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TRANSFORMATIONAL AND TRANSACTIONAL LEADERSHIP OUTCOMES ON THE CITY OF OAKLAND BY DEMOGRAPHICS

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TRANSFORMATIONAL AND TRANSACTIONAL LEADERSHIP OUTCOMES ON
THE CITY OF OAKLAND BY DEMOGRAPHICS

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Dissertation Abstract
Transformational and Transactional Leadership Outcomes on the
City of Oakland by Demographics

This study utilized a quantitative method, using surveys of workers in the public

sector in the City of Oakland to determine the barriers that make it difficult to manage

performance and tackle complex issues of that organization. Further, this study delved

into the possibility for these leaders to create transactional or transformational

environments in this sector. The goal was to find issues that make it difficult for public-

sector executives to lead effectively; that is, the goal was to discern factors that prohibit

executives from delivering high-quality and efficient services to the public and

developing change management.

This survey is vital toward understanding the dynamics of public sector leadership

theory. The survey distributed to more than 5,000 City of Oakland employees with the

expectation of a 0.5% response rate. The researcher sent an email to potential participants

through the Multifactor Leadership Questionnaire (MLQ) with associated demographic

questions to establish race, income, gender, age, position hierarchy, seniority, education

level, and department. This method allowed City of Oakland staff to offer insights

without the anxiety of retaliation and under the cover of anonymity. The survey approach

allowed the researcher to gain a comprehensive understanding of a large pool of

participants in a short duration of time.

The results from this study showed that, in general, it is not intended to encourage

the cataloging of a leader as Transformational or Transactional. Instead, it is suitable to

classify a leader or a collection of leaders as (i.e.) "more transformational than the norm"

or "less transactional than the norm." Our research shows certain demographics and how certain groups lean towards transformational or transactional leadership styles.

This dissertation, written under the direction of the candidate's dissertation committee and approved by the members of the committee, has been presented to and accepted by the Faculty of the School of Education in partial fulfillment of the requirements for the degree of Doctor of Education. The content and research methodologies presented in this work represent the work of the candidate alone.

| Jason W. Mitchell | December 9, 2019 |
| Candidate | |

Dissertation Committee:

| Patricia A. Mitchell, Ph.D. | December 9, 2019 |
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| Walter Gmelch, Ph.D. | December 9, 2019 |

| Richard G Johnson III, Ph.D. | December 9, 2019 |

DEDICATION

This dissertation is dedicated to my wife, Cynthia R. Mitchell, who took this journey with me and helped to create one of the most rewarding educational experiences that has changed how we look at the work. The bonus of having my best friend going through USF's academic rigor with me is invaluable. In addition, I would like to dedicate this dissertation to my children (Jaylen, Jayla, and Jayda Mitchell) as they sacrificed many nights and days of spending time together so that I (we) can meet this rare achievement. Also, my mother (Donna M. Mitchell), who watched the kids for four years, was the key to making this all happen. Without her unwavering support, I would not be here writing this dedication. Dedicating this dissertation my father (Lestus Mitchell), who always stood with me and supported me every step of the way, yes, I got through it before my brother Steven. Last, this dissertation is dedicated to anyone that has been counted out, told they weren't worthy or been silenced, know that when you dream, persevere, and grind, anything is possible; I am your witness. Now on to the next journey.

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CHAPTER I

THE RESEARCH PROBLEM

Managing and leading in the local government sector can be challenging and has drawbacks. Local government leaders in the City of Oakland are facing an extraordinary host of challenges, including housing shortages, a high cost of living, homelessness, and displacement. As a result of economic changes and underfunded liability and infrastructure, most local government budgets are under gradually increasing constraints due to many years of large deficits and turbulent overall economic conditions. In contrast, the scope and complexity of services and programs delivered by local governmental organizations have amplified over time, predominantly in programs with outcomes that are not easily measured, such as local economic or environmental regulation, homelessness, illegal dumping, and housing. The combination of complex program delivery and economic challenges means that planning for a successful workforce is increasingly difficult for local policymakers and executives (Trice, Bertelli, & Ward, 2011, p. 19).

Local government challenges are not isolated to economic and program-delivery; local agencies also face an aging workforce and competition with the private sector. Recruiting and retaining talented staff with the skillset often associated with public-service employees is a constant concern. Challenges include competing for equal compensation and benefits, including perks. Private companies traditionally offer flexible schedules and alternative work locations. Many governmental organizations are challenged to transition to a more modern work environment. Other key factors are the wave of baby boomers exiting the workforce into retirement. Every day, 10,000 boomers

retire, leaving a huge gap for public-sector employers to fill. According to the U.S. Office of Personnel Management, the average age of a full-time federal employee is 47.5 years, with 45% of the workforce over 50 years old. The Congressional Research Service indicated 52% of public workers are aged 45 to 64, compared to 42.4% in the private sector (Brzozowski, 2019, p. 27). Local governmental leaders must factor in recruitment, retention, compensation packages, declining retirement systems, flexible work schedules, and other historical challenges in hiring and retaining quality talent.

In the private sector, for-profit organizations offer bonuses and other financial incentives to motivate employees. These financial incentives rarely exist for local government leaders. Leaders must possess many leadership traits to successfully create organizational change. Researchers have identified some important findings regarding factors underlying transformational leadership behaviors, the role of transformational leaders in creating effective and sustainable organizations (Popescu, 2014, p. 50), and the challenges transformational leaders face in implementing local government change. Much is unknown, requiring empirical inquiry (Popescu Ljungholm, 2014, p. 76). This study examined, through the lens of transactional and transformational leadership theory, if local government leaders can create long-lasting change in local government organizations. The study focus was the City of Oakland, CA. Leaders and followers must connect and work toward the same mission, vision, and values for an organization to be successful, considering all internal and external factors. Chapter 1 provides discussion of the background of the problem, statement of the problem, purpose of the study, research questions, rationale, and theoretical framework, significance, definitions, and limitations.

Background

U.S. public agencies—federal, state, and local government—are challenged to provide programs and services for the public. Since the creation of public-sector agencies, policies have shifted and caused difficulties in providing expedient and high-level programs. The City of Oakland was incorporated in 1852 and is the largest city in Alameda County. According to the most recent census data, Oakland has a population of more than 420,000 residents and is one of the most diverse cities in the United States. The diversity in this city can be deceiving in that the overall diversity in Oakland is the best in the United States, but city neighborhoods are not less diverse. The city's land was originally conquered by the Ohlone and Spanish settlers. In the 1940s, Oakland built one of the largest ports on the western coast. During World War II, Oakland Navel Center was one of the major manufactures of war equipment. In the 1960s and 1970s, Oakland was in the throes of the Civil Rights Movement. In the early 2000s, Oakland began to transition from manufacturing jobs to service-oriented jobs. Aligned with Oakland's transition over the past century and a half, the demographics shifted, reflecting those who could take advantage of the services offered to the public.

A significant and inverse association emerged between levels of racial and ethnic diversity and rate of violent injury in the City of Oakland (Berezin et al., 2017). Despite the alignment between diversity and violent injury for African Americans and Hispanics, White and Asian residents seemed to be immune. Violence has been a hallmark of Oakland's recent past, adding to the inequities that make governing Oakland challenging. Such inequities include unemployment rates, housing, and salaries that are distributed among racial lines. As a result of these inequities, the city faces challenges in providing meaningful services to all its residents. For example, homelessness, illegal dumping, poor

standard housing, policing, and education are the main concerns of Oakland citizens. These concerns more markedly impact the population of Oakland that relies on the delivery of efficient services and programs, leaving residents feeling disenfranchised.

This study assesses the best leadership approach—transactional or transformational—that is most effective for the City of Oakland leaders to inspire staff and executive priorities. This research project assesses if leaders should be transformational or transactional in their approach, as the best method to influence change with limited resources. Using demographic analysis of race, gender, and age, this study discerns which behaviors in local government leaders are most effective. Leaders face internal and external influences that can alter the ease of decision-making. The goal of this research was to assess if city leaders can be impactful in helping create the changes needed to improve the quality of life for all Oakland residents, despite the barriers and challenges. Additional challenges include external lobbyists, changing public perceptions and opinions, labor unions, and fiscal constraints.

<div align="center">Problem Statement</div>

The government sector has increased in size, year over year, as additional industries become regulated. According to the U.S. Government's Office of Management and Budget (2014), the number of people in the United States receiving public services is increasing in cost and volume. In addition, substantial upsurges are occurring in human service offerings in education, health care, training, and social security administration (U.S. Government Office of Management and Budget, 2014). People in the United States are more dependent on the government than at any time in history. Consequently, cities require substantial growth to meet the demand for more efficient government services.

The challenges are even greater as they filter down to local government levels, as cities have fewer resources to address such challenges as homelessness, blight, low-quality housing, policing, and education.

When assessing how to find solutions to these problems, local, state, and federal executives and staff must address the reality that they have too few resources to answer these challenges. Many public-sector executives are well scrutinized for mistakes that can have catastrophic impacts on the public and their careers. Risk tolerance from these executives is very low. As a result, executives work to maintain the status quo. This study assessed if leaders are more successful in managing from a transactional perspective or a transformational leadership approach. The goal of this study was to understand which approach executives should adopt to approach the work and safely address the problems of Oakland. Local government executives who choose not to lead using a transactional approach may lose their job and alter the trajectory of their careers. To help manage organizational and personal risks, executives often release their span of control and empower subordinates to make decisions (van Wart, 2003). Although this form of leadership provides a steadfast management style in local government, it limits the accountability for executives the organization hires. When issues arise, executives must be held accountable.

This study assessed the best way to manage in a local government environment using a transactional or transformational leadership style. Growth without the proper training or opportunities to become a transformational leader can cause grave issues in meeting the public's expectations and could cause a severe lack of trust. Leadership is one of the most important variables in interpreting organizational results and employees'

work behaviors (Samanta & Lamprakis, 2018). In turn, classic theories focus on the characteristics of leaders, their behavior, environmental factors, or their interactions with followers to construct interpretations for conduct, efficiency, and effectiveness of workers and organizations (Horner, 1997; Van Seters & Field, 1990). Key criteria for this interpretation were the two classic approaches to leadership outlined by scholars of Ohio State University and the University of Michigan: the "consideration, or employee orientation, or people-oriented leadership" and the "initiation of structure, or production orientation, or task-oriented leadership" (Armandi, Oppedisano, & Sherman, 2003, p. 1076).

Purpose of the Study

The purpose of this study was to conduct a quantitative study using surveys of workers in the public sector in the City of Oakland to determine the barriers that make it difficult to manage performance and tackle complex issues in that organization. Further, this study delved into the possibility for these leaders to create transactional or transformational environments in this sector. The goal was to find issues that make it difficult for public-sector executives to lead effectively; that is, the goal was to discern factors that prohibit executives from delivering high-quality and efficient services to the public and developing change management. To do so, it was necessary to identify the obstacles presented by leadership teams using the transactional (Weber, 1947) and transformational (Bass, 1985) contexts of the full-range leadership model.

Theory and practice show that transactional leadership is a necessary, evolutionary path toward transformational leadership, evolving from the relatively stable to a turbulent environment characterized by many unknown factors. Transformational

leaders characterize interactions of different social actors, initiatives, efficiencies, effectiveness, readiness for change, and a variety of strategic choices in accordance with the requirements of the environment and the perceptions of a new vision and business goals. This evolutionary path coexists with changes in the environment. Transformational leadership inevitably occurs as a complex process based on individual vision, courage, and willingness to learn; openness to followers; and values that include better and more efficiency, based on radical changes in the organization and the environment (Nikezić, Purić, & Purić, 2012, p. 285).

A comprehensive assessment of transactional and transformational theories and their association with the obstacles local governments face augments the sparse research in this area. Such an assessment offers information that can help solve leadership barriers in the public sector. This research offers transparency on issues public-sector executives and managers experience as they attempt to make the workplace more efficient. In addition, this study further develops the issues local leaders face when addressing issues and the performance of their organizations. Few researchers have identified the barriers that local public-sector executives experience against the backdrop of transactional and transformational leadership.

<div align="center">Research Hypothesis</div>

Three hypotheses guided this study. The study addresses public-sector leadership and its potential to be successful in using a transformational or transformational leadership approach. The goal was to discern how local government executives can be most effective. The hypotheses that guided this study are as follows:

1. Race demographics will be a factor in the style of leadership expected from the City of Oakland participants.

2. Income, age, and seniority will be a factor in the style of leadership expected from City of Oakland participants.

3. Gender will be a factor in the style of leadership expected from the City of Oakland participants.

This quantitative study entailed using surveys of public-sector executives to assess some avenues that make it difficult to manage an organization's performance. Further, this study delved into the possibility for these leaders to create transformational environments in this sector.

<div align="center">Rationale and Theoretical Framework</div>

Transactional (bureaucratic) and transformational (charismatic) leadership theory are the theoretical frameworks for this study. The study was based on the two leadership theories (Weber, 1947) that speak to transactional- and transformation-leadership theory. Transactional leaders earn leadership through normative rules and regulations, strict discipline, and systematic control. Follower obedience rests on rational values and rules and established agreements. Followers are limited to the obligations and controls set for them by the transactional leader. Coercive measures are clearly defined, and their use is subject to certain conditions that are already established. The technical side of follower skills has major importance and forms the basis for the selection of administrative staff. Capitalism, according to Weber (1947), encourages the development of bureaucracy; bureaucracy also exists in socialist systems.

In contrast, charismatic or transformational leaders are characterized by dedication, illumination, and heroism. Followers, based on personal trust in the leader and the leader's intention, consciously accept belief in the leader's charisma, vision, and mission. The leader, for them, is like a warrior, prophet, or visionary (Popescu Ljungholm, 2014, p. 286).

Modern organizations seek explanations from academicians and scholars (Jena, Pradhan, & Panigrahy, 2018). Organizations seek guidance to explore the factors that may improve the willingness and involvement of employees to realize organizational goals (Jones & George, 1998). In this age of knowledge, fulfilling the higher-order needs of employees is a priority, primarily realized through establishing trust among employees throughout the organization. The study delved deeply into the impacts of a transactional or transformational approach to leadership and its impact on local governmental agencies, such as the City of Oakland.

The City of Oakland faces complex issues that impact the quality of life for residents, businesses, and visitors. These challenges include homelessness, illegal dumping, poor-quality housing, policing, and education policy. The work is challenging to best address the challenges the City of Oakland and other cities face. A holistic leadership approach works best for local-government executives. In this study, assessing the best approach to leadership in local government was critical to respond to the work. Understanding the differences between transaction- and transformational-leadership theories yields better leadership approaches that result in better outcomes for the programs. Due to the limited research in public-sector leadership in general and scarce information about leadership approaches in local government, this theoretical rationale

assists future public-sector leaders in identifying the best approaches to their work. Influencing public-sector staff when offering little financial incentive to motivate staff to be creative, innovative, and efficient with resources, requires a particular style of leadership.

<div align="center">Significance of the Research</div>

This study used a quantitative, comprehensive survey to explore the understanding of City of Oakland executives' understanding of transactional- and transformational-leadership theories and principles and the impacts of these approaches from a management perspective. The goal was to survey individuals who represent policy (elected), executive (department heads), and labor (unions) functions in the city. The survey gathered information from many perspectives in the City of Oakland and sought common emerging threads. Survey participants were elected officials, department heads, and labor organizers, allowing better understanding of how these distinct individuals believe the organization is best managed.

This paper aims to explore the use of quantitative questions as an adjunct to the commonly used quantitative self-report-questionnaire format. Data were obtained from a questionnaire that was distributed in the summer of 2019 to illustrate the value of a quantitative approach in ensuring that outcomes more closely reflect the research intention. For example, Harland and Holey (2011) used open-ended questions in quantitative questionnaires to explore the potential benefits of adopting a mixed-method approach to physiotherapy research into musculoskeletal conditions (2011, p. 483).

The methodology for this research was a quantitative case study. The population target was policy (elected), executive (department heads), and labor (unions) in the City

of Oakland. This study was based solely on the results of a comprehensive survey distributed to the individuals listed above in the City of Oakland. The reason for using a survey as the research tool is its increasing use in this type of study. Surveys first gained popularity in the 1980s. Surveys are considered the most popular research method. Possible reasons are that surveys are economical, and a large sample of questionnaire returns can provide quite valid information on the topic under investigation. A good level of knowledge is required on survey design and the application of appropriate statistical tests (Roberts, 2012, p. 114; Bumgarner, 2016).

