

The Transformational Link:

Leadership Behaviors and Overall Organizational
Effectiveness

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Leadership in Higher Education

Faced with increasing challenges:

- Increased accountability for outcomes
- Demands of industry and business for technological literacy of graduates
- Exploding knowledge in every discipline
- Intense competition for students and faculty
- Decreasing monetary resources

What Leaders Want:

- Means of improving their skills in managing people and resources
- Improved methods of effecting positive change
- Creative ways to develop an excellent teaching and learning environment

Purpose of this study:

To relate specific leadership behaviors to types of organizational effectiveness in higher education.

- What behaviors are seen in effective leaders?
- What are the indicators of an effective organization?
- How do these behaviors relate to the organization's effectiveness?

Leadership Behaviors:

Transformational Behaviors

- Idealized Influence (Attribute and Behavior)
- Inspirational Motivation
- Intellectual Stimulation
- Individualized Consideration

Leadership Behaviors: (Continued)

Transactional Behaviors

Contingent Reward

Management by Exception (Active and
Passive)

Leadership Behaviors: (Continued)

Non-leadership Behavior

- Laissez-faire

Leadership Behaviors: (Continued)

Organizational Outcomes

- Extra Effort
- Effectiveness
- Satisfaction

Organizational Effectiveness Measurements

Baldrige Categories

Leadership

Information and Analysis

Strategic and Operational Planning

Human Resource Development and Management

Educational and Business Process Management

School Performance Results

Student Focus and Student and Stakeholder

Satisfaction

Participants in Study:

- Andrews University Research University I
- Belmont University Comprehensive I
- IUPUI Research University II
- Iowa State University Research University I
- Lipscomb University Baccalaureate College I
- Loyola University Comprehensive University I
- Miami University Research University II
- Northwest Missouri
State University Comprehensive II

Participants - Continued

University of Central

Florida

Baccalaureate College I

University of Dayton

Comprehensive I

University of LaVerne

Comprehensive I

University of Minnesota

Duluth

Comprehensive I

Waukesha County

College

Associate of Arts

Divide into small groups:

Divide by institutional type:

- Community Colleges
- Four-year Liberal Arts Colleges
- Four-year State Comprehensive Universities
- Research Universities

Who was the most effective leader you have worked for?

- What were the leadership behaviors you most admired in this leader? (10 Min.)

Description of Leadership Behaviors

Idealized Influence - Attribute and Behavior

Idealized Influence happens when leaders behave in ways that result in their being role models for followers.

The leader is admired, respected, and trusted.

This often happens when leaders share risks with followers and are consistent rather than arbitrary.

Followers believe these leaders can be counted on to do the right thing and that they have a high standard of ethical conduct.

Inspirational Motivation

Inspirational Motivation happens when leaders motivate and inspire those around them by providing meaning and challenge to their followers' work.

Team spirit is aroused and enthusiasm and optimism are displayed.

The leader gets the followers involved in visioning the future.

Intellectual Stimulation

Intellectual Stimulation occurs when leaders stimulate their followers' efforts to be innovative and creative by questioning assumptions, reframing problems, and approaching old situations in new ways.

Creativity is encouraged in problem solving.

There is no public criticism of an individual's mistakes.

Followers feel safe to explore and try new methods.

Followers believe their leader has questions and new ideas to challenge their thinking and paradigms.

Individual Consideration

This set of behaviors includes paying special attention to each individual's needs for achievement and growth by acting as coach or mentor.

This happens when new learning opportunities are created along with a supportive climate, and when individual differences in terms of needs and desires are recognized.

It also occurs when the leader's behavior demonstrates acceptance of individual differences, and when a two-way exchange of communication is encouraged and interaction with followers is personalized.

Contingent Reward

Contingent Reward behaviors occur when a leader rewards or disciplines the follower depending on the adequacy of the follower's performance.

This is often called transactional leadership.

With this method the leader assigns or gets agreement on what needs to be done and promises rewards or actually rewards others in exchange for satisfactorily carrying out the assignment.

This type of transactional behavior is considered more positive and active than Management by Exception behaviors which are also transactional behaviors.

Management by Exception

Active and Passive

Management by Exception behaviors include an exceptional treatment of employees depending on their performance.

In the Active form the leader actively monitors deviances from standards, mistakes, and errors in the follower's assignments to take corrective action as necessary.

