | 4                  | 5            | 6         | 7               | 8       | 9                  | 10               |
| Almost<br>never | Rarely | Seldom | Once in<br>A while | Occasionally | Sometimes | Fairly<br>Often | Usually | very<br>frequently | Almost<br>always |

In selecting each response, please be realistic about the extent to which the leader actually engages in the behavior. Do not answer in terms of how you would like to see this person behave or in terms of how you think he or she should behave. Answer in terms of how the leader typically behaves—on most days, on most projects, and with most people.

For each statement, decide on a rating and record it in the blank to the left of the statement. When you have responded to all thirty statements, turn to the response sheet on page 4. Do not write your name on the response sheet. Transfer your responses and return the response sheet according to the instructions provided.

For future reference, keep the portion of your LPI-Observer form that lists the thirty statements.

To what extent does this person typically engage in the following behaviors? Choose the number that best applies to each statement and record it in the blank to the left of the statement.

\*Note: This Instrument was developed by James M. Kouzes and Barry Z. Posner, 2013.

|                      |             |             |                         |                   |                |                      |              |                         |                        |
|----------------------|-------------|-------------|-------------------------|-------------------|----------------|----------------------|--------------|-------------------------|------------------------|
| 1<br>Almost<br>never | 2<br>Rarely | 3<br>Seldom | 4<br>Once in<br>A while | 5<br>Occasionally | 6<br>Sometimes | 7<br>Fairly<br>Often | 8<br>Usually | 9<br>very<br>frequently | 10<br>Almost<br>always |
|----------------------|-------------|-------------|-------------------------|-------------------|----------------|----------------------|--------------|-------------------------|------------------------|

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

## Demographics Information

A- Gender: Please chose one of the following:

2- (Male) 2- (Female)

B- Age: Please chose one of the following

2- (30 or Younger ) 2- (31-40) 3- (41-50) 4- (51-60) 5- (61 or older)

C- Years of work: Please chose one of the following:

2- (less than 5) 2- (6 to 10) 3- (11 to 15) 4- (16 to 20) 5- (more than 20)

D- Level of job satisfaction: Please chose one of the following:

1- Low 2- Medium 3- High

E- Current Division: Please chose one of the following:

2- Economic 2- Administrative 3- None profit 4- HR and Financial 5- Contractor CPA

F- Past Division: Please chose one of the following

2- Economic 2- Administrative 3- None profit 4- HR and Financial 5- Contractor CPA

G- Higher level of education: Please chose one of the following:

2- High School 2- Some college 3- Bachelors 4- Masters 5- PhD

H- Name and place of school or University: Please write down, name, city, country

School/University: City: Country:

I- Professional Training

2- Yes 2- No

J- Name and place of training: Please write down, name, city, country

Institution: City: Country:

**APPENDIX D:**  
**COVER LETTER TRANSLATION**

## Cover Letter Translation

عزيزي المشارك/عزيزتي المشاركة

هذا هو مقياس القيادة الشخصي، فرصتك لتقييم سلوكيات القيادة لديك. يتكون مقياس ممارسات القيادة الشخصي من 30 عبارة.

الرجاء قراءة كل عبارة بعناية. ثم ألق نظرة على مقياس التصنيف وأسأل نفسك مايلي: كم عدد مرات مشاركتي في السلوك المذكور؟ عند اختيار كل اجابة:1) كن واقعيًا حيال درجة اشتراكك الفعلي في السلوك القيادي.2) لا تجب حسب ما ترغب أن ترى نفسك أو حسب المفترض أن تكون.3) اعتمد في اجابتك على سلوكك المعتاد - في معظم الأيام، وفي معظم المشروعات، ومع معظم الأشخاص.4) اذا كنت تشعر أن أحد العبارات لا تنطبق عليك، يرجع ذلك على الأرجح لعدم انخراطك في هذا السلوك بشكل متكرر. في هذه الحالة، يكون التصنيف هو 3 أو أقل.

الرجاء استكمال تقييم مقياس ممارسات القيادة الشخصي كجزء من مقياس ممارسات القيادة 360 ؛ من المفترض ان

يستغرق ما بين 10 الى 15 دقيقة تقريبًا. يلزم الاجابة عن كل الأسئلة التي تبلغ 30 عبارة.