Researchers offer differing opinions on the appropriate time to define the research method. Options are to determine and adopt the method early in the study or to determine the best method interactively and throughout the study to lend maximum flexibility. In contrast to defining a design that discerns static data or information at one point in time, another option is to broaden the research method and promote fluidity of the dialog between the researcher and participants. The quantitative method best supports the flexibility required to understand participants' perceptions (Maxwell, 1996; Thomas & Magilvy, 2011; Turner, 2010).

The rationale for this research is that the researcher works in the public sector and hopes this research will assist with the transformation of the sector. Further, this research may aid in understanding, in greater detail, why the public sector is decades behind private-sector leadership progression. Many leaders do not understand the theories surrounding transactional and transformational leadership; these theories must be communicated thoroughly. As the public sector grows, more members of the pubic vie for services and expect the most efficient use of their tax dollars. Although leaders

attempt to implement changes in risk-averse public environments, they often struggle to deploy the most effective leadership strategies (Lowe, Kroeck, & Sivasubramaniam, 1996). This study provides much-needed research on creating top-level executives and assisting them in making more cutting-edge decisions that will drive performance. This information will help public-sector educators understand the barriers to creating more accountability for organizations.

Definitions

City: For this study, the city represents the City of Oakland, California, with a population estimated at 420,000 individuals.

Department heads: Study participants who are department heads serve as executive leaders in the City of Oakland. For this study, department-head leaders are people with the title of Department Director, City Administrator, Assistant City Administrator, Deputy City Administrator, Chief Information Officer, Assistant or Deputy Director, Administrative Services Manager, Agency Administrative Manager, Chief of Staff, or City Clerk.

Employees: Individuals who work in the City of Oakland as full-time, permanent part-time, or part-time staff.

Federal government: A federal government is a system of government that divides power between a larger central government, and local and regional governments.

Government: The governing body of a nation, state, or community.

Labor representatives: For this study, labor representatives include labor unions that represent the City of Oakland including the Service Employee International Union, Confidential Management Employee Association, International Federation of

Professional & Technical Engineers (Local 21), International Brotherhood of Electrical

Workers, Oakland Police Officers Association, and International Association of

Firefighters (Local 55).

Leadership styles: Patterns of actions can form personal traits, and these personal

traits may affect followers (Shriberg, Shriberg, & Lloyd, 2002). Transformational and

transactional leadership and the behaviors demonstrated therein are styles of leadership

(Egger, Leahy, & Churchill, 1996).

Local government: The body representing the institution of the City of Oakland,

incorporated in 1852.

Leader: The person who leads or commands a group, organization, or country and

inspires individuals to accomplish goals.

Manager: A person responsible for controlling or administering all or part of a

company or similar organization.

Multifactor Leadership Questionnaire (MLQ): An instrument used to measure

attitudes, behaviors, and leadership styles (Trottier, Wart, & Wang, 2008).

Policymakers: This survey includes the City of Oakland policymakers comprising

the city's elected officials: Mayor, City Councilmembers, City Attorney, and City

Auditor.

Private sector: The part of the national economy that is not under direct

government control.

Public (citizens): Of or concerning the people as a whole or citizens of the City of

Oakland.

Public sector: The part of an economy and organizations controlled by the government.

Quantitative research: A structured way of collecting and analyzing data obtained from various sources. In this study, the quantitative analysis was conducted using a comprehensive survey.

Transactional leader: A leader who provides limited guidance and is largely absent from the organization (Bass, 1985; Weber, 1947).

Transformational leadership: A leader who motivates employees in a way that transcends self-interest for the greater good of the organization (Bass, 1985).

State government: The government of a country subdivision in a federal form of government that shares political power with the federal or national government. A state government may have some level of political autonomy or be subject to the direct control of the federal government.

Limitations

The limitations of this study include several areas of consideration. The survey relied on the willingness of respondents to take part; therefore, it was important for the researchers to expend time and consideration on its design to encourage participation. A good level of knowledge is required to use a survey design and to apply appropriate statistical tests (Roberts, 2012). The complete participation of executives, policymakers, and union representatives, and their engagement was critical for the success of the research; the extent of that participation may have limited the outcomes.

Similar to this study, comparative public policy has come to depend heavily on quantitative analysis, and in particular, on two paradigmatic approaches. One is the

comparison and analysis of city-based indicators, taken as the basis of a search for relationships and predictors of outcomes. The other main approach is based on normative models, offering comparisons between cities or systems. The empirical basis of this approach generally depends on a summary of the cumulative effect of a range of subordinate variables (Spicker, 2018). Each local municipality has unique challenges; data obtained in some ways could not be compared, limiting the scope and scale of the research.

The City of Oakland provides a small sample size of thousands of cities facing many different and difficult challenges. This study solely focused on the leadership qualities that will help improve Oakland's unique environment and organization. In contrast, a more homogeneous study in a conservative community might provide different results. In addition, this survey was completed by a select few city executives, policymakers, and labor representatives; thus, the study does not include interviews with the entirety of City of Oakland employees. As an executive in the City of Oakland organization, the researcher did not take part in the survey and attempted to analyze the data without prejudice or bias, as bias would impact the quantitative results of this survey.

<center>Summary</center>

Chapter 1 presents the background of the problem and the methodological approach to the study. Managing and leading in the local government sector can be challenging and entails risk. Local government leaders in the City of Oakland face an extraordinary host of challenges. These challenges include housing shortages, the cost of living, homelessness, and displacement. As a result of economic changes and

underfunded liability and infrastructure, most local government budgets are under gradually increasing constraints, due to many years of large deficits and turbulent economic conditions. In contrast, the scope and complexity of programs delivered by local governmental organizations have amplified over time, predominantly in programs with outcomes not easily measured. Examples include local economic or environmental regulation, homelessness, illegal dumping, and housing. The combination of complex program delivery and economic challenges means that planning for a successful workforce is increasingly difficult for local policymakers and executives (Trice et al., 2011).

Problems addressed by the government sector have increased year over year as additional industries become regulated. According to the U.S. Government's Office of Management and Budget (2014), the number of people in the United States receiving public services is increasing in cost and volume. In addition, substantial upsurges are occurring in the human-service offerings of education, health care, training, and social security administration (U.S. Government's Office of Management and Budget, 2014). People in the United States are more dependent on the government than at any time in history. Consequently, substantial growth and demand for more efficient government services have ensued. The challenges are even greater as they filter down to local levels of government, requiring understanding of how to use fewer resources to address such challenges. Local challenges include how to address homelessness, blight, poor-quality housing, policing, and education.

This quantitative study used a comprehensive survey to explore the understanding of City of Oakland executives' understanding of transactional- and transformational-

leadership theories and principles and the impacts of these approaches from a management perspective. The goal was to survey individuals who represent policy (elected), executive (department heads), and labor (unions). The survey gathered information from many perspectives about the City of Oakland. Analysis entailed finding common threads from this quantitative research. Chapter 2 contains an assessment of the existing academic literature and studies related to public-sector leadership. Scrutinized is the transactional theoretical framework of full-range leadership, developed by Weber (1947) and transformational leadership developed by Bass (1985). This theoretical framework showcases the foundation for the need for this study.

CHAPTER II

REVIEW OF THE LITERATURE

Overview

As public-sector government agencies attempt to offer programs and services to the public they represent, executive and senior leadership decision-makers responsible for cultivating and increasing performance are challenged to manage ever-changing and complex bureaucracies (Kim & Yoon, 2015, p. 148). Though the policy, executive, and union leadership work to implement change in these risk-averse public-sector fields, they have persistent difficulty executing the most effective leadership strategies (Green & Roberts, 2012). These public-sector executives exhaust time and energy to implement practices that fail to improve outcomes. Instead, outcomes are a reduction in citizens' level and quality of programs and services (Fernandez & Pitts, 2011, p. 203). In their investigation of the nature and significance of leadership in government, Trottier et al. (2008) acknowledged the need for supplementary research in transformational and transactional leadership and recommended a broad-scale assessment of the public sector to suggest new visions on leadership approaches.

The goal of surveying public-sector employees was to comprehend explanations of why public-sector executives are challenged to be transformational leaders and transform the organization to be cutting edge and efficient. This research offered executives the opportunity to explain how best to lead in this sector by providing recommendations. Cutting-edge information on public-sector management basic skills will assist organizations to develop better leaders and hire more skilled workers. This

research on organizational change will help public-sector executives be better able to manage in the public-sector bureaucracy, thereby providing better services to the public.

History

The transactional leadership style was introduced by Weber in 1947 and studied further by Bass in 1981. Transactional leaders and transformational leaders house two contrasting leadership styles. Transformational leadership builds on charismatic leadership. The term *charisma* originates from the Greek word that means gift of grace (Fernandes & Awamleh, 2004, p. 66). Charismatic authority derives from faith in the leader's exemplary character (Conger & Kanungo, 1988). The individual traits of the charismatic leader contain a high degree of self-confidence, strong moral convictions, a tendency to influence others, and the ability to engage in impression management behaviors to boost trust and confidence in the leader (House, 1977). The delivery of a mission, setting inspiring objectives, and affecting purpose is also significant.

Literature Search Strategy

Definition of Transactional and Transformational Leadership

To provide background and context to this study, the literature review describes transactional (bureaucratic) and transformational (charismatic) leadership theories, which formed the basis of the theoretical framework of this study. The study was based on these two leadership theories (Weber, 1947), which speaks to transactional (Bass, 1985) and transformational leadership theory. These theories describe bureaucratic or transactional leaders in contrast to transformational leaders.

To better understand the differences between transactional and transformational leadership, it is critical to define the two theories. Hamilton (2009) summarized how

transactional leadership initiates transactions between leaders and followers to improve

the conditions, efficiencies, and outputs in the workplace (Bass, 1990). Many researchers

used comparable definitions to define transactional leadership. Bass (1985) defined

transactional leadership slightly differently; illumination that changes in degree or

marginal improvement can result from leadership that uses an exchange process: a

transaction that meets followers' needs if their performance reaches explicit or implicit

contracts with their leader. In 1985, Bass provided a descriptive definition of

transactional leadership; subsequent definitions related to transactional-leadership theory

include leaders who specify explicit requirements and conditions of a task and provide

rewards for fulfilling those requirements, thereby completing the transaction (Bromley &

Kirschner-Bromley, 2007).

Transformational leaders lead staff from a different viewpoint, working to inspire

and "transform" employees to improve their performance (Hamilton, 2009).

Transformational-leadership, initiated by Burns in 1978, was more fully developed by

Bass (Bromley & Kirschner-Bromley, 2007). Bass (1990) described transformational

leaders as broadening and elevating the interests of employees, generating awareness and

acceptance of the purposes and mission of the group, and encouraging employees to look

beyond their self-interest for the good of the group.

Transactional leaders develop a system that rewards followers only if their

performance improves. For example, at Costco retail stores, management has established

safety standards, anticipating one safety incident per month. If this expectation were met,

staff would be rewarded in some way. If staff missed this goal, consequences for the staff

and safety team would ensue. A transactional-leadership approach rests on discipline and reward.

Researchers present transactional leadership as a way to address the need for rapid change by employing a style promoting followers' compliance through reward and punishment. Weber introduced transactional-leadership theory in 1947, augmented by Bass in 1981. Transactional leaders operate from a reward and punishment system; transformational leaders inspire employees to try their best to reach the leader's vision (Duemer, 2017). Both transactional and transformational leadership have four distinct characteristics. To better understand the models of the two leadership styles, one must understand the four distinct characteristics of each model. The eight characteristics come together to produce a holistic approach to leadership.

Transactional-Leadership Model

The four characteristics that describe transactional-leadership theory are as follows (Hamilton, 2009, p. 4):

1. The first characteristic of transactional leadership is a contingent reward, which Bass (1990) explained as leaders contracting an exchange of rewards for effort, promising rewards for good performance, and recognizing accomplishments.

2. The second characteristic is management by exception (active), which is when a leader watches and searches for deviations from rules and standards, and takes corrective action (Bass, 1990).

3. The third characteristic, management by exception (passive), is when a leader intervenes only if standards are not met (Bass, 1990).

4. The final transactional characteristic is laissez-faire leadership when a leader

abdicates responsibility (and) avoids making decisions (Bass, 1990).

Figure 1 provides the characteristics of transactional leadership.
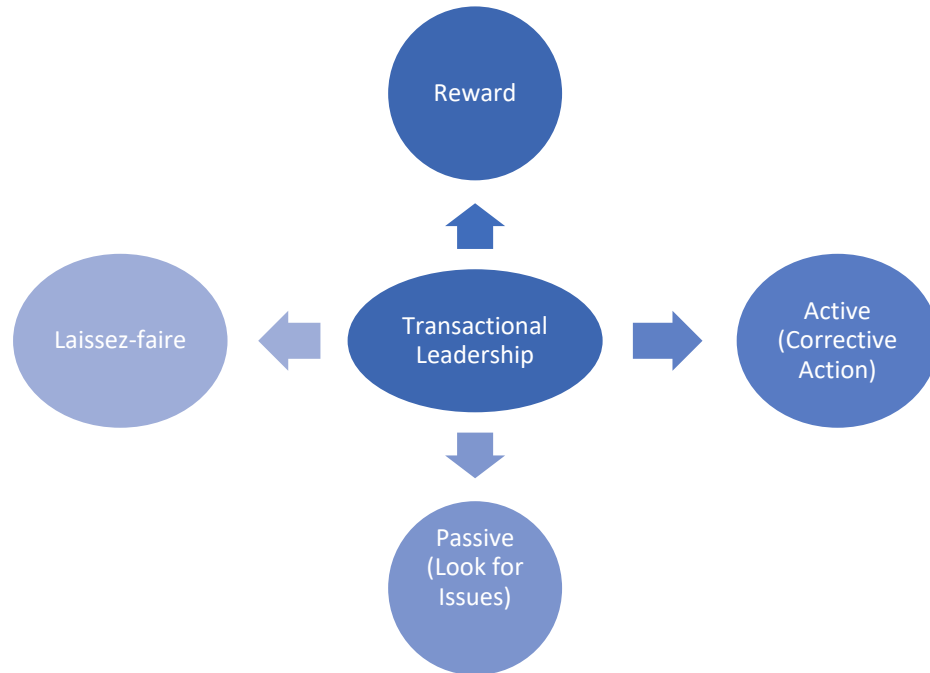
Figure 1. Transactional leadership.

Transformational-Leadership Model

The transformational-leadership model integrates ethically based features of six

characteristics and other well-regarded leadership perspectives and combines key

normative and instrumental elements of each of those six perspectives (see Figure 2).

Transformative leaders honor the governance obligations of leaders by demonstrating a

commitment to the welfare of all stakeholders and by seeking to optimize long-term

wealth creation. Key elements of the six leadership perspectives that comprise

transformative leadership suggest leaders exemplify each perspective by describing the

ethical foundations and message of each perspective. Researchers offered ten

propositions scholars and practitioners can use to test the dimensions of this new

transformative-leadership model (Caldwell et al., 2012).
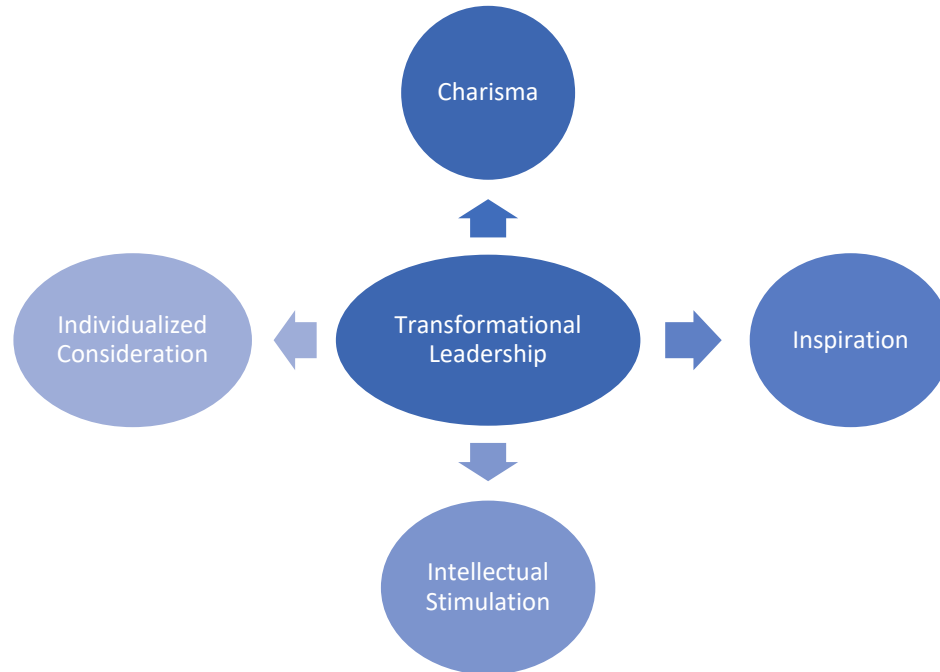
Figure 2. Transformational leadership.