In the Passive form of Management by Exception the leader waits passively for deviations, mistakes, and errors to occur and then takes corrective action.

Laissez-faire

Laissez-faire is the avoidance or absence of leadership.

Laissez-faire represents a nontransactional and non-leadership behavior.

Extra Effort

Outcome Behavior

When leaders encourage followers to put in extra effort on a task they exhibit this behavior.

Followers are inspired to increase their output efforts, and they end up doing more than they expected they would do.

Effectiveness

Outcome Behavior

Effective behaviors include representing followers effectively to superiors, conducting effective meetings, planning and conducting work effectively and meeting the job needs of followers.

Satisfaction

Outcome Behavior

Leaders who meet the communication and leadership needs of those who follow find satisfaction as a result of their efforts.

Baldrige Categories: Leadership

- Leaders provide effective direction for their organization.
- They create high expectations for performance and facilitate setting goals and direction for the organization.
- They maintain a climate conducive to teaching and learning which includes student and school performance trends.
- These leaders are seen as “above the norm”.

Information and Analysis

- Information and analysis examines the management and effectiveness of use of data and information to support overall mission-related performance excellence.
- This category seeks to determine how information and data needed to drive improvement of education and business operational performance are selected and managed.

Strategic and Operational Planning

- This section of the Baldrige examines how the school sets strategic directions and how it determines key plan requirements.
- It also examines how the plan requirements are translated into an effective performance management system, with primary focus on student performance.
- This section also focuses on how the school evaluates and improves its strategic planning process.

Human Resource Development and Management

- This category examines how faculty and staff development are aligned with the school's performance objectives.
- It also examines the school's efforts to build and maintain a climate conducive to performance excellence, full participation, and personal and organizational growth.

Educational and Business Process Management

- This category examines the key aspects of process management, including learning-focused education design, education delivery, school services, and business operations.
- Linkages from one subject to the next and then to occupations is a part of the design of education that is measured by the section.

School Performance Results

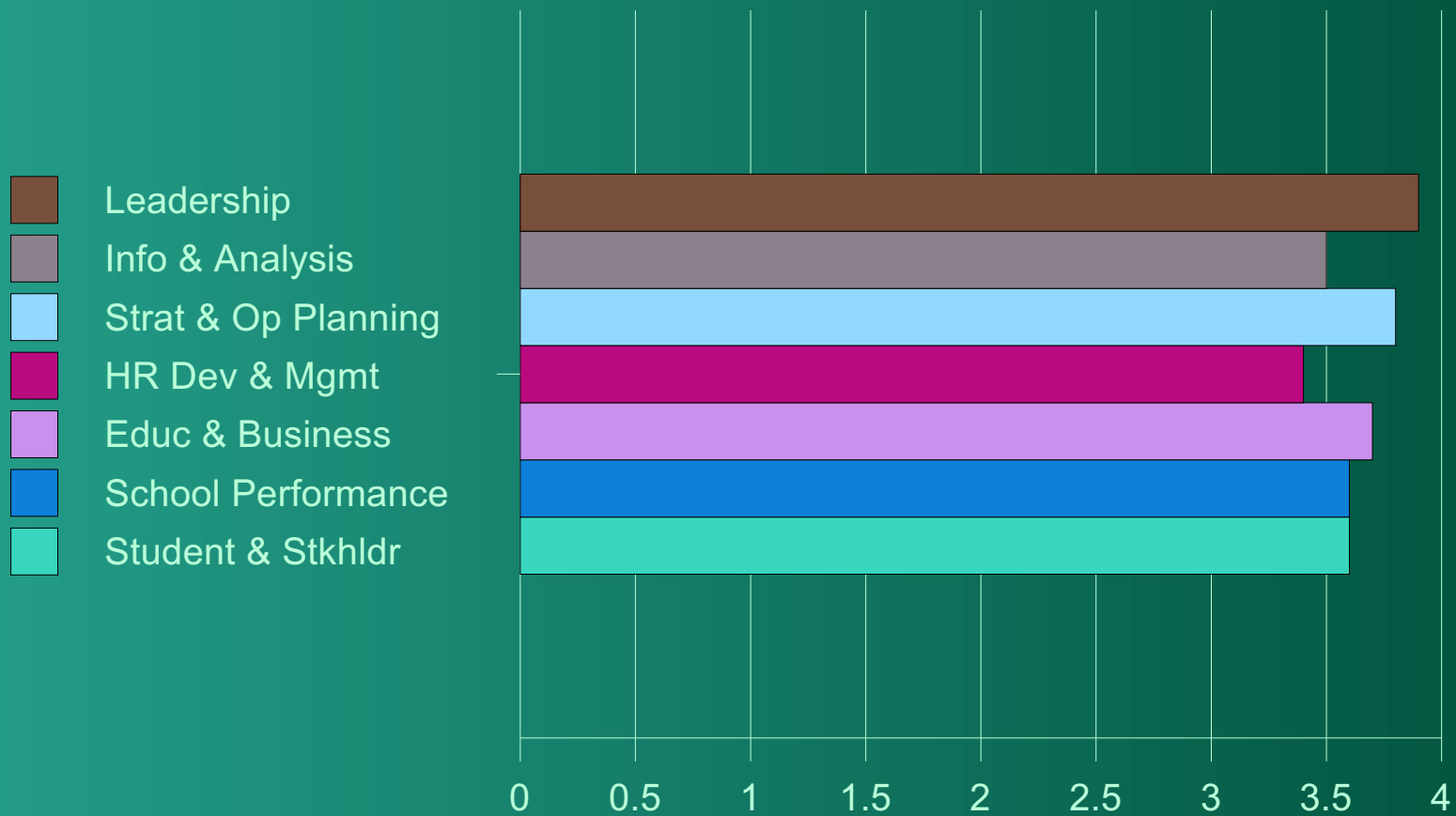
- This category examines student performance and improvement in the school's educational climate and school services, and improvement in performance of school business operations.
- Performance levels relative to comparable schools and/or selected organizations are also examined.