عند اتمام الاجابة على كافة الأسئلة سيتم تجميع اجاباتك مع اجابات الآخرين امثالك بحيث لايمكن التعرف على صاحب

الاجابات و تفرغ الى تقرير اجمالي دون معرفة اي اسماء محددة

**APPENDIX E:**  
**SELF-PERCEPTIONS INSTRUMENT TRANSLATION**

## Self-Perception Instrument Translation

مقياس الممارسات القيادية

عزيزي المشارك/عزيزتي المشاركة

هذا هو مقياس القيادة الشخصي، فرصتك لتقييم سلوكيات القيادة لديك. يتكون مقياس ممارسات القيادة الشخصي من 30 عبارة. الرجاء قراءة كل عبارة بعناية. ثم ألق نظرة على مقياس التصنيف وأسأل نفسك مايلي: كم عدد مرات مشاركتي في السلوك المذكور؟ عند اختيار كل اجابة:1) كن واقعيًا حيال درجة اشتراكك الفعلي في السلوك القيادي.2) لا تجب حسب ما ترغب أن ترى نفسك أو حسب المفترض أن تكون.3) اعتمد في اجابتك على سلوكك المعتاد - في معظم الأيام، وفي معظم المشروعات، ومع معظم الأشخاص.4) اذا كنت تشعر أن أحد العبارات لا تنطبق عليك، يرجع ذلك على الأرجح لعدم انخراطك في هذا السلوك بشكل متكرر. في هذه الحالة، يكون التصنيف هو 3 أو أقل.

الرجاء استكمال تقييم مقياس ممارسات القيادة الشخصي كجزء من مقياس ممارسات القيادة 360 ؛ من المفترض ان

يستغرق ما بين 10 الى 15 دقيقة تقريبًا. يلزم الاجابة عن كل الأسئلة التي تبلغ 30 عبارة.

عند اتمام الاجابة على كافة الأسئلة سيتم تجميع اجاباتك مع اجابات الآخرين امثالك بحيث لايمكن التعرف على صاحب

الاجابات و تفرغ الى تقرير اجمالي دون معرفة اي اسماء محددة

أقرأ كل عبارة ثم ضع مقابلها في اليسار الرقم المناسب من ارقام الخيارات الاتية:

1 = ابدأً تقريبا، 2 = نادرا جدا، 3 = نادرا، 4 = من وقت لآخر، 5 = أحيانا، 6 = بعض الوقت،  
7 = غالبا الى حد ما، 8 = كثيرا"، 9 = كثيرا جدا، 10 = دائما تقريبا

|  |   |
|--|---|
|  | (1) اكون قدوة ونموذجا شخصيا لما اتوقعه من الاخرى  |
|  | (2) اتحدث عن التوجهات المستقبلية التي تؤثر على كيفية تنفيذ عملنا                                      |
|  | (3) ابحث عن الفرص الصعبة التي من شأنها اختبار مهاراتي وقدراتي الخاصة                                  |
|  | (4) أكون علاقات تعاونية بين الأشخاص الذين أعمل معهم.  |
|  | (5) اشكر الاشخاص على عملهم الجيد.   |
|  | (6) أبذل الوقت والجهد للتأكد من التزام الأشخاص الذين أعمل معهم بالممارسات والمعايير التي أتفقنا عليها |
|  | (7) أصف صورة مقنعة لما قد يكون عليه مستقبنا   |
|  | (8) أتحدى الأشخاص لمحاولة طرق جديده وابتكارية للقيام بعملهم   |
|  | (9) أصغي جيدا للعديد من وجهات النظر   |
|  | (10) أعمل على أن يرى الأشخاص ثقتي في امكانياتهم   |
|  | (11) ألتزم بوعودي وألتزاماتي التي قطعتها على نفسي حتى النهاية   |
|  | (12) أطلب من الآخرين مشاركة حلم حالي عن المستقبل  |
|  | (13) أبحث عن طرق ابتكاريه خارج الحدود الرسمية لمؤسستي لتحسين ما تقوم به                               |
|  | (14) أعامل الآخرين بكرامة واحترام   |
|  | (15) اتأكد من مكافأة الأشخاص بشكل ابداعي على مساهماتهم في انجاح مشروعاتنا                             |
|  | (16) أطلب ملاحظات حول كيفية تأثير أفعلي على اداء الآخرين  |
|  | (17) أظهر للآخرين كيف أن مصالحهم طويلة الأجل يمكن ادراكها من خلال وضع رؤية عامة                       |
|  | (18) أسأل "ما الذي يمكن أن نتعلمه؟" عندما لا تفسر الأمور حسبما هو متوقع                               |
|  | (19) أدمع القرارات التي يتخذها الأشخاص بأنفسهم  |
|  | (20) أكرم الأشخاص الذين يضربون المثل في الالتزام بالقيم المشتركة                                      |
|  | (21) أقوم بتكوين موافقه بالاجماع على مجموعه عامه من القيم من اجل تشغيل مؤسستنا                        |
|  | (22) أرسم "الصورة الكبيرة" لما نتطمح أن نحققه   |
|  | (23) أتأكد من وضع أهداف قابلة للتحقيق. وأضع خططا قوية ومراحل تنفيذ يمكن قياسها وبرامج نعمل عليها      |
|  | (24) أمنح الأشخاص مساحة كبيرة من الحرية والأختيار في تحديد كيفية القيام بعملهم                        |
|  | (25) أجد طرقا للاحتفال بالانجازات   |
|  | (26) أنا واثق من الفلسفة القيادية الخاصة بي   |
|  | (27) أتحدث بيقين تام حول المعنى الأسمى لعملنا والغرض منه  |
|  | (28) أجرب وأتحمل المخاطر حتى في حالة وجود احتمالية الفشل  |
|  | (29) أضمن تطور الأشخاص مهنيا من خلال تعلم مهارات جديدة وتطوير أنفسهم                                  |
|  | (30) أقدر أفراد الفريق كثيرا وأدمع مساهماتهم  |