The four characteristics that describe transformational-leadership theory are as

follows (Hamilton, 2009, p. 4).

1. A charismatic has the capability to coach followers with a sense of collective

    mission, a mission that rests on extraordinary levels of performance to

    succeed (Mannarelli, 2006, p. 46). In addition, most descriptions of

    charismatic leadership do not specify precisely how charismatic leaders

    achieve their impact on followers. It is important to recognize that whether the

    leader is regarded as charismatic or transformational, they have a compelling

    vision and find a way to communicate it (Mannarelli, 2006, pp. 46–47). To

further clarify, all leaders are not charismatic and effective communication of the mission and vision may serve as a substitute.

2. The second characteristic of transformational leadership is an inspiration in which a leader communicates high expectations, uses symbols to focus effort, and expresses important purposes in simple ways (Bass, 1990). Also, the leader stimulates team spirit through outward enthusiasm and optimism for the future of the organization (Bromley & Kirschner-Bromley, 2007).

3. The third characteristic of transformational leadership is intellectual stimulation when a leader promotes intelligence, rationality, and careful problem solving (Bass, 1990). Bromley and Kirschner-Bromley (2007) stated this trait occurs in leaders who seek new ideas and creative solutions to organizational problems from followers and encourage new approaches to performing tasks.

4. The fourth characteristic of transformational leadership is individualized consideration, which means giving personal attention, treating each employee individually, coaching, and advising (Bass, 1990, p. 22). This leader takes time to walk the hallway and speak to staff, learning who they are and why they work for the organization. This individual approach is a critical component of effective communication with followers. Communicating effectively means leaders listen attentively, paying special attention to their followers' achievements and growth requirements (Bromley & Kirschner-Bromley, 2007).

Transactional and transformational leadership are at two ends of the spectrum. Many believe Bass (1985) will make a good leader. Leaders must be able to follow many of the traits identified. In addition, many other leadership theories include these traits. Researchers present transformational leadership as a way to augment transactional approaches to management. Managers may be transformational and transactional (Lowe et al., 1996).

Comparison of Leadership Theories

Leadership theories help people understand what each theory entails. Table 1 provides a comparison of transformational, transactional, and laissez-faire leadership characteristics.

Table 1

Comparisons of Transformational, Transactional, and Laissez-Faire Theories

Transformational leader (Four I's)	Transactional leader	Laissez-faire leader
Idealized influence	Contingent theory	Laissez-faire
Charisma	Constructive transactions	Nontransactional
Inspirational motivation	Management by exception	
	Active and passive corrective	
Intellectual stimulation		
Individualized consideration		
Extra effort	Expected effort	
Increased satisfaction		
Performance beyond	Expected performance	Minimal performance

Note. Adapted from "Theories from Avolio & Bass," by B. J. Avolio and B. M. Bass, 2004, American Psychologist, 63(7).

Bass's (1985) model, shown in Figure 3, provides a more detailed model. The main premise of Bass's theory is founded on the idea that transformational- and transactional-leadership models profess characteristics that all leaders engage, but some are stronger in certain areas.

Laissez-Faire Leadership Leaders avoid intervening or accepting the responsibilities of follower actions.
+
Transactional Leadership Management by Exception: Passive and active—Monitors performance and intervenes when standards are not met. Contingent Reward: Clarifies the need and exchanges psychic and material rewards for services rendered.
+
Transformational Leadership Individualized consideration: Diagnoses and elevates the needs of each follower. Idealized influence: Becomes a source of admiration for followers, often functioning as a role model that enhances follower pride, loyalty, and confidence. Intellectual stimulation: Stimulates followers to view the world from new perspectives and questions old assumptions, beliefs, and paradigms. Inspirational motivation: Articulates in simple ways an appealing vision and provides meaning and a sense of purpose about what needs to be done.

Figure 3. Comparison of leadership styles.
Note. Adapted from "Examining the nature and significance of leadership in government organizations," by T. Trottier, M. V. Wart, & X-H. Wang, 2008, *Public Administration Review, 68,* p. 321. https://doi.org/10.1111/j.1540-6210.2007.00865.x

These theories provide ways to assess their effectiveness in the public sector. As public-sector leaders begin to organize their priorities and inspire staff to execute those priorities, this study asked, can the leader be transformational in their approach? Can they influence change with limited resources to modify behaviors? In contrast, will transactional and laissez-faire leaders continue to dominate the sector?

In categorizing the variation between transactional and transformational styles of leadership, the two styles of leadership are not essentially dissimilar (Den Hartog, Van

Muijen, & Koopman, 1997). Burns (1978) thought the two styles of leadership were entirely contradictory. However, Bass (1985) determined that the most effective leaders are those who establish and use transactional and transformational styles of leadership equally. Bass (1985) alleged that a transformational leader requires an impeccable moral composure that helps in implementing the transactional-leadership skills needed for success. The existence of transformational leadership does not impede the occurrence of transactional leadership; rather, transactional leadership may be supplemented by attaining the mission of the leader, follower, and the organization (Howell & Avolio, 1993; Waldman, Bass, & Yammarino, 1990).

> The transformational leader may provide a new strategy or vision to structure the way to tackle a problem. The transactional leader may clarify the "right" way of doing things. Likewise, consideration for a subordinate's current needs and self-interests is likely to be transactional, while consideration for a subordinate's long-term personal development in alignment with organizational needs is transformational leadership. (Bass & Avolio, 1994, p. 10)

Some researchers believe transactional and transformational leadership models are synonymous and should coexist as one leadership style to provide an effective leader; such leaders must use both styles of leadership when working with followers and executive management (Dixon, 1998). When transactional leadership is amplified by transformational leadership to accomplish the larger mission, the leader frequently fluctuates in attempts to inspire followers (Lowe et al., 1996). Often, subordinates fail to recall or do not appreciate that administrators must have the ability to communicate with staff at all levels of the organization (Kaye, 1994).

The two concepts of transactional and transformational leadership fluctuate in the method the leader uses to connect with and inspire followers in managing organizational goals (Hater & Bass, 1988). Transformational- and transactional-leadership styles help leaders gain trust, reverence, and a yearning to work as a team to achieve the goals and missions of organizations (Bass & Avolio, 2004). Transactional and transformational styles of leadership provide a path for the success of an organization by building each person inside the organization, based on the leader's knowledge and skill (McGuire & Kennerly, 2006).

<div align="center">MLQ—Test Instrument</div>

As researchers began to study leadership traits, they developed many leadership surveys (e.g., Perceived Leader Integrity Scale, Leadership Practices Inventory, Leader Behavior Description Questionnaire, Leadership Evaluation Measurement, etc.). Many of these leadership instruments "have fallen short in explaining a full range of leadership styles, ranging from the charismatic and inspirational leaders to avoidant laissez-faire leaders" (Bass & Avolio, 2004, p. 1).

Weber introduced the transactional-leadership style in 1947, augmented by Bass in 1981. Bass was one of the early pioneers who helped progress the concepts of transformational and transactional leadership. Bass (1985) thought the essential components of each leadership style highly influence the success of the leader and greatly impacted their organization. Bass developed the MLQ, to examine the connections between transactional, transformational, and laissez-faire styles of leadership, and their impacts on organizational efficiency and employee satisfaction (Lowe et al., 1996). Bass and Avolio refined the MLQ in the early 1990s. Today, industry experts and researchers

heavily use the MLQ to analyze the validity of these leadership traits. The MLQ assists in assessing the relationship of characteristics of transformational and transactional leadership with explicit questions and a grading system that distinguishes leader performance.

The MLQ assesses many components of leadership traits, differentiating between unsuccessful and successful leaders by focusing on individual behaviors, observed by the leader's associates at various organizational levels (Bass & Avolio, 2004). The first version of the MLQ contained 142 items, developed following an evaluation of literature and an open-ended study with 70 top corporate executives. The version of the MLQ used in this study, the MLQ (5X), is an advanced form of the first survey, containing 45 questions. A factor analysis offers nine scales for the MLQ survey with satisfactory reliabilities. The 45 questions in the most current version of the MLQ (5X) survey have been factor analyzed in numerous iterations since it was first released, with comparable outcomes (Hater & Bass, 1988). The 45 questions in the MLQ (5X) survey categorize and assess significant leadership and effectiveness traits of organizational leaders, correlated to individual and organizational achievement (Bass & Avolio, 2004).

The MLQ (5X) survey currently uses nine scales; five scales link traits of transformational leadership (Bass & Avolio, 2004):

- Idealized attributes: The leader instills pride in others, goes beyond self-interest for the good of the group, acts in ways that build others' respect for the leader, and displays a sense of power and confidence.

- Idealized behaviors: The leader communicates beliefs to followers, considers the moral and ethical consequences of decisions, and emphasizes the importance of a collective sense of mission.

- Inspirational motivation: The leader talks in ways that motivate others by being optimistic about the future and being enthusiastic about what needs to be accomplished, articulates a compelling vision of the future, and displays confidence that goals will be achieved.

- Intellectual stimulation: The leader invites followers to be innovative and creative in solving problems, allows followers to question the status quo, and seeks different perspectives on problems.

- Individualized consideration: The leader delegates projects to stimulate learning experiences, provides coaching and teaching, and treats each follower as a respected individual.

The following two scales align with transactional leadership (Bass & Avolio, 2004).

- Contingent reward: The leader provides rewards for achieving a performance task, makes clear what can be expected when goals are reached, and shows satisfaction when goals are achieved.

- Management-by-exception (active): The leader focuses attention on mistakes, irregularities, and deviation from standards; and keeps track of all mistakes.

The final two of the nine scales assess laissez-faire leadership (Bass & Avolio, 2004).

- Management-by-exception (passive): The leader fails to interfere until

   problems become serious and waits for things to go wrong before taking

   action.

- Laissez-Faire: This leader avoids getting involved in important issues, is

   absent when needed, and avoids making decisions.

As described above, the MLQ assesses many different leadership traits (scales),

extending from unsuccessful to very successful; thus, the MLQ was the appropriate tool

to measure the effectiveness of leadership at a local government organization, such as the

City of Oakland. As a comprehensive leadership assessment tool, the MLQ links

leadership style to organizational success (Bass & Avolio, 2004). Researchers have used

the MLQ survey in numerous leadership studies surrounding leadership, including in

journals, dissertations, conference papers, and books (Lowe et al., 1996). Researchers

have used the questionnaire to assess leaders in public-sector and private-sector

organizations, in small and large organizations, and at all leadership levels from front-line

supervisors to C-Suite executives. In many relationships among factor-analysis

principles, "laissez-faire style of leadership has proven to be the most unsuccessful

method of the leadership scale" (Bass & Avolio, 2004, p. 4).

<div align="center">Need for Local Government Leadership</div>

Burns (1978, p. 1) stated, "The crisis of leadership today is the mediocrity or

irresponsibility of so many of the men and women in power." In the late 1990s, the

Distribution Research and Education Foundation released a report speaking to the

challenges in companies (Russell-Reynolds Associates, 1999). The author of this survey

spoke to key executives at a wholesale distribution company to identify the challenges of

that company, similar to the present study in the City of Oakland. The Russell Reynolds report stated that "the human resources requirements of today's wholesale distribution companies are more exacting than ever and must be fulfilled in an environment in which there is heightened competition for top talent" (1999, p. 3)." Gardner stated,

> Most leaders today accomplish their purposes through (or in spite of) large-scale organized systems … and that such systems simply cannot function effectively unless leaders are dispersed throughout all segments and down through all levels…individuals in all segments and at all levels must be prepared to exercise leaderlike initiative and responsibility, using their local knowledge to solve problems at their level. Vitality at middle and lower levels of leadership can produce greater vitality in the higher levels of leadership. (1990, p. xvii)

In this report, Gardner concluded that effective leaders are needed at all levels of an organization for leadership to provide success using a top-down leadership approach. Many organizations make a critical mistake in assuming that effective leadership only comes from senior management; rather, successful organizations have effective leadership at all levels (Gardner, 1990). Russell Reynolds Associates, with 45 respondents, found that this industry was challenged to attract good leaders:

> The industry is plagued by difficulty in finding its next generation of leaders. Six in 10 executives report difficulty in identifying candidates with the skills now needed in the wholesale distribution industry. That few executives mention compensation as a barrier to hiring suggests that more needs to be done to broaden the pool of managers considering a wholesale distribution career …

given the industry's difficulty in attracting candidates, most companies favor

looking internally for talent. (1999, p. 5)

Koene, Vogelaar, and Soeters (2002) validated that leadership is the most important

factor for organizational efficiency, and for smaller organizations, good leadership has a

"substantial positive financial consequence" (p. 198).

At all levels, many variables contribute to a well-functioning organization.

Important factors to accomplish in an organization include the following (IBISWorld,

2010):

- Having a loyal customer base where customers become repeat purchasers

  of the goods and services that a firm provides is an important key success factor.

- Having links with a diverse range of suppliers is a key success factor

  because it provides firms with the ability to provide a wider range of products.

  This also provides for a greater target market.

- It is important within this industry for salespeople to have a good working

  knowledge of the products sold by the firm. This knowledge is sometimes

  developed from training and development and/or work in a related field.

- The provision of after-sale services is a key success factor within this

  industry. For example, firms within this industry regularly engage in providing

  customer gifts and setting up trade promotions.

- There is a high degree of trust and interdependence between manufacturers and wholesalers. For example, wholesalers expect that the manufacturers are reliable and committed to delivering high-quality goods.

- To share and invest in information between manufacturers and wholesalers, and to be able to customize information systems for better customer and supplier service is a key success factor in this industry.

- Within the industrial machinery and equipment market, most of the manufacturing companies have strong brand name recognition. Some brand 46 names sell better than others. (para. 2 under 'Competitive Landscape')

The factors above help create success for any organization. Leadership at the local government level requires a holistic approach to being transformative. Leaders must build relationships with internal and external stakeholders. It is critical to have the most effective people in the right positions so the organization can be successful.

<p align="center">Public-Sector Organization Challenges</p>

Local public-sector leaders have implemented many management techniques to help improve service and program delivery and accountability. In general, these practices yield inconsistent results. The substantial need and claim for organizational change and innovation in local governance have increased due to the challenges of decentralization, globalization, and increased citizen expectations (McKinlay, 2009). Local government leaders and managers are requested to be innovative and must address these larger socioeconomic issues strategically and proactively, building on the foundation of internal culture and leveraging management capabilities. Kim and Yoon (2015, p. 148), wrote,

"An effective government culture is one that focuses on shared behavioral expectations and normative beliefs about innovation in work units, and is necessary for achieving successful reform initiatives and high performing government programs and policies." This study focused on leadership styles and how transactional and transformational leadership can change organizational culture and encourage innovation in local government.

Kim and Yoon (2015) performed a survey of 1,576 staff in the Seoul Metropolitan Government. The idea of the survey was to assess if a transformational-leadership approach by senior managers would create a climate for creativity in the organization. The study "finds that the degree to which an employee perceives senior managers' transformational leadership is positively related to the degree to which the employee perceives a culture of innovation" (Hater & Bass, 1988, p. 15). Seoul Metropolitan Government has approximately 10,325 employees. The survey's goals were to focus on assessing senior management's level of transformational leadership. The researchers studied levels from mid-managers to line staff and found a positive relationship between organizational innovation and senior management's transformational-leadership approach. The researchers also concluded, "the study finds that there is a variance in the degree to which the employee perceives a culture of innovation among agencies, and supervisors' transactional leadership still matters in fostering a culture of innovation in local government" (Hater & Bass, 1988, p. 15).