Student Focus and Student and Stakeholder Satisfaction

- This category examines how the school determines student and stakeholder needs and expectations.
- Also examined are levels and trends in key measures of student and stakeholder satisfaction and satisfaction relative to comparable schools.

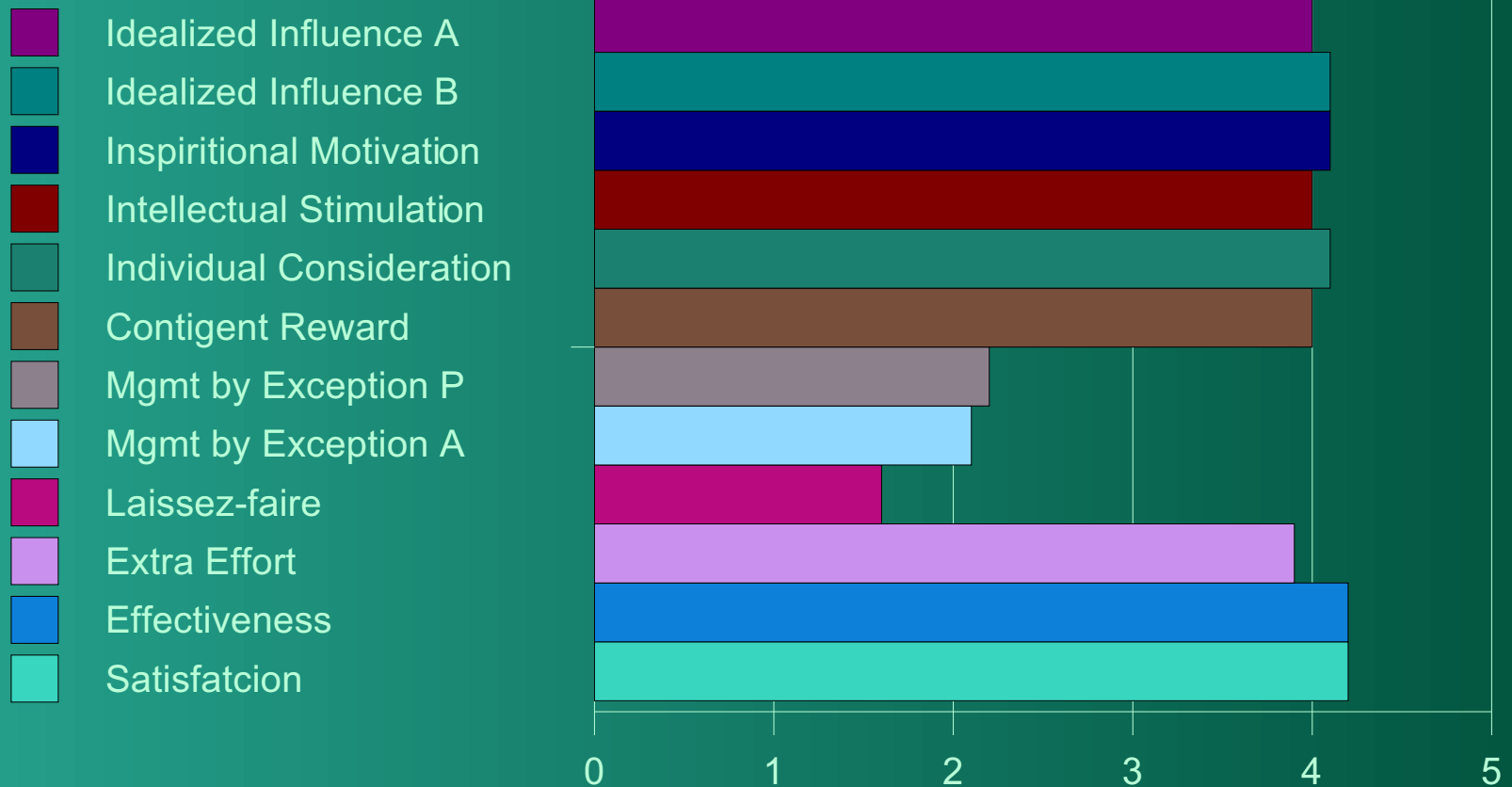
Findings of Study

Organizational Effectiveness



Findings of Study

Leadership Behaviors



Findings of Study

	Leadership	Information & Analysis	Strat & Op Plan	HR Dev Mngt	Educ & Bus Mgn	School Per Results	Student Focus	Totals
Idealized Influence A								
Idealized Influence B								
Inspirational Motivation								
Intellectual Stimulation								
Individual Consideration								
Contingent Reward								
Management by Excep-A								
Management by Excep-P								
Laissez-faire								
Extra Effort								
Effectiveness								
Satisfaction								
Transformational								
Transactional								

Correlations for Leaders and Raters

Effective Leadership Behaviors

In order of importance:

- Inspirational Motivation .000
- Contingent Reward .006
- Intellectual Stimulation .007
- Idealized Influence .032
- Individual Consideration .054

Types of Organizational Effectiveness Correlated With Specific Behaviors

- Idealized Influence(attribute) Strat Planning
- Idealized Influence (behavior) Ed and Business Process School Performance
- Inspirational Motivation Every Baldrige Category
- Intellectual Stimulation Leadership, Strat and Op Plan, HR Dev & Mgmt, Ed & Business Process, School Perf Results

Correlations: (Continued)

- Individual Consideration Leadership, HR Dev & Management