\*Note: This Instrument was developed by James M. Kouzes and Barry Z. Posner, 2013.

معلومات التركيبة الديموغرافية للمشارك

من فضلك اختر من كل تصنيف ماينطبق عليك:

أ- الجنس: 1- (ذكر) 2- (أنثى)

ب- العمر: 1- (30 أو أقل) 2- (31-40) 3- (41-50) 4- (51-60) 5- (61 أو أكثر)

ج- سنوات العمل: 1- (أقل من 5) 2- (6 إلى 10) 3- (11 إلى 15) 4- (16 إلى 20) 5- (أكثر من 20)

د- مستوى الرضى الوظيفي: 1- منخفض 2- متوسط 3- عالي

هـ- القطاع الحالي: 1- الاداري 2- الاقتصادي 3- الوحدات الاداريه 4- الشؤون الماليه والاداريه 5- اخرى

و- القطاع السابق: 1- الاداري 2- الاقتصادي 3- الوحدات الاداريه 4- الشؤون الماليه والاداريه 5- اخرى

ز- مستوى التعليم: 1- شهادة ثانويه او ادنى 2- دبلوم متوسط او مهني 3- بكالوريوس 4- ماجستير 5- دكتوراه

ح- مصدر الدرجة العلميه:

المدرسه/المعهد/الجامعه  
المدينة  
البلد

ط- دورات تدريبيه تخصصية:

مجال دوره التدريبيه:  
اسم الجهة المشرفه:  
المدينة  
البلد

**APPENDIX F:**  
**OBSERVER-PERCEPTIONS INSTRUMENT TRANSLATION**

## Observer-Perceptions Instrument Translation

شكرا لك على مشاركتك في مقياس ممارسات القيادة 360. سوف يُعرض عليك مجموعة من العبارات الفريدة. يُرجى اختيار الاجابة التي تبين على أفضل نحو كم كان القائد الذي تقوم بتقييمه يشارك في سلوك معين.

يستغرق اكمال التقييم 10-15 دقيقة تقريبا

هذا هو مقياس القيادة، فرصتك لتقييم سلوكيات القيادة لدى مديرك. يتكون مقياس ممارسات القيادة من 30 عبارة.

الرجاء قراءة كل عبارة بعناية. ثم ألق نظرة على مقياس التصنيف وأسأل نفسك مايلي:

كم عدد مرات مشاركة المدير في السلوك المذكور؟

عند اختيار كل اجابة:

○ كن واقعيا حيال درجة اشتراكك الفعلي في السلوك.

○ لا تجب حسب ما ترغب أن ترى نفسك أو حسب المفترض أن تكون.

○ اعتمد في اجابتك على سلوكك المعتاد - في معظم الأيام، وفي معظم المشروعات، ومع معظم الأشخاص.

○ اذا كنت تشعر أن أحد العبارات لا تنطبق عليك، يرجع ذلك على الأرجح لعدم انخراطك في هذا السلوك بشكل

متكرر. في هذه الحالة، يكون التصنيف هو 3 أو أقل.

الرجاء استكمال تقييم مقياس ممارسات القيادة الشخصي كجزء من مقياس ممارسات القيادة 360 ؛ من المفترض ان

يستغرق ما بين 10 الى 15 دقيقة تقريبا. يلزم الاجابة عن كل الأسئلة التي تبلغ 30.

عند اتمام الاجابة على كافة الأسئلة سيتم تجميع اجاباتك مع اجابات الآخرين امثالك بحيث لايمكن التعرف على

صاحب الاجابات و تفرغ الى تقرير اجمالي دون معرفة اي اسماء محددة.