Crosby and Bryson (2010) used the label *integrative public leadership principle,* defined as leadership that can bring "diverse groups and organizations together in semi-permanent ways, and typically across sector boundaries, to remedy complex public

problems and achieve the common good" (p. 211). In the Sun and Anderson (2012)

article, civic capacity described how transformational leadership expands and can assist

with the success of an integrated approach to public-sector leadership. As with many

local government agencies, to tackle difficult challenges, an integrated team approach

may allow interdepartmental staff to address issues. For example, homelessness includes

housing, public works, human services, and the police department. Expanding

transformational-leadership principles into an integrative public-leadership model could

have a larger impact on the organization. Figure 4 argues "that transformational

leadership is directly related to the first two of these, while an additional construct called

civic capacity is needed to explain the latter two" (Sun & Anderson, 2012, p. 313).
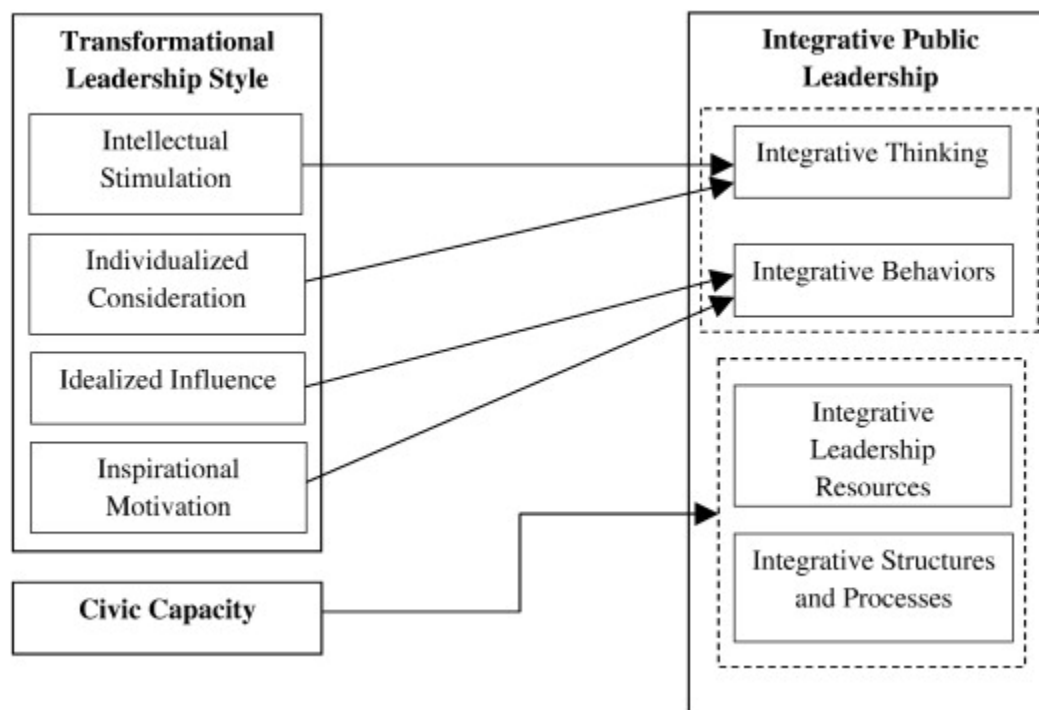
Figure 4. Relationship of transformation leadership style to integrative public leadership.

Sun and Anderson (2012) suggested it is critical for leaders in public-sector

organizations to use a transformation-leadership approach. The authors furthered the

research to integrate public-leadership strategy. They concluded that the public sector faces pressure to change, and due to rapidly changing social norms, institutions must be more nimble in their approach to providing services.

Hur, van den Berg, and Wilderom (2011) performed a study that measured transformational leadership as an intermediary among emotional intelligence and team outcomes. The authors considered emotional intelligence and transformational leadership in the following ways:

> First, we argued that the effect of emotional intelligence on organizational outcomes is mediated by a transformational leadership. Second, we examined the influence of the emotional intelligence of a leader at the group-level of analysis. Third, we conducted our study in South Korea, rather than in the West where most studies on emotional intelligence have been conducted to date. And last, we obtained a sufficiently large database to statistically control for possible common-method bias. (Hur et al., 2011, p. 592)

Hur et al. assumed the following hypothesis:

Hypothesis 1. The emotional intelligence of a team leader positively relates to transformational leadership.

Hypothesis 2. Transformational leadership positively relates to (a) leader effectiveness, (b) team effectiveness, and (c) service climate.

Hypothesis 3. Transformational leadership mediates the relationship between emotional intelligence and (a) leader effectiveness, (b) team effectiveness, and (c) service climate.

In conducting a survey with 859 staff members, the most important findings were that "a) emotionally intelligent team leaders are rated as more effective by their followers, b) they are also more effective in shaping better service climates; and c) they are more effective because they exhibit more transformational leadership behaviors" (Hur et al., 2011, p. 599). Further, a study by Kellis and Ran in 2013 illustrated the difficulty associated with effective leadership approaches in the public sector: "Despite these unprecedented demonstrations of the risks and consequences of inadequate leadership capacity in public organizations, the profession of public administration has not fully embraced leadership as a fundamental element of successful practice" (p. 13).

Summary

This chapter provides a summary of leadership theories, including detailed information on the full range leadership model (Bass & Avolio, 1994) that much of this research surrounds. The research developed by Bass & Avolio (1994) serves as fragments of the theoretical background for this research. This chapter provides a summary of the styles for leadership as it relates to the public sector. Understanding there is research around this topic, little research exists as it relates to a full-range leadership model for local government professionals and the larger public sector as a profession. This research assists in fulfilling the requirement for this study. Chapter 3 provides information on the methodology of the study.

CHAPTER III

METHODOLOGY

Restatement of the Purpose

The purpose of this study was to conduct a quantitative study, surveying public-sector executives in the City of Oakland to determine the barriers that make it difficult to manage performance and tackle complex issues. This study delved into the possibility for these leaders to create transformational rather than transactional environments in this sector. Some issues make it difficult for public-sector executives to be transformational leaders, prohibiting these executives from delivering high-quality and efficient services to the public, and developing change management. The research entailed identifying the obstacles presented by the leadership team in the transactional (Weber, 1947) and transformational (Bass, 1985) context of the full-range leadership model. Theory and practice studies showed that transactional leadership is a necessary evolutionary path toward transformational leadership, evolving from the relatively stable to a turbulent environment, characterized by many unknown factors. Transformational leadership is a characteristic interaction among social actors, initiatives, efficiencies, and effectiveness, providing readiness for change using a variety of strategic choices in accordance with the requirements of the environment and the perceptions of new visions and business goals. This evolutionary path coexists with changes in the environment. Transformational leaders inevitably instigate a complex process based on individual vision, courage, willingness to learn, openness to followers, and values that include better, more efficient, and radical changes in the organization and the environment (Nikezić et al., 2012).

A deep assessment of transactional and transformational theories and their association with the obstacles local governments face yielded a useful assessment of information that augmented the limited research in this area. The information offered can help mitigate leadership barriers in the public sector. This research offers transparency on the issues public-sector executives and managers experience as they attempt to make the workplace more efficient. In addition, this study further developed issues local leaders face when addressing performance in their organization. Little research identified the barriers that local public-sector executives experience against the backdrop of transactional and transformational leadership.

Research Design

A scholar has an obligation to produce a design of their research after gaining a cursory meaning of the purpose and rationale for the research they are conducting (Creswell, 1998). This quantitative study was conducted using a survey instrument. The case study entailed surveying employees of the City of Oakland. The variables were assessed in a short period of time. The survey was active for four weeks, inviting all employees of the City of Oakland to participate. Such a survey did not allow the researcher to know if the questions were answered hurriedly and if responses were honest. Because this was an experimental study, the outcomes may be different in other local municipalities. The variables detailed in this chapter link implicitly. Statistical analysis was conducted to evaluate if these variables correlated to transactional- or transformational-leadership theory.

A quantitative method is appropriate for studies where the investigator pursues answers to the why and how of human social interactions (Maxwell, 1996). An important

element to obtaining data through this study was through the information collected from a survey. This survey was vital to answer the research questions, distributed to more than 5,000 City of Oakland employees with the expectation of a 0.5% response rate. The researcher sent an email to potential participants through the MLQ with associated demographic questions to establish race, income, gender, age, position hierarchy, seniority, education level, and department. This method allowed City of Oakland staff to offer insights without the anxiety of retaliation and under the cover of anonymity. The survey approach allowed the researcher to gain a comprehensive understanding of a large pool of participants in a short duration of time.

This research examined information using correlations, descriptive statistics, and multiple regression analyses to determine the main and interaction effects of the independent variables. Through the development of several regression research approaches, the researcher was able to determine associations between transactional and transformational leadership approaches, moderating variables (including service time, age, working title, education obtained, and department), through all the various departments of the city. The research questions permitted an assembly of information on the leadership approaches of the various employees who participated in this study. The use of the correlational method allowed the researcher to associate the results with a preferred leadership style. Creswell (2005, p. 36) defined the correlational research method as a "statistical technique describing and measuring the degree of association or relationship between two or more variables of sets of scores." This kind of research is valuable in defining data trends and detailing correlations between the dependent and independent variables (Creswell, 2005).

Description of the Research Methodology

Research is a process of steps used to collect and analyze information to increase understanding of a topic or issue (Creswell, 2005). This quantitative-method study used a survey as a tool to collect data. The study was completed through the use of a descriptive-rating approach to data collection. The descriptive-rating survey approach allows researchers to discern options that are already defined for each respondent. The data from the respondents were assigned a numerical value that assisted in finding correlations in the data.

Surveyed staff included union leadership, policymakers, and members of the City of Oakland executive and management staff. These are the individuals who can provide a better understanding of the effectiveness of using a transactional or transformation approach to leadership strategies. The researcher sought common correlations in the survey data to assess which leadership style is more effective in an urban local-governance setting. This quantitative-method research builds on transactional and transformational-leadership theories and viewpoints related to the three research questions. Data collection involved sending individual surveys to each respondent and combining their responses to guide analysis and reveal findings.

The researcher used a quantitative method for data collection and analysis. Specifically, the researcher used a survey to gather information about respondents and their function in management. Participants hailed from labor, policy, and executive staff, providing perspectives about the most effective leadership approach.

Research Setting

According to the City of Oakland's Fiscal 2017–19 Adopted Budget,

The City of Oakland is located on the east side of the San Francisco Bay in the County of Alameda. Oakland is the eighth-largest city in the State of California, with an estimated population of 422,856, and a wealth of resources and opportunities. It is home to the Port of Oakland, which handled approximately 2.36 million 20-foot freight containers in 2016. Oakland International Airport serves more than 11 million travelers annually. In concert with ongoing economic development efforts, the city strives to maintain a balance between old and new. Historic structures continue to be preserved and revitalized while new buildings are constructed. The City has over 100 parks (totaling over 2,500 acres) within its borders, as well as several recreational areas along its perimeter.

The City of Oakland has a Mayor-Council form of government. The Mayor is elected at-large for a four-year term and can be re-elected only once. The Mayor is not a member of the City Council; however, he or she has the right to vote as one of the Councilmembers are evenly divided. The City Council is the legislative body of the City and is comprised of eight Councilmembers. One Councilmember is elected "at large," while the other seven Councilmembers represent specific districts. All Councilmembers are elected to serve four-year terms. Each year the Councilmembers elect one member as President of the Council and one member to serve as Vice Mayor. The City Administrator is appointed by the Mayor and is subject to confirmation by the City Council. The City Administrator is responsible for the day-to-day administrative and fiscal operations of the City. (p. D2)

The racial makeup of Oakland in 2010 was roughly 27.0% African American, 26%, Non-Hispanic White, 25% Hispanic or Latino (of any race), 17% Asian &

Pacific Islander, 4% Multiracial and 1% Native American. Per the 2010 U.S. Census, 21% of the City's population is below the age of 18, and 11% is over the age of 65. In 2000 the U.S. Census estimated that 25% of the City's population was below the age of 18, and 11% was over the age of 65. (p. D3)

The researcher contacted the City of Oakland employees who provide programs and services to this diverse city. The goal was to examine the most effective leadership approach to enable city employees to focus on the most efficient service delivery.

Population and Sample

The study population and sample for this research study was the City of Oakland employees including the executive team, policymakers, union leadership, managers, supervisors, and staff in the 20 departments of the city. The population included those working in the following departments and offices: the mayor's office, city council office, city clerk office, city auditor's office, city attorney's office, city administrator's office, police department, fire department, public works department, department of transportation, planning and building department, economic development department, housing department, human services and violence prevention departments, Oakland Public Library, parks and recreation department, finance, human resources, employee relations, and information technology. The estimated total size of these departments includes more than 5,000 individuals.

All staff in the City of Oakland served as the survey population. An e-mail was sent with a city-wide announcement, providing all employees an opportunity to complete the survey. Approximately 0.5% of employees covering all the above departments were anticipated to complete the questionnaire. Probability sampling was the ideal sampling

technique for this study; this technique allows researchers to make generalities and approximations concerning characteristics of the selected population.

Instrument

Leadership-style information was collected through the MLQ survey instrument (Appendix A) from volunteer employees in the City of Oakland, licensed by Mind Garden (Appendix B). As a result of the restricted scope of this study, only executives and their respective followers in the City of Oakland were surveyed. The MLQ instrument permits the assembly of data from executives and policymakers in the City of Oakland, but gathering data from public and other governmental agencies are outside the scope of this research. The MLQ was sent to all staff. An email (Appendix C) was sent by the city's Chief Information Officer in support of the study, encouraging all City of Oakland staff to partake in the research.

The MLQ instrument was used to assess transactional and transformational leadership traits using the MLQ (Form 5X-Short), copyrighted by Bass and Avolio (1990), and revised in January 1994. This MLQ instrument has been used largely in the for-profit sector, but recent studies by Jensen (1995) have applied the questionnaire to the public sector. The MLQ instrument assesses five transformational factors, including "inspirational leadership, individual consideration, and intellectual stimulation and two transactional factors (contingent reward and management by exception)" (Jensen, 1995, p. 121).

Data-Collection Procedures

All staff in the City of Oakland served as the survey population. An email went to city staff in a city-wide announcement, providing all employees an opportunity to

complete the survey. The MLQ used the City of Oakland staff as participants. All recommended University of San Francisco protocols were followed. The City of Oakland administrator was first made aware of this study and its nature. Authorization for the study was received from Sabrina Landreth, City Administrator of the City of Oakland. The email sent to staff included a link to the MLQ survey and information related to the survey that summarized the study for all potential participants.

In the email correspondence, participants were informed that taking part in the study was fully voluntary. This questionnaire was not subject to employment, and their responses did not lead to any discipline. Moreover, the City of Oakland staff were provided a guarantee that all information gathered would be confidential (Attachment D) and not shared with anyone in or outside the organization. All questionnaires were conducted by Mind Garden, legal guardians of the MLQ instrument. City of Oakland's staff who participated in the survey were informed that all results would be gathered by Mind Garden, through electronic transfer, which collected the information and provided the data to the researcher for further analysis. Permission to use the MLQ is provided in Appendix C.

Data-Analysis Procedures

The MLQ instrument was used to gather information using two main questionnaires provide by Mind Garden: the MLQ 5X leader form, and the MLQ 5X rater form (samples of questionnaires appear in Appendix A). The MLQ 5X leader form was completed by the city's executive team; these are the individuals who were assessed. The MLQ 5X rater forms were completed by all other staff. Each questionnaire uses a 5-point Likert-type scale system (0 = not at all; 1 = once in a while; 2 = sometimes; 3 = fairly

often; 4 = frequently, if not always) to define and rank the position of each question of the 45-question survey. Participants were expected to take 15 minutes to complete the survey. Once all participants completed the questionnaire, the MLQ Scoring Key Form 5X was used to assess the information (sample of the scoring comparison appears in Appendix E).