- Contingent Reward Strategic and Operational Planning, HR Development & Management, Ed & Business Process Management, School Performance, Student Focus

Other Findings:

- Women leaders showed more transformational behaviors than male leaders.
- Schools that had been involved in quality improvement processes for more than 6 years scored as more effective in 5 of 7 Baldrige categories.
- Organizations of 5,000-10,000 appear to be the optimum size for effectiveness.

Small Group Exercise

Which of the transformational or transactional leadership behaviors have you observed in your working environment?
(20 min.)

Idealized Influence
Inspirational Motivation
Intellectual Stimulation
Individual Consideration
Contingent Reward

Group Exercise:

This study suggests there is a strong link between leadership behaviors and continuous improvement processes that lead to organizational effectiveness.

Do you agree or disagree with that premise?
What examples have you seen that illustrate your viewpoint?

Small Group Exercise:

How would a transformational leader respond to the following situation? (20 min.)

- Please select one person from your group to be the transformational leader.
- After reading the case study make suggestions to the “leader” on how that leader can demonstrate transformational skills in the case study provided.
- The leader will report to the whole group on the skills he/she will use in leading in the specific situation provided.

Conclusions:

- Continuous improvement and assessment efforts can sustain a more effective organization.
- Transformational and contingent reward leadership behaviors are needed for an organization to reach optimal effectiveness.
- Inspirational motivation is the most powerful leadership behavior.