أقرأ كل عبارة ثم ضع مقابلها دائره حول رقم واحد من ارقام الخيارات الاتية:

1 = ابدأً تقريبا، 2 = نادرا جدا، 3 = نادرا، 4 = من وقت لآخر، 5 = أحيانا، 6 = بعض الوقت،  
7 = غالبا الى حد ما، 8 = كثيرا"، 9 = كثيرا جدا، 10 = دائما تقريبا

|  |   |
|--|---|
|  | (1) يكون قدوة ونموذجا شخصيا لما اتوقعه من الآخرين.  |
|  | (2) يتحدث عن التوجهات المستقبلية التي تؤثر على كيفية تنفيذ عملنا                                      |
|  | (3) يبحث عن الفرص الصعبة التي من شأنها اختبار مهاراته وقدراته الخاصة                                  |
|  | (4) يكون علاقات تعاونية بين الأشخاص الذين يعمل معهم.  |
|  | (5) يشكر الاشخاص على عملهم الجيد  |
|  | (6) يبذل الوقت والجهد للتأكد من التزام الأشخاص الذين يعمل معهم بالممارسات والمعايير التي أتفقنا عليها |
|  | (7) يصف صورة مقنعة لما قد يكون عليه مستقبلا   |
|  | (8) يتحدى الأشخاص لمحاولة طرق جديده وابتكارية للقيام بعملهم   |
|  | (9) يصغي جيدا للعديد من وجهات النظر   |
|  | (10) يعمل على أن يرى الأشخاص ثقته في امكانياتهم   |
|  | (11) يلتزم بوعوده والتزاماته التي قطعها على نفسه حتى النهاية  |
|  | (12) يطلب من الآخرين مشاركة حلم حالي عن المستقبل  |
|  | (13) يبحث عن طرق ابتكاريه خارج الحدود الرسمية لمؤسستنا لتحسين ما نقوم به                              |
|  | (14) يعامل الآخرين بكرامة واحترام   |
|  | (15) يتأكد من مكافأة الأشخاص بشكل ابداعي على مساهماتهم في انجاح مشروعاتنا                             |
|  | (16) يطلب ملاحظات حول كيفية تأثير أفعاله على اداء الآخرين   |
|  | (17) يظهر للآخرين كيف أن مصالحهم طويلة الأجل يمكن ادراكها من خلال وضع رؤية عامة                       |
|  | (18) يسأل "ما الذي يمكن أن نتعلمه؟" عندما لا تفسر الأمور حسبما هو متوقع                               |
|  | (19) يدعم القرارات التي يتخذها الأشخاص بأنفسهم  |
|  | (20) يكرم الأشخاص الذين يضربون المثل في الالتزام بالقيم المشتركة                                      |
|  | (21) يقوم بتكوين موافقه بالاجماع على مجموعه عامه من القيم من اجل تشغيل مؤسستنا                        |
|  | (22) يرسم "الصورة الكبيرة" لما نتطمح أن نحققه   |
|  | (23) يتأكد من وضع أهداف قابلة للتحقيق ويضع خططا قوية ومراحل تنفيذه يمكن قياسها وبرامج نعمل عليها      |
|  | (24) يمنح الأشخاص مساحة كبيرة من الحرية والأختيار في تحديد كيفية القيام بعملهم                        |
|  | (25) يجد طرقا للاحتفال بالانجازات   |
|  | (26) واثق من الفلسفة القيادية الخاصة به   |
|  | (27) يتحدث بيقين تام حول المعنى الأسمى لعملنا والغرض منه  |
|  | (28) يجرب ويتحمل المخاطر حتى في حالة وجود احتمالية الفشل  |
|  | (29) يضمن تطور الأشخاص مهنيا من خلال تعلم مهارات جديدة وتطوير أنفسهم                                  |
|  | (30) يقدر أفراد الفريق كثيرا ويدعم مساهماتهم  |

\*Note: This Instrument was developed by James M. Kouzes and Barry Z. Posner, 2013.

معلومات التركيبة الديموغرافية للمشارك

من فضلك اختر من كل تصنيف ماينطبق عليك:

أ- الجنس: 1- (ذكر) 2- (أنثى)

ب- العمر: 1- (30 أو أقل) 2- (31-40) 3- (41-50) 4- (51-60) 5- (61 أو أكثر)

ج- سنوات العمل: 1- (أقل من 5) 2- (6 إلى 10) 3- (11 إلى 15) 4- (16 إلى 20) 5- (أكثر من 20)

د- مستوى الرضى الوظيفي: 1- منخفض 2- متوسط 3- عالي

هـ- القطاع الحالي: 1- الاداري 2- الاقتصادي 3- الوحدات الاداريه 4- الشؤون الماليه والاداريه 5- اخرى

و- القطاع السابق: 1- الاداري 2- الاقتصادي 3- الوحدات الاداريه 4- الشؤون الماليه والاداريه 5- اخرى

ز- مستوى التعليم: 1- شهادة ثانويه او ادنى 2- دبلوم متوسط او مهني 3- بكالوريوس 4- ماجستير 5- دكتوراه

ح- مصدر الدرجة العلميه:

المدرسه/المعهد/الجامعه  
المدينة  
البلد

ط- دورات تدريبية تخصصية:

مجال دوره التدريبية:  
اسم الجهة المشرفة:  
المدينة  
البلد