Leadership has a substantial influence on organizational functionality:

Leadership affects every measurable dimension of organization performance… Poor leaders have a substantial influence on an organization's success. They consistently achieve less effective results, create a greater turnover, discourage employees, and frustrate customers. Good leaders will achieve good results. A good leader will have lower turnover, higher profitability, and more employee commitment. (Folkman and Zenger, 2009, p. 37)

The first MLQ form 5X survey was developed in 1991 and has been revised numerous times over the years. The MLQ has been scrutinized by and reviewed in studies for many decades. Decades of reliability coefficients for the MLQ 5X of the leadership factor scale range from .74 to .94 (Bass & Avolio, 2004). Over the last decade, countless surveys were conducted using the MLQ leadership questionnaire, which aids in legitimizing the instrument. Outcomes from several decades of using the questionnaire and modifications of the MLQ have permitted continuous authentication of the survey (Bass & Avolio, 2004, p. 65).

Measuring a wider and more detailed range of leadership factors, we likely increase our chances of tapping into the actual range of leadership styles that are exhibited across different cultures and organizational settings, particularly ones

that may be more universal to different cultures. Second, to the extent this range of leadership styles holds up in future research, we may have moved closer to developing a basis for a more effective and comprehensive means for leadership assessment, training, and development.

Creswell (2005, p. 153) stated, "A survey design provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population." A questionnaire is an effective method to develop generalities from a study sample and provide general conclusions.

Once all MLQ survey data were completed by the City of Oakland staff and submitted to the researcher, all surveys were reviewed to ensure they were all completed properly. If the participants had questions related to the MLQ survey that the researcher was unable to answer, their survey was invalidated, along with completed surveys not aligned with the instructions.

All statistical analysis was completed in Strata and Microsoft Excel 365. Before transitioning the data to Strata, I cleaned and sorted the data in MS Excel 365. The MLQ 5X leader and MLQ 5X rater form contained 45 questions. Each question was developed by Bass and Avolio (2004) and had an associated leadership characteristic shown in Table 2.

Table 2

Full Range Leadership Model: Transformational, Transactional, and Laissez-Faire

Leadership Scales in the Multifactor Leadership Questionnaire 5X Survey

Leadership style	Brief description
Transformational	
Idealized attributes	Instills pride in others; goes beyond self-interest for the good of the group; acts in ways that build others' respect for the leader; displays a sense of power and confidence
Idealized behaviors	Communicates beliefs to followers; consider the moral and ethical consequences of decisions; emphasizes the importance of a collective sense of mission.
Inspirational motivation	Talks in ways that motivate others by being optimistic about the future and being enthusiastic about what needs to be accomplished; articulates a compelling vision of the future; confidence that goals will be achieved.
Intellectual stimulation	Invites followers to be innovative and creative in solving problems; allows followers to question the status quo; seeks different perspectives on problems.
Individual consideration	Spends time teaching and coaching followers; focuses on follower needs for achievement and growth; helps others to develop their strengths
Transactional	
Contingent reward	Provides rewards for achieving a performance task; makes clear what can be expected when goals are reached; shows satisfaction when goals are achieved.
Management-by-exception (active)	Focuses attention on mistakes, irregularities, and deviation from standards; keeps track of all mistakes.
Laissez-faire	
Management-by-exception (passive)	Focuses attention on mistakes, irregularities, and deviation from standards; keeps track of all mistakes.
Laissez-faire	Avoids getting involved in important issues; absent when needed; avoid making decisions

Note. From *Multifactor Leadership Questionnaire,* by B. M. Bass & B. J. Avolio, 2004, Palo Alto, CA, US: Mind Garden, p. 95.

Tables 3 and 4 depict the MLQ survey coding by leadership characteristics from the MLQ manual and sampler set (Bass & Avolio, 2004). Table 3 displays leadership characteristics with separate related questions for that explicit scale abbreviation. Table 4 details the MLQ outcomes of leadership and results of leadership behaviors.

Table 3

Multifactor Leadership Questionnaire Survey Coding by Leadership Characteristic

Characteristic	Scale name	Scale abbreviation	Items
Transformational	Idealized attributes	IA	10, 18, 21, 25
Transformational	Idealized behaviors	IB	6, 14, 23, 34
Transformational	Inspirational motivation	IM	9, 13, 26, 36
Transformational	Intellectual stimulation	IS	2, 8, 30, 32
Transformational	Individual consideration	IC	15, 19, 29, 31
Transactional	Contingent reward	CR	1, 11, 16, 35
Transactional	Management-by-exception (active)	MBEA	4, 22, 24, 27
Passive avoidant	Management-by-exception (passive)	MBEP	3, 12, 17, 20
Passive avoidant	Laissez-faire	LKF	5, 7, 28, 33

Note. From *Multifactor Leadership Questionnaire,* by B. M. Bass & B. J. Avolio, 2004, Palo Alto, CA, US: Mind Garden, p. 110.

Table 4

Multifactor Leadership Questionnaire Outcomes of Leadership/Results of Leadership

Behavior

Characteristic	Scale name	Scale abbreviation	Items
Outcomes	Extra effort (subordinate)	EE	39, 42, 44
Outcomes	Effectiveness (leader)	EFF	37, 40, 43, 45
Outcomes	Satisfaction (subordinate)	SAT	38, 41

Note. From *Multifactor Leadership Questionnaire,* by B. M. Bass & B. J. Avolio, 2004, Palo Alto, CA, US: Mind Garden, p. 110).

The outcome of this data was placed in Microsoft Excel 365. Prepared statistics provided

more information on leadership characteristics in the City of Oakland.

The following data analyses were conducted to address each research hypothesis:

1. The race demographic is a factor in the style of leadership expected from the

City of Oakland participants.

The first research hypothesis considered each respondent by race to determine if race is a factor in leadership approaches to local public-sector employees. I analyzed the information in Tables 3 and 4 to assess the particular style in the City of Oakland.

2. Age and seniority are factors in the style of leadership expected from the City of Oakland participants.

The second hypothesis considered each respondent by age and seniority to determine if race is a factor in leadership approaches to local public-sector employees. I analyzed the information in Tables 3 and 4 to assess the particular leadership style in the City of Oakland and how it relates to staffs' views of service delivery.

3. Gender is a factor in the style of leadership that is expected from the City of Oakland participants.

The third hypothesis considered each respondent by gender to determine if gender was a factor in leadership approaches to local public-sector employees. I analyzed the information in Tables 3 and 4 to assess the particular leadership style in the City of Oakland and how it relates to staffs' views of service delivery. Demographic survey questions can be found in Appendix F.

Protection of Human Subjects

All personal information will be kept completely confidential. This survey did not ask direct questions, such as name and title; rather, the survey asked if the participant is a staff member, supervisor, manager, executive, labor representative, or policymaker. Nevertheless, if, for any reason, the identity of participants is needed, their identity will be held confidential. No personal information was provided to the researcher or to Mind Garden, the company that administered the questionnaire. The information gleaned from

the questionnaire is presented in combined form without displaying any names or classifications. To guard the identity of staff who participated in the questionnaire, only the researcher of this study has access to the data files. All data files are located on a password-locked computer, and the information will be deleted 3 years after the award of the doctoral degree.

Background of the Researcher

The researcher earned a Bachelor of Science degree in Business Administration with a concentration in Finance from California State University at Eastbay in Hayward, California, and a Master of Business Administration degree from the University of San Francisco, in San Francisco, California. The researcher has more than 20 years of experience in the private and public sectors. Of those 20 years, the researcher has 12 years of experience as a public-sector executive in the San Francisco Bay Area. The researcher is a seasoned professional and has been fortunate to work for large municipalities in an executive capacity, focused on creating equitable opportunities for various communities.

The researcher's broad range of skills led to expertise, competencies, and values, evolving into roles that assist in the ability to serve the public. The researcher is currently the Public Works Director for a large organization. The researcher's main duties include homelessness remediation, blight remediation, and equitable distribution of capital projects. In this role, the researcher manages approximately 800+ staff alongside operations and a capital portfolio budget of nearly $530 million. The results of this study will assist the researcher in better understanding how leadership techniques, in particular,

transactional and transformative leadership, assist in improving programs and services for citizens, visitors, and businesses in the City of Oakland.

In assessing the outcome of these models, the researcher will have a general understanding of the best approach to leading and managing the work in the City of Oakland. The researcher and their spouse were born and raised in Oakland. The researcher and their spouse have three wonderful children and enjoy traveling, sports, reading, and everything Oakland. The family is invested in improving the quality of life for all Oaklanders.

CHAPTER IV

RESULTS

Overview

The purpose of this study was to conduct a quantitative study, surveying public-sector executives in the City of Oakland to determine the barriers that make it difficult to manage performance and tackle complex issues. This study delved into the possibility for these leaders to create transformational rather than transactional environments in the public sector. Some issues make it difficult for public-sector executives to be transformational leaders, prohibiting these executives from delivering high-quality and efficient services to the public and developing change management. The research entailed identifying the obstacles presented by the leadership team in the transactional (Weber, 1947) and transformational (Bass, 1985) context of the full-range leadership model. Theory and practice studies showed that transactional leadership is a necessary evolutionary path toward transformational leadership, evolving from a relatively stable to a turbulent environment, characterized by many unknown factors. Transformational leadership is a characteristic interaction among social actors, initiatives, efficiencies, and effectiveness, providing readiness for change using a variety of strategic choices in accordance with the requirements of the environment and the perceptions of new visions and business goals. This evolutionary path coexists with changes in the environment. Transformational leaders inevitably instigate a complex process based on individual vision, courage, willingness to learn, and openness to followers and values that include better, more efficient, and radical changes in the organization and the environment (Nikezić et al., 2012).

This dissertation explored three hypotheses that guided this study. The study addressed public-sector leadership and its potential to be successful using a transformational or transformational leadership approach. The goal was to discern how local government executives can be most effective. The hypotheses that guided the research are as follows:

1. Race demographics will be a factor in the style of leadership expected from the City of Oakland participants.

2. Income, education, and seniority will be a factor in the style of leadership expected from the City of Oakland participants.

3. Gender will be a factor in the style of leadership expected from the City of Oakland participants.

Chapter 4 reports the findings of the study and the answers sought for the hypotheses posed in this study. The chapter commences with descriptive statistics about the population including the number of respondents, their gender, race, income, years of service, and education level. The chapter then reports the data obtained from respondents (N = 225) relative to the three hypotheses that guided the research. Lastly, the chapter provides a summary of the findings.

Demographics

The study participants drew from the population of students who were between 18- and 24-years old who attended or planned to attend community colleges in the San Francisco Bay Area. Based on students enrolled in the Spring 2017 term, the estimate for the total population of community college students in California in the age group who fit the profile was 836,897. This study focused on a smaller area where the total student

population was estimated at 37,778 for the 2016–2017 school year, and 37.2% of the students (14,053) were between 19- and 24-years old. Participants who were 18 years old were placed in the 16–18 age group. This study required participation by 68 respondents to meet the criteria for 90% 41 confidence level. The 84 respondents were a sufficient number to evaluate the responses. (Note: 86 people started the survey with six people declining consent. Of those six, all completed the ethnic question, and four continued with the survey). Black/African Americans formed the highest percentage of participants at 40.70% (35), with White and Hispanic/Latinx both at 16.28% (14 each). The college district reported a population of 20.8% African American, 18.4% White, 18.2% Hispanic/Latinx, and 21.4% Asian American (see Table 3).

The study population and sample for this study was the City of Oakland employees including the executive team, policymakers, union leadership, managers, supervisors, and staff in the 20 departments of the city. The population included those working in the following departments and offices: the mayor's office, city council office, city clerk office, city auditor's office, city attorney's office, city administrator's office, police department, fire department, public works department, department of transportation, planning and building department, economic development department, housing department, human services and violence prevention departments, Oakland Public Library, parks and recreation department, finance, human resources, employee relations, and information technology. The estimated total size of these departments includes more than 5,000 individuals.

This study required participation by at least 125 respondents (.025%) to meet the criteria for 99% alpha to improve the reliability of the survey results. The 225

respondents (N = 225) were a sufficient number to evaluate the responses and represented

4.5% of the City of Oakland staff. Sixty-six percent (148) of participants were White,

15% (33) were Black or African American, 10% (22) were Hispanic or Latino, 5% (11)

were Asian or Asian American, 2% (5) were Other, 2% (4) were American Indian or

Alaska Native, and 1% (2) were Native Hawaiian or other Pacific Islander (see Table 5).

Table 5

Racial Identity of Survey Respondents

#	Answer	Count	%
1	American Indian or Alaska Native	4	2%
2	Other	5	2%
3	Asian or Asian American	11	5%
4	Black or African American	33	15%
5	Hispanic or Latino	22	10%
6	Native Hawaiian or other Pacific Islander	2	1%
7	White or Caucasian	148	66%
	Total	225	100%

For gender (N = 225), 58% (130) of participants were women and 42% (95) were

male (see Table 6).

Table 6

Racial Identity of Survey Respondents

#	Answer	Count	%
1	Female	130	58%
2	Male	95	42%
	Total	225	100%

For educational achievement (N = 225), 41% (92) of surveyors held college degrees, 28% (63) completed some college, 22% (50) completed graduate school, and 9% (20) graduated from high school (see Table 7).

Table 7

Education Achievement of Survey Respondents

#	Answer	Count	%
1	Graduated from high school	20	9%
2	Some College	63	28%
3	Graduated from college	92	41%
4	Completed graduate school	50	22%
	Total	225	100%

For years of experience (N = 225), 46% (103) of surveyors had 25+ years of experience, 16% (37) had 16–20 years of experience, 14% (32) had 1–5 years of experience, 10% (23) had 11–15 years of experience, 7% (16) had 6–10 years of experience, and 6% (14) had 21–25 years of experience (see Table 8).

Table 8

Years of Experience of Survey Respondents

#	Answer	Count	%
1	Years 1–5	32	14%
2	Years 6–10	16	7%
3	Years 11–15	23	10%
4	Years 16–20	37	16%
5	Years 21–25	14	6%
6	Years 25+	103	46%
	Total	225	100%

For participant income level (N = 225), 44% (98) of surveyors earned an annual income between $0–$50,000; 33% (75) earned $50,001–$100,000; 14% (32) earned $100,001–$150,000; 3% (6) earned $150,001–$200,000; 2% (4) earned $200,001–$250,000; and 4% (10) earned $250,001+ (see Table 9).

Table 9

Income of Survey Respondents

#	Answer	Count	%
1	$0–$50,000	98	44%
2	$50,001–$100,000	75	33%
3	$100,001–$150,000	32	14%
4	$150,001–$200,000	6	3%
5	$200,001–$250,000	4	2%
6	$250,001+	10	4%
	Total	225	100%

Data Collection

The MLQ instrument was used to gather information using the main questionnaires provided by Mind Garden, the MLQ 5X leader form. MLQ 5X leader form was completed by the city's staff; these are the individuals who were assessed. The MLQ 5X rater forms were completed by 225 participants. Each questionnaire used a 5-point Likert-type scale system (0 = not at all; 1 = once in a while; 2 = sometimes; 3 = fairly often; 4 = frequently, if not always) to define and rank the position of each question of the 45-question survey (see Table 10).

Table 10

MLQ Scoring Matrix

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

As outlined in (Avolio & Bass, 1995, p. 1), I used the MLQ Scoring Key in the manual to group items by scale (see Table 11 for a classification of items and scales).

Table 11

MLQ Scoring Key

Characteristic	Scale Name	Scale Abbrev	Items
Transformational	Idealized Attributes or Idealized Influence (Attributes)	IA or II(A)	10,18,21,25
Transformational	Idealized Behaviors or Idealized Influence (Behaviors)	IB or II(B)	6,14,23,34
Transformational	Inspirational Motivation	IM	9,13,26,36
Transformational	Intellectual Stimulation	IS	2,8,30,32
Transformational	Individual Consideration	IC	15,19,29,31
Transactional	Contingent Reward	CR q	1,11,16,35
Transactional	Mgmt by Exception (Active)	MBEA	4,22,24,27
Passive Avoidant	Mgmt by Exception (Passive)	MBEP	3,12,17,20
Passive Avoidant	Laissez-Faire	LF	5,7,28,33

Characteristic	Scale Name	Scale Abbrev	Items
*Outcomes of Leadership	Extra Effort	EE	39,42,44
Outcomes of Leadership	Effectiveness	EFF	37,40,43,45
Outcomes of Leadership	Satisfaction	SAT	38,41

*As the term connotes, the Outcomes of Leadership are not Leadership styles, rather they are outcomes or results of leadership behavior.

Then I calculated an average by scale. For example, the items included in the Idealized

Influence (Attributed) are Items 10, 18, 21, and 25. I added the scores for all responses to

these items and divided them by the total number of responses for that item. Blank

answers were not included in the calculation. For the 225 responses, the average score per

scale name is as follows (see Table 12):

Table 12

MLQ Average Score by Scale

Scale Name	Average Score
Idealized Influence (Behavior)	2.36
Idealized Influence (Attributed)	2.49
Inspirational Motivation	2.51
Intellectual Stimulation	2.28
Individualized Consideration	2.37
Contingent Reward	2.42
Management-by-Exception (Active)	1.99
Management-by-Exception (Passive)	1.53
Laissez-faire Leadership	1.21
Average of Extra Effort	2.36
Average of Effectiveness	2.61
Average of Satisfaction	2.56

Per Table 12, we rolled up the "scale name" and displayed the average

characteristics of the participants. The three types of character are transformational,

transactional, and passive/avoidant behavior.

Transformational leadership is a process of influencing where leaders change their

associates' awareness of what is important and move them to see themselves and the

opportunities and challenges of their environment in a new way. Transformational leaders

are proactive; they seek to optimize individual, group, and organizational development

and innovation, not just to achieve performance "at expectations." They convince their

associates to strive for higher levels of potential as well as higher levels of moral and

ethical standards (Avolio & Bass, 1995). Transformational leadership consists of the

following elements:

    A. Idealized Influence (Attributes and Behaviors)

        1. Idealized Attributes (IA)

        2. Idealized Behaviors (IB)

    B. Inspirational Motivation (IM)

    C. Intellectual Stimulation (IS)

    D. Individual Consideration (IC)

Transactional leaders display behaviors associated with constructive and

corrective transactions. The constructive style is labeled contingent reward, and the

corrective style is labeled management-by-exception. Transactional leadership defines

expectations and promotes performance to achieve these levels. Contingent reward and

management-by-exception are two core behaviors associated with "management"

functions in organizations. Full-range leaders do this and more (Avolio & Bass, 1995).

Transactional leadership consists of the following elements:

    A. Contingent Reward (CR)

    B. Management-by-Exception: Active (MBEA)

Another form of management-by-exception leadership is more passive and

"reactive": it does not respond to situations and problems systematically. Passive leaders

avoid specifying agreements, clarifying expectations, and providing goals and standards

for followers to achieve. This style has a negative effect on desired outcomes, opposite to

what is intended by the leader manager. In this regard, it is similar to laissez-faire styles, or "no leadership." Both types of behavior have negative impacts on followers and associates. Accordingly, both styles can be grouped as "passive-avoidant leadership" (Avolio & Bass, 1995). Passive or avoidant behavior consists of the following elements:

A. Management-by-Exception: Passive (MBEP)

B. Laissez-Faire (LF)

Transformational and transactional leadership both relate to the success of the group. Success is measured with the MLQ by how often the raters perceive their leader to be motivating, how effective raters perceive their leader to interact at different levels of the organization, and how satisfied raters are with their leader's methods of working with others.

A. Extra Effort

B. Effectiveness

C. Satisfaction with the Leadership

My data summarized all 225 participants' average leadership style by characteristic to include a rollup of all the participants' results (see Table 13).

Table 13

Average Leadership Style by Characteristic

Style	Average Score
Transformational	2.40
Transactional	2.21
Passive Avoidant	1.37
Outcomes of Leadership	2.51

Once I completed the average calculations by characteristic, I reviewed the responses for all 225 participants to ensure the data were reliable and consistent using Cronbach's alpha formula. Cronbach's alpha is a measure of core reliability, which measures how closely connected a list of questions is as a whole. It is measured as a degree of scale reliability. A "high" number for alpha does not suggest the measure is unidimensional. The universal rule-of-thumb is that a Cronbach's alpha of .70 and above is good, .80 and above is better, and .90 and above is best. This survey of 225 participants included five demographic questions and the 45-question MLQ, which resulted in the Cronbach's alpha of 94.56, illustrates that the data are extremely reliable (see Table 14).

Table 14

Cronbach's Alpha

Calculation of Cronbach's Alpha	
# of Questions	45
Sum of the Items Variances	70.61
Variance of Total Scores	936.07
Cronbach's Alpha	94.56%

Research Hypothesis 1

Race demographics will be a factor in the style of leadership expected from the City of Oakland participants.

The MLQ asked 45 questions, and I added an additional five demographic questions to discover the answer to this first research hypothesis. One demographic question allowed each participant to identify their race. The 225 respondents (N = 225) were a sufficient number to evaluate the responses and represented 4.5% of the City of Oakland staff. Sixty-six percent of participants were White, 15% (33) were Black or

African American, 10% (22) were Hispanic or Latino, 5% (11) were Asian or Asian

American, 2% (5) were Other, 2% (4) were American Indian or Alaska Native, and 1%

(2) were Native Hawaiian or other Pacific Islander (see Table 15).

Table 15

Racial Identity of Survey Respondents

Race	Number (N)	%
American Indian or Alaska Native	4	1.78%
Another race	5	2.22%
Asian or Asian American	11	4.89%
Black or African American	33	14.67%
Hispanic or Latino	22	9.78%
Native Hawaiian or other Pacific Islander	2	0.89%
White or Caucasian	148	65.78%
Total	225	100.00%

We then reviewed the 225 respondents' average scores by leadership

characteristics for each racial identity. White respondents formed an average score of

2.36, 2.14, 1.38, and 2.47, respectively, for the characteristics of transformational,

transactional, passive/avoidance, and outcomes of leadership. Black or African American

respondents scored 2.42, 2.19, 1.54, and 2.57; Hispanic or Latino respondents scored

2.31, 2.38, 1.35, and 2.36; Asian or Asian American respondents scored 2.21, 2.36, 1.34,

and 2.04; American Indian or Alaska Native respondents scored 3.65, 3.00, 0.50, and 3.5;

Native Hawaiian or other Pacific Islander respondents scored 3.45, 2.38, 0.25, and 4.00;

and those respondents classified by another race scored 2.93, 2.48, 1.05, and 3.14 (see

Table 16).

Table 16

Average Score by Characteristic for Each Racial Identity of Survey Respondents

Race	Transformational	Transactional	Passive Avoidant	Outcomes of Leadership
American Indian or Alaska Native	3.65	3.00	0.50	3.90
Another race	2.93	2.48	1.05	3.14
Asian or Asian American	2.21	2.36	1.34	2.04
Black or African American	2.42	2.19	1.54	2.57
Hispanic or Latino	2.31	2.38	1.35	2.36
Native Hawaiian or other Pacific Islander	3.45	2.38	0.25	4.00
White or Caucasian	2.36	2.14	1.38	2.47
Total	2.40	2.21	1.37	2.51

Of the 225 respondents, we then reviewed standard deviation by leadership characteristic for each racial identity. White respondents formed an average score of 1.00664, 0.72329, 0.93748, and 1.14828, respectively, for the characteristics of transformational, transactional, passive/avoidance, and outcomes of leadership. Black or African American respondents scored 1.06359, .84150, 1.03620, and 1.17936; Hispanic or Latino respondents scored 0.63324, 0.63269, 0.65685, and 0.84579; Asian or Asian American respondents scored 0.52349, 0.45227, 0.50028, and 0.69170; American Indian or Alaska Native respondents scored 0.23094, 072169, 0.14434, and 0.11226; Native Hawaiian or other Pacific Islander respondents scored 0.00000, 0.00000, 0.00000, and 0.00000; and those classified by another race scored 0.20494, 0.62750, 051235, and 0.50918 (see Table 17).

Table 17

Standard Deviation by Characteristic for Each Racial Identity of Survey Respondents

Race	Transformational	Transactional	Passive Avoidant	Outcomes of Leadrshp
American Indian or Alaska Native	0.23094	0.72169	0.14434	0.11226
Another race	0.20494	0.62750	0.51235	0.50918
Asian or Asian American	0.52349	0.45227	0.50028	0.69170
Black or African American	1.06359	0.84150	1.03620	1.27936
Hispanic or Latino	0.63324	0.63269	0.65685	0.84578
Native Hawaiian or other Pacific Islander	0.00000	0.00000	0.00000	0.00000
White or Caucasian	1.00664	0.72329	0.93748	1.14828
Total	0.96200	0.72471	0.90448	1.12689

Of the 225 respondents, we then reviewed variance by leadership characteristic for each racial identity. White respondents formed an average score of 1.0065, 0.5196, 0.8729, and 1.3096, respectively, for the characteristics of transformational, transactional, passive/avoidance, and outcomes of leadership. Black or African American respondents scored 1.0969, 0.6867, 1.0412, and 1.5872; Hispanic or Latino respondents scored 0.3828, 0.3821, 0.4118, and 0.6828; Asian or Asian American respondents scored 0.2491, 0.1860, 0.2275, and 0.4350; American Indian or Alaska Native respondents scored 0.0400, 0.3906, 0.0156, and 0.0095; Native Hawaiian or other Pacific Islander respondents scored 0.00000, 0.00000, 0.00000, and 0.00000; and those classified by another race scored 0.0336, 0.3150, 0.2100, and 0.2074 (see Table 18).

Table 18

Variance by Characteristic for Each Racial Identity of Survey Respondents

Race	Transformational	Transactional	Passive Avoidant	Outcomes of Leadership
American Indian or Alaska Native	0.23094	0.72169	0.14434	0.11226
Another race	0.20494	0.62750	0.51235	0.50918
Asian or Asian American	0.52349	0.45227	0.50028	0.69170
Black or African American	1.06359	0.84150	1.03620	1.27936
Hispanic or Latino	0.63324	0.63269	0.65685	0.84578
Native Hawaiian or other Pacific Islander	0.00000	0.00000	0.00000	0.00000
White or Caucasian	1.00664	0.72329	0.93748	1.14828
Total	0.96200	0.72471	0.90448	1.12689

Of note, there were not enough data to come to any conclusions due to the limited participation of Native Hawaiian or other Pacific Islanders.

Once I completed the count, average, standard deviation, and variance calculations by race, I reviewed the responses for all 225 participants to ensure the data were reliable and consistent using Cronbach's alpha formula. The universal rule-of-thumb is that a Cronbach's alpha of .70 and above is good, .80 and above is better, and .90 and above is best. The overall alpha for all 225 respondents was 94.56%; the White alpha was 94.75%, the Black or African American alpha was 95.99%, the Hispanic or Latino alpha was 87.83%, the Asian or Asian American alpha was 91.43%, the American Indian or Alaska Native alpha was 88.38%, and the Native Hawaiian or other Pacific Islander alpha was 0.00% (see Table 19).

Table 19

Cronbach's Alpha for Each Racial Identity of Survey Respondents

Calculation of Cronbach's Alpha	
Race	Alpha (α)
American Indian or Alaska Native	88.38%
Another race	88.42%
Asian or Asian American	91.43%
Black or African American	95.99%
Hispanic or Latino	87.83%
Native Hawaiian or other Pacific Islander	0.00%
White or Caucasian	94.75%
Overall	94.56%

The MLQ asked 45 questions, and I added an additional five demographic questions to discover the answer to this first research hypothesis. One of the demographic questions allowed each participant to identify their race. The 225 respondents (N = 225) were a sufficient number to evaluate the responses and represented 4.5% of the City of Oakland staff. Sixty-six percent (148) of respondents were White, 15% (33) were Black or African American, 10% (22) were Hispanic or Latino, 5% (11) were Asian or Asian American, 2% (5) were Other, 2% (4) were American Indian or Alaska Native, and 1% (2) were Native Hawaiian or other Pacific Islander (see Table 15).

As identified in Table 17, when reviewing responses from the participants and applying standard deviation to assess the quality of the responses the standard deviation scored as low as 0.0000, to as high as 1.27936. This means the identified survey results were as high as 1.28 standard deviations from the mean. The result was within normal range. Table 20 describes the average score by racial groups. I then referenced the results with Table 48, *Percentiles for Individual Scores Based on Total Rating Levels (US)*, to

review how these average scores matched up against the national scores administered

from Mind Garden.

Table 20

Participants (N=225) Average Score by Racial Group for TF, TA, PA

Race	Transformational	% Overall Population	Transactional	% Overall Population	Passive Avoidant	% Overall Population	Participants
American Indian or Alaska Native	3.65	80%	3.00	80%	0.50	10%	4
Another race	2.93	50%	2.48	60%	1.05	80%	5
Asian or Asian American	2.21	10%	2.36	50%	1.34	70%	11
Black or African American	2.42	25%	2.19	40%	1.54	80%	33
Hispanic or Latino	2.31	20%	2.38	50%	1.35	70%	22
Native Hawaiian or other Pacific Islander	3.45	70%	2.38	50%	0.25	20%	2
White or Caucasian	2.36	20%	2.14	40%	1.38	70%	148
Total	2.40		2.21		1.37		225

Research Hypothesis 2

Income, education, and seniority will be a factor in the style of leadership

expected from the City of Oakland participants.

Income

The MLQ asked 45 questions and I added an additional five demographic

questions to discover the answer to this second research hypothesis. One of the

demographic questions allowed each participant to identify their income. The 225

respondents (N = 225) were a sufficient number to evaluate the responses and represented

4.5% of the City of Oakland staff. Those who earned an annual income between $0–

$50,000 comprised 43.56% (98) of participants, those who earned $50,001–$100,000

comprised 33.33% (75), those who earned $100,001–$150,000 comprised 14.22% (32), those who earned $150,001–$200,000 comprised 2.67% (6), those who earned $200,001–$250,000 comprised 1.78% (4), and those who earned $250,001+ comprised 4.44% (10) (see Table 21).

Table 21

Income of Survey Respondents

Income	Number (N)	%
$0–$50,000	98	43.56%
$50,001–$100,000	75	33.33%
$100,001–$150,000	32	14.22%
$150,001–$200,000	6	2.67%
$200,001–$250,000	4	1.78%
$250,001+	10	4.44%
Total	225	100.00%

We then reviewed the 225 respondents' average score by leadership characteristic for each identified annual income. Respondents who earned an annual income between $0–$50,000 formed an average score of 2.44, 2.27, 1.50, and 2.38, respectively, for the characteristics of transformational, transactional, passive/avoidance, and outcomes of leadership. Those who earned $50,001–$100,000 scored 2.45, 2.16, 1.27, and 2.53; those who earned $100,001–$150,000 scored 2.66, 2.30, 1.16, and 2.69; those who earned $150,001–$200,000 scored 2.83, 1.98, 1.23, and 2.89; those who earned $200,001–$250,000 scored 2.73, 1.81, 0.75, and 2.94; and those who earned $250,001+ scored 2.37, 1.95, 1.73, and 2.64 (see Table 22).

Table 22

Average Score by Characteristic for Identified Income of Survey Respondents

Income	Transformational	Transactional	Passive Avoidant	Outcomes of Leadership
$0–$50,000	2.24	2.27	1.50	2.38
$50,001–$100,000	2.45	2.16	1.27	2.53
$100,001–$150,000	2.66	2.30	1.16	2.69
$150,001–$200,000	2.83	1.98	1.23	2.89
$200,001–$250,000	2.73	1.81	0.75	2.94
$250,001+	2.37	1.95	1.73	2.64
Total	2.40	2.21	1.37	2.51

We then reviewed the 225 respondents by income level using standard deviation by leadership characteristic. The respondents who earned an annual income level between $0–$50,000 formed a standard deviation score of 0.98228, 0.80350, 0.89798, and 1.14518, respectively, for the characteristics of transformational, transactional, passive/avoidance, and outcomes of leadership. Those who earned between $50,001–$100,000 scored 1.01058, 0.74762, 0.89536, and 1.17888; those who earned $100,001–$150,000 scored 0.80979, 0.48334, 0.96847, and 1.17880; those who earned $150,001–$200,000 scored 0.68902, 0.09410, 030017, and 0.63683; those who earned $200,001–$250,000 scored 0.43301, 0.36084, 0.28868, and 0.28868; and those who earned $250,001+ scored 0.97217, 0.63246, 1.01174, and 1.23339 (see Table 23).

Table 23

Standard Deviation by Characteristic for Identified Income of Survey Respondents

Income	Transformational	Transactional	Passive Avoidant	Outcomes of Leadership
$0–$50,000	0.98228	0.80350	0.89798	1.14518
$50,001–$100,000	1.01058	0.74762	0.89536	1.17888
$100,001–$150,000	0.80979	0.48334	0.96847	1.04611
$150,001–$200,000	0.68902	0.09410	0.30017	0.63683
$200,001–$250,000	0.43301	0.36084	0.28868	0.28868
$250,001+	0.97217	0.63246	1.01174	1.23339
Total	0.96200	0.72471	0.90448	1.12689

Of the 225 respondents, we then reviewed variance by leadership characteristic for each identified income level. Respondents who earned an annual income of $0–$50,000 formed a variance of 0.9550, 0.6390, 0.7981, and 1.2981, respectively, for the characteristics of transformational, transactional, passive/avoidance, and outcomes of leadership. Those who earned $50,001–$100,000 scored 1.0077, 0.5515, 0.7910, and 1.3712; those who earned $100,001–$150,000 scored 0.6353, 0.2263, 0.9086, and 1.0601; those who earned $150,001–$200,000 scored 0.3956, 0.0074, 0.0751, and 0.3380; those who earned $200,001–$250,000 scored 0.1406, 0.0977, 0.0625, and 0.0625; and those who earned $250,001+ scored 0.8506, 0.3600, 0.9213, and 1.3691 (see Table 24)

Table 24

Variance by Characteristic the Identified Income of Survey Respondents

Income	Transformational	Transactional	Passive Avoidant	Outcomes of Leadrshp
$0–$50,000	0.9550	0.6390	0.7981	1.2981
$50,001–$100,000	1.0077	0.5515	0.7910	1.3712
$100,001–$150,000	0.6353	0.2263	0.9086	1.0601
$150,001–$200,000	0.3956	0.0074	0.0751	0.3380
$200,001–$250,000	0.1406	0.0977	0.0625	0.0625
$250,001+	0.8506	0.3600	0.9213	1.3691
Total	0.9213	0.5229	0.8144	1.2642

Once I completed the count, average, standard deviation, and variance calculations by income level, I reviewed the responses for all 225 participants to ensure the data were reliable and consistent using Cronbach's alpha formula. The universal rule-of-thumb is that a Cronbach's alpha of .70 and above is good, .80 and above is better, and .90 and above is best. The overall alpha for all 225 respondents was 94.56%, while the $0–$50,000 alpha was 95.05%, the $50,001–$100,000 was 92.97%, the $100,001–$150,000 was 90.76%, the $150,001–$200,000 was 92.18%, the $200,001–$250,000 was 95.49%, and the $250,001+ was 95.24% (see Table 25).

Table 25

Cronbach's Alpha for the Identified Income of Survey Respondents

Calculation of Cronbach's Alpha	
Income	Alpha (α)
$0–$50,000	95.05%
$50,001–$100,000	92.97%
$100,001–$150,000	90.76%
$150,001–$200,000	92.18%
$200,001–$250,000	95.49%
$250,001+	95.24%
Overall	94.56%

The MLQ asked 45 questions and I added an additional five demographic questions to discover the answer to this second research hypothesis. One of the demographic questions allowed each participant to identify their income. The 225 respondents (N = 225) were a sufficient number to evaluate the responses and represented 4.5% of the City of Oakland staff. Those who earned between $0–$50,000 comprised 43.56% (98) of participants, those who earned $50,001–$100,000 comprised 33.33% (75), those who earned $100,001–$150,000 comprised 14.22% (32), those who earned $150,001–$200,000 comprised 2.67% (6), those who earned $200,001–$250,000 comprised 1.78% (4), and those who earned $250,001+ comprised 4.44% (10) (see Table 21).

As identified in Table 23, when reviewing participant responses and applying standard deviation to assess the quality of the responses, the standard deviation scored as low as 0.094110, to as high as 1.23339. The standard deviation score means the identified survey results were as high as 1.23 standard deviations from the mean. The result was within normal range. Table 26 describes the average score by income groups. I then

referenced the results with Table 48, *Percentiles for Individual Scores Based on Total Rating Levels (US)*, to review how these average scores matched up against the national scores administered from Mind Garden. From this comparison, I was able to provide an overview of my findings as it relates to the MLQ and the participant's household income.

Table 26

Participants (N=225) Average Score by Income Group for TF, TA, PA

Income	Transformational	% Overall Population	Transactional	% Overall Population	Passive Avoidant	% Overall Population	Participants
$0–$50,000	2.24	20%	2.27	50%	1.50	80%	98
$50,001–$100,000	2.45	20%	2.16	40%	1.27	70%	75
$100,001–$150,000	2.66	60%	2.30	40%	1.16	70%	32
$150,001–$200,000	2.83	40%	1.98	30%	1.23	70%	6
$200,001–$250,000	2.73	30%	1.81	20%	0.75	50%	4
$250,001+	2.37	20%	1.95	30%	1.73	80%	10
Total	2.40	20%	2.21	40%	1.37	70%	225

Education

The MLQ asked 45 questions, and I added an additional five demographic questions to discover the answer to this second research hypothesis. One of the demographic questions allowed each participant to identify their educational achievement. The 225 respondents (N = 225) were a sufficient number to evaluate the responses and represented 4.5% of the City of Oakland staff. Those who completed high school comprised 11.43% (20) of participants, participants with some college training

comprised 36.00% (63), participants who graduated from college comprised 52.57% (92), and those who graduated from graduate school comprised 28.57% (50) (see Table 27).

Table 27

Educational Achievement of Survey Respondents

Education	Number (N)	%
Graduated from high school	20	11.43%
Some College	63	36.00%
Graduated from college	92	52.57%
Completed graduate school	50	28.57%
Total	175	100.00%

Of the 225 respondents, we then reviewed their average score by leadership characteristics for each identified educational achievement. Participants who graduated from high school formed an average score of 2.50, 2.46, 1.11, and 2.69, respectively, for the characteristics of transformational, transactional, passive/avoidance, and outcomes of leadership. Participants with some college training scored 2.49, 2.30, 1.31, and 2.61; those who graduated from college scored 2.41, 2.18, 1.52, and 2.44; and those who completed graduate school scored 2.25, 2.03, 1.25, and 2.45 (see Table 28).

Table 28

Average Score by Characteristic for the Identified Educational Achievement of Survey

Respondents

Education	Transformational	Transactional	Passive Avoidant	Outcomes of Leadership
Graduated from high school	2.50	2.46	1.11	2.69
Some College	2.49	2.30	1.31	2.61
Graduated from college	2.41	2.18	1.52	2.44
Completed graduate school	2.25	2.03	1.25	2.45
Total	2.40	2.21	1.37	2.51

Of the 225 respondents, we then reviewed standard deviation by leadership characteristics for each identified educational achievement. Participants who graduated from high school formed a standard deviation score of 0.54938, 0.85079, 0.63466, and 0.71340, respectively, for the characteristics of transformational, transactional, passive/avoidance, and outcomes of leadership. Those with some college training scored 1.10502, 0.77272, 0.93025, and 1.11063; those who graduated from college scored 0.93153, 0.64791, 0.93540, and 1.12821; and those who completed graduate school scored 1.07728, 0.71620, 087936, and 1.18778 (see Table 29).

Table 29

Standard Deviation by Characteristic for the Educational Achievement of Survey

Respondents

Education	Transformational	Transactional	Passive Avoidant	Outcomes of Leadership
Graduated from high school	0.54938	0.85079	0.63466	0.71340
Some College	1.01502	0.77272	0.93025	1.19063
Graduated from college	0.93153	0.64791	0.93540	1.12821
Completed graduate school	1.07728	0.71620	0.87936	1.18778
Total	0.96200	0.72471	0.90448	1.12689

Of the 225 respondents, we then reviewed variance by leadership characteristics

for each identified educational achievement. Respondents who graduated from high

school formed a variance of 0.2867, 0.6877, 0.3827, and 0.4835, respectively, for the

characteristics of transformational, transactional, passive/avoidance, and outcomes of

leadership. Those with some college training scored 1.0139, 0.5876, 0.8516, and 1.3951;

those who graduated from college scored 0.8583, 0.4152, 0.8655, and 1.2590; and those

who completed graduate school scored 1.1373, .5027, 0.7578, and 1.3826 (see Table 30).

Table 30

Variance by Characteristic for the Identified Educational Achievement of Survey

Respondents

Education	Transformational	Transactional	Passive Avoidant	Outcomes of Leadership
Graduated from high school	0.2867	0.6877	0.3827	0.4835
Some College	1.0139	0.5876	0.8516	1.3951
Graduated from college	0.8583	0.4152	0.8655	1.2590
Completed graduate school	1.1373	0.5027	0.7578	1.3826
Total	0.9213	0.5229	0.8144	1.2642

Once I completed the count, average, standard deviation, and variance calculations by education achievement, I reviewed the responses for all 225 participants to ensure the data were reliable and consistent using Cronbach's alpha formula. The universal rule-of-thumb is that a Cronbach's alpha of .70 and above is good, .80 and above is better, and .90 and above is best. The overall alpha for all 225 respondents was 94.56%, while the alpha for participants who graduated from college was 85.22%, the alpha for those with some college training was 96.06%, the alpha for those who graduated from college was 93.87%, and the alpha for those who graduated from graduate school was 94.97% (see Table 31).

Table 31

Cronbach's Alpha for the Identified Educational Achievement of Survey Respondents

Calculation of Cronbach's Alpha	
Education	Alpha (α)
Graduated from high school	85.22%
Some College	96.06%
Graduated from college	93.87%
Completed graduate school	94.97%
Overall	94.56%

The MLQ asked 45 questions, and I added five demographic questions to discover the answer to this second research hypothesis. One of the demographic questions allowed each participant to identify their educational achievement. The 225 respondents (N = 225) were a sufficient number to evaluate the responses and represented 4.5% of the City of Oakland staff. Those who graduated from high school comprised 11.43% (20) of participants, participants with some college training comprised 36.00% (63), participants

who graduated from college comprised 52.57% (92), and those who graduated from graduate school comprised 28.57% (50) (see Table 27).

As identified in Table 29, when reviewing participant responses and applying standard deviation to assess the quality of the responses, the standard deviation scored as low as 0.54938 to as high as 1.19063. The standard deviation score means the identified survey results were as high as 1.19 standard deviations from the mean. The result was within normal range. Table 32 describes the average score by income groups. I then referenced the results with Table 48, *Percentiles for Individual Scores Based on Total Rating Levels (US)*, to review how these average scores matched up against the national scores administered from Mind Garden. From this comparison, I was able to provide an overview of my findings as it relates to the MLQ and the participant's educational achievement.

Table 32

Participants (N=225) Average Score by Educational Group for TF, TA, PA

Education	Transformational	% Overall Population	Transactional	% Overall Population	Passive Avoidant	% Overall Population	Participants
Graduated from high school	2.50	20%	2.46	50%	1.11	70%	20
Some College	2.49	20%	2.30	40%	1.31	70%	63
Graduated from college	2.41	20%	2.18	40%	1.52	80%	92
Completed graduate school	2.25	20%	2.03	30%	1.25	70%	50
Total	2.40	20%	2.21	40%	1.37	70%	175

Experience

The MLQ asked 45 questions, and I added an additional five demographic

questions to discover the answer to this second research hypothesis. One of the

demographic questions allowed each participant to identify their experience in years of

service. The 225 respondents (N = 225) were a sufficient number to evaluate the

responses and represented 4.5% of the City of Oakland staff. Participants with an

experience level between 1–5 years comprised 14.22% (32) of participants, those with 6–

10 years of experience comprised 7.11% (16), those with 11–15 years comprised 10.22%

(23), those with 16–20 years comprised 16.44% (37), those with 21–25 years comprised

6.22% (14), and those with 25+ years of experience comprised 45.78% (103) (see Table

33).

Table 33

Experience in Years of Survey Respondents

Experience	Number (N)	%
Years 1–5	32	14.22%
Years 6–10	16	7.11%
Years 11–15	23	10.22%
Years 16–20	37	16.44%
Years 21–25	14	6.22%
Years 25+	103	45.78%
Total	225	100.00%

Of the 225 respondents, we then reviewed their average score by leadership

characteristics for each identified level of experience. Participants with 1–5 years of

experience formed an average score of 2.53, 2.57, 1.226, and 2.60, respectively, for the

characteristics of transformational, transactional, passive/avoidance, and outcomes of

leadership. Those with 6–10 years of experience scored 1.91, 1.81, 1.47, and 2.11; those with 11–15 years of experience scored 2.49, 2.33, 1.25, and 2.52; those with 16–20 years of experience scored 2.68, 2.42, 1.18, and 2.93; those with 21–25 years of experience scored 2.39, 2.20, 1.36, and 2.71; and those with 25+ years of experience scored 2.32, 2.05, 1.48, and 2.37 (see Table 34).

Table 34

Average Score by Characteristic for Experience of Survey Respondents

Experience	Transformational	Transactional	Passive Avoidant	Outcomes of Leadership
Years 1–5	2.53	2.57	1.26	2.60
Years 6–10	1.91	1.81	1.47	2.11
Years 11–15	2.49	2.33	1.25	2.52
Years 16–20	2.68	2.42	1.18	2.93
Years 21–25	2.39	2.20	1.36	2.71
Years 25+	2.32	2.05	1.48	2.37
Total	2.40	2.21	1.37	2.51

Of the 225 respondents, we then reviewed standard deviation by leadership characteristics for each identified level of experience. Participants with 1–5 years of experience formed a standard deviation score of 1.01949, 0.78413, 1.05156, and 1.21994, respectively, for the characteristics of transformational, transactional, passive/avoidance, and outcomes of leadership. Those with 6–10 years of experience scored 0.73018, 0.51235, 0.7097, and 0.83086; those with 11–15 years of experience scored 0.79615, 0.47335, 0.75472, and 0.95921; those with 16–20 years of experience scored 0.81773, 0.70046, 1.03142, and 1.01275; those with 21–25 years of experience scored 0.72134, 0.40937, 1.05253, and 0.84646; and those with 25+ years of experience scored 1.05855, 0.75864, 0.84292, and 1.21071 (see Table 35).

Table 35

Standard Deviation by Characteristic for Identified Experience of Survey Respondents

Experience	Transformational	Transactional	Passive Avoidant	Outcomes of Leadership
Years 1–5	1.01949	0.78413	1.05156	1.21994
Years 6–10	0.73018	0.51235	0.72097	0.83086
Years 11–15	0.79615	0.47335	0.75472	0.95921
Years 16–20	0.81773	0.70046	1.03142	1.01275
Years 21–25	0.72134	0.40937	1.05253	0.84646
Years 25+	1.05855	0.75864	0.84292	1.21071
Total	0.96200	0.72471	0.90448	1.12689

Of the 225 respondents, we then reviewed variance by leadership characteristics for each identified experience level. Respondents with 1–5 years of experience formed a variance of 1.0069, 0.5956, 1.0712, and 1.4417, respectively, for the characteristics of transformational, transactional, passive/avoidance, and outcomes of leadership. Those with 6–10 years of experience scored 0.4998, 0.2461, 0.4873, and 0.6472; those with 11–15 years of experience scored 0.6063, 0.2143, 0.5448, and 0.8801; those with 16–20 years of experience scored 0.6506, 0.4774, 1.0351, and 0.9979; those with 21–25 years of experience scored 0.4832, 0.1556, 1.0287, and 0.6653; and those with 25+ years of experience scored 1.1096, 0.5699, 0.7036, and 1.4516 (see Table 36).

Table 36

Variance by Characteristic the Identified Experience of Survey Respondents

Experience	Transformational	Transactional	Passive Avoidant	Outcomes of Leadership
Years 1–5	1.0069	0.5956	1.0712	1.4417
Years 6–10	0.4998	0.2461	0.4873	0.6472
Years 11–15	0.6063	0.2143	0.5448	0.8801
Years 16–20	0.6506	0.4774	1.0351	0.9979
Years 21–25	0.4832	0.1556	1.0287	0.6653
Years 25+	1.1096	0.5699	0.7036	1.4516
Total	0.9213	0.5229	0.8144	1.2642

Once I completed the count, average, standard deviation, and variance calculations by experience in years, I reviewed the responses for all 225 participants to ensure the data were reliable and consistent using Cronbach's alpha formula. The universal rule-of-thumb is that a Cronbach's alpha of .70 and above is good, .80 and above is better, and .90 and above is best. The overall alpha for all 225 respondents was 94.56%, the alpha for 1–5 years of experience was 95.31%, the alpha for 6–10 years of experience was 87.66%, the alpha for 11–15 years of experience was 91.71%, the alpha for 16–20 years of experience was 93.62%, the alpha for 21–25 years of experience was 87.73%, and the alpha for 25+ years of experience was 95.38% (see Table 37).

Table 37

Cronbach's Alpha for the Identified Experience of Survey Respondents

Calculation of Cronbach's Alpha	
Experience	Alpha (α)
Years 1–5	95.31%
Years 6–10	87.66%
Years 11–15	91.71%
Years 16–20	93.62%
Years 21–25	87.73%
Years 25+	95.38%
Overall	94.56%

The MLQ asked 45 questions, and I added five demographic questions to discover the answer to this second research hypothesis. One of the demographic questions allowed each participant to identify their experience in years of service. The 225 respondents (N = 225) were a sufficient number to evaluate the responses and represented 4.5% of the City of Oakland staff. Participants with 1–5 years of experience comprised 14.22% (32) of participants, those with 6–10 years of experience comprised 7.11% (16), those with 11–15 years of experience comprised 10.22% (23), those with 16–20 years of experience comprised 16.44% (37), those with 21–25 years of experience comprised 6.22% (14), and those with 25+ years of experience comprised 45.78% (103) (see Table 33).

As identified in Table 35, when reviewing participant responses and applying standard deviation to assess the quality of the responses, the standard deviation scored as low as 0.40937 to as high as 1.21994. The standard deviation score means the identified survey results were as high as 1.21 standard deviations from the mean. The result was within normal range. Table 38 describes the average score by experience group. I then referenced the results with Table 48, *Percentiles for Individual Scores Based on Total*

Rating Levels (US), to review how these average scores matched up against the national

scores administered from Mind Garden. From this comparison, I was able to provide an

overview of my findings as it relates to the MLQ and the participant's experience.

Table 38

Participants (N=225) Average Score by Experience Group for TF, TA, PA

Experience	Transformational	% Overall Population	Transactional	% Overall Population	Passive Avoidant	% Overall Population	Participants
Years 1–5	2.53	20%	2.57	60%	1.26	70%	32
Years 6–10	1.91	10%	1.81	20%	1.47	80%	16
Years 11–15	2.49	20%	2.33	50%	1.25	70%	23
Years 16–20	2.68	30%	2.42	50%	1.18	70%	37
Years 21–25	2.39	20%	2.20	40%	1.36	70%	14
Years 25+	2.32	20%	2.05	30%	1.48	80%	103
Total	2.40	20%	2.21	40%	1.37	70%	225

Research Hypothesis 3

Gender will be a factor in the style of leadership expected from the City of

Oakland participants.

The MLQ asked 45 questions, and I added an additional five demographic

questions to discover the answer to this first research hypothesis. One of the demographic

questions allowed each participant to identify their gender. The 225 respondents (N =

225) were a sufficient number to evaluate the responses and represented 4.5% of the City

of Oakland staff. Females comprised 57.78% (130) of participants, and males comprised

42.22% (95) (see Table 39).

Table 39

Gender Identity of Survey Respondents

Gender	Number (N)	%
Female	130	57.78%
Male	95	42.22%
Total	225	100.00%

We then reviewed the 225 respondents' average score by leadership characteristics for each identified gender. Females formed an average score of 2.40, 2.19, 1.37, and 2.48, respectively, for the characteristics of transformational, transactional, passive/avoidance, and outcomes of leadership, and males scored 2.40, 2.23, 1.37, and 2.59 (see Table 40).

Table 40

Average Score by Characteristic by Gender of Survey Respondents

Gender	Transformational	Transactional	Passive Avoidant	Outcomes of Leadership
Female	2.40	2.19	1.37	2.45
Male	2.40	2.23	1.37	2.59
Total	2.40	2.21	1.37	2.51

Of the 225 respondents, we then reviewed standard deviation by leadership characteristics for each identified gender. Females formed an average score of 1.04477, 0.77091, 0.92920, and 1.22420, respectively, for the characteristics of transformational, transactional, passive/avoidance, and outcomes of leadership, and males scored 0.84103, 0.65942, 0.87439, and 0.97862 (see Table 41).

Table 41

Standard Deviation by Characteristic by Gender of Survey Respondents

Gender	Transformational	Transactional	Passive Avoidant	Outcomes of Leadership
Female	1.04477	0.77091	0.92920	1.22420
Male	0.84103	0.65942	0.87439	0.97862
Total	0.96200	0.72471	0.90448	1.12689

Of the 225 respondents, we then reviewed variance by leadership characteristics for each identified gender. Females formed an average score of 1.0832, 0.5897, 0.8568, and 1.4871, respectively, for the characteristics of transformational, transactional, passive/avoidance, and outcomes of leadership, and males scored 0.6999, 0.4303, 0.7565, and 0.9476 (see Table 42).

Table 42

Variance by Characteristic by Gender of Survey Respondents

Gender	Transformational	Transactional	Passive Avoidant	Outcomes of Leadership
Female	1.0832	0.5897	0.8568	1.4871
Male	0.6999	0.4303	0.7565	0.9476
Total	0.9213	0.5229	0.8144	1.2642

Once I completed the count, average, standard deviation, and variance calculations by gender, I reviewed the responses for all 225 participants to ensure the data were reliable and consistent using Cronbach's alpha formula. The universal rule-of-thumb is that a Cronbach's alpha of .70 and above is good, .80 and above is better, and .90 and above is best. The overall alpha for all 225 respondents was 94.56%, while females' alpha was 94.55%, and males' alpha was 94.63% (see Table 43).

Table 43

Cronbach's Alpha by Gender of Survey Respondents

Calculation of Cronbach's Alpha	
Gender	Alpha (α)
Female	94.55%
Male	94.63%
Overall	94.56%

The MLQ asked 45 questions, and I added five demographic questions to discover the answer to this first research hypothesis. One of the demographic questions allowed each participant to identify their gender. The 225 respondents (N = 225) were a sufficient number to evaluate the responses and represented 4.5% of the City of Oakland staff. Females comprised 57.78% (130) of participants, and males comprised 42.22% (95) (see Table 39).

As identified in Table 41, when reviewing participant responses and applying standard deviation to assess the quality of the responses, the standard deviation scored as low as 0.65942 to as high as 1.22420. The standard deviation score means the identified survey results were as high as 1.22 standard deviations from the mean. The result was within normal range. Table 44 describes the average score by gender group. I then referenced the results with Table 48, *Percentiles for Individual Scores Based on Total Rating Levels (US)*, to review how these average scores matched up against the national scores administered from Mind Garden. From this comparison, I was able to provide an overview of my findings as it relates to the MLQ and the participant's gender.

Table 1

Participants (N=225) Average Score by Experience Group for TF, TA, PA

Gender	Transformational	% Overall Population	Transactional	% Overall Population	Passive Avoidant	% Overall Population	Participants
Female	2.40	20%	2.19	40%	1.37	70%	130
Male	2.40	20%	2.23	40%	1.37	70%	95
Total	2.40	20%	2.21	40%	1.37	70%	225

Overall Comparison

To make a caparison to the data collected as a result of this research, I used baseline data proved by Mind Garden (Avolio & Bass, 1995, p. 107) to set scoring benchmarks (see Table 45). The MLQ is not intended to encourage the cataloging of a leader as Transformational or Transactional. Instead, it is suitable to classify a leader or a collection of leaders as (i.e.) "more transformational than the norm" or "less transactional than the norm" (Avolio & Bass, 1995, p. 120). I compared portions of my data to link the average for each scale to the norm in Table 48, as identified in Appendix B of the MLQ manual (see Appendix G). For example, by looking at the norm table in Appendix B of the manual, you see that a score of 2.75 for Idealized Attributes (also known as Idealized Influence [Attributed]) is at the 40th percentile, meaning 40% of the normed population scored lower, and 60% scored higher than 2.75.

Table 45

Scale to the Norm MLQ Survey

Percentiles for Individual Scores (US)

Percentiles for Individual Scores Based on Total Rating Levels (US)

	II(A)	II(B)	IM	IS	IC	CR	MBEA	MBEP	LF
N =	27,285	27,285	27,285	27,285	27,285	27,285	27,285	27,285	27,285
%tile	MLQ Scores								
5	1.50	1.50	1.50	1.50	1.25	1.50	0.25	0.00	0.00
10	2.00	1.75	2.00	1.75	1.75	2.00	0.50	0.00	0.00
20	2.25	2.25	2.25	2.25	2.25	2.25	0.96	0.35	0.00
30	2.75	2.50	2.50	2.50	2.50	2.50	1.25	0.50	0.25
40	2.75	2.75	2.75	2.75	2.75	2.75	1.49	0.75	0.25
50	3.00	3.00	3.00	2.75	2.75	3.00	1.67	1.00	0.50
60	3.25	3.25	3.25	3.00	3.00	3.06	1.87	1.04	0.75
70	3.50	3.50	3.43	3.25	3.25	3.25	2.12	1.25	0.92
80	3.50	3.75	3.50	3.43	3.43	3.50	2.50	1.54	1.23
90	3.75	3.75	3.75	3.75	3.75	3.75	2.87	2.00	1.50
95	4.00	4.00	4.00	3.75	3.75	4.00	3.25	2.50	2.00

EE	EFF	SAT	
27,285	27,285	27,285	
Outcomes			%tile
1.00	1.75	1.50	5
1.67	2.00	2.00	10
2.00	2.50	2.50	20
2.33	2.75	3.00	30
2.67	3.00	3.00	40
2.74	3.25	3.00	50
3.00	3.25	3.50	60
3.33	3.50	3.50	70
3.67	3.75	4.00	80
4.00	4.00	4.00	90
4.00	4.00	4.00	95

Percentiles for Individual Scores (US)

Percentiles for Individual Scores Based on Total Rating Levels (US)

LEGEND	II(A) = idealized Influence (Attributed)	KEY OF FREQUENCY:	4.0 = Frequently, if not always
	II(B) - Idealized Influence (Behavior)		3.0 = Fairly often
	IM = Inspirational Motivation		2.0 = Sometimes
	IS = Intellectual Stimulation		1.0 = Once in a while
	IC = Individualized Consideration		0.0 = Not at all
	CR = Contingent Reward		
	MBEA = Management-By-Exception (Active)		
	MBEP = Management-By-Exception (Passive)		
	LF = Laissez-Faire		
	EE = Extra Effort		
	EFF = Effectiveness		
	SAT = Satisfaction		

In addition, we used the base averages by the scale below to set benchmarks to compare the data our survey collected (see Appendix G). The MLQ prepared this data. The license was provided as outlined in Attachment F. The chart details normative samples to include the following scale and associated mean, standard deviation, and range for a sample size of 27,285 (see Table 46).

Table 46

Descriptive Statistics for MLQ 5X 2004 Normative Sample

MLQ International Normative Samples

Table 10a (US)

Descriptive Statistics for MLQ 5X 2004 Normative Sample

Scale	Total Sample (N=27285)		
	Mean	**SD**	**Range**
Idealized Influence: Attributed	2.94	0.76	4.00
Idealized Influence: Behaviors	2.77	0.72	4.00
Inspirational Motivation	2.92	0.76	4.00
Intellectual Stimulation	2.78	0.71	4.00
Individualized Consideration	2.85	0.78	4.00
Contingent Reward	2.87	0.70	4.00
Management by Exception: Active	1.67	0.88	4.00
Management by Exception: Passive	1.03	0.75	4.00
Laissez Faire	0.65	0.67	4.00
Extra Effectiveness	2.74	0.86	4.00
Effectiveness	3.07	0.72	4.00
Satisfaction	3.08	0.83	4.00

I compare Table 46 to Table 47 below, which identifies my results to include mean,

standard deviation, and variance.

Table 47

City of Oakland Overall Results by Scale

Overall Scoring (N=225)			
Scale	Average	StdDev	Variance
II(A)	2.49	1.07	1.14
II(B)	2.36	1.03	1.06
IM	2.28	1.02	1.04
IS	2.51	1.05	1.10
IC	2.37	1.00	1.00
CR	2.42	1.02	1.04
MBEA	1.99	0.92	0.85
MBEP	1.53	0.92	0.85
LF	1.21	1.01	1.01
EE	2.36	1.26	1.58
EFF	2.61	1.09	1.18
SAT	2.56	1.21	1.47

This chapter explains the mean, standard deviation, and variance to further detail the reliability of the survey and to provide context for how leadership theory and certain demographics are linked. Table 48 assess the percentiles for individual scores based on the total of all ratings. Mind Garden, who administered the MLQ instrument, surveyed 27,285 individuals and assessed the baseline percentages for survey outcome by scale and leadership character traits. For example, you see that a score of 2.47 for transactional leadership (TA) is at the 60th percentile, meaning 60% of the normed population scored lower. In answering the hypothetical research assumptions, we dive further into these numbers to assess certain demographics and how each group compared to the baseline norms per Mind Garden's baseline survey.

Table 48

Percentiles for Individual Scores Based on Total Rating Levels (US)

Percentiles for Individual Scores (US)				
	TF	TA	PA	OL
N =	27,285	27,285	27,285	27,285
%tile				
5	1.45	0.88	0.00	1.42
10	1.85	1.25	0.00	1.89
20	2.25	1.61	0.18	2.33
30	2.55	1.88	0.38	2.69
40	2.75	2.12	0.50	2.89
50	2.90	2.34	0.75	3.00
60	3.15	2.47	0.90	3.25
70	3.39	2.69	1.09	3.44
80	3.52	3.00	1.39	3.81
90	3.75	3.31	1.75	4.00
95	3.90	3.63	2.25	4.00

Chapter Summary

This chapter sought to present and review the data from this quantitative study, which used a comprehensive survey to explore the understanding of City of Oakland executives' understanding of transactional- and transformational-leadership theories and principles and the impacts of these approaches from a management perspective. The goal was to survey individuals who represent policy (elected), executive (department heads), and labor (unions). The survey gathered information from many perspectives about the City of Oakland. Analysis entailed finding common threads from this quantitative research.

CHAPTER V

SUMMARY, DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

This chapter provides an overview including a review of the study's purpose and research questions, a discussion of the findings, and conclusions based on the findings described in Chapter 4. A discussion of implications and recommendations for future research and practice is also included.

Summary of the Study

The purpose of this study was to conduct a quantitative study, surveying public-sector executives in the City of Oakland to determine the barriers that make it difficult to manage performance and tackle complex issues. This study delved into the possibility for these leaders to create transformational rather than transactional environments in this sector. Some issues make it difficult for public-sector executives to be transformational leaders, prohibiting these executives from delivering high-quality and efficient services to the public and developing change management. The research entailed identifying the obstacles presented by the leadership team in the transactional (Weber, 1947) and transformational (Bass, 1985) context of the full-range leadership model. Theory and practice studies showed that transactional leadership is a necessary evolutionary path toward transformational leadership, evolving from the relatively stable to a turbulent environment, characterized by many unknown factors. Transformational leadership is a characteristic interaction among social actors, initiatives, efficiencies, and effectiveness, providing readiness for change using a variety of strategic choices in accordance with the requirements of the environment and the perceptions of new visions and business goals.

This evolutionary path coexists with environmental changes. Transformational leaders inevitably instigate a complex process based on individual vision, courage, willingness to learn, and openness to followers and values that include better, more efficient, and radical changes in the organization and the environment (Nikezić et al., 2012).

A deep assessment of transactional and transformational theories and their association with the obstacles local governments face yielded a useful assessment of information that augments the limited research in this area. The information offered can help mitigate leadership barriers in the public sector. This research offers transparency on the issues public-sector executives and managers experience as they attempt to make the workplace more efficient. In addition, this study further developed issues local leaders face when addressing organizational performance. Little research exists that identifies the barriers local public-sector executives experience against the backdrop of transactional and transformational leadership.

<center>Discussion of Findings</center>

The finding from this study was presented in Chapter 4 where we delved into the possibility for these leaders to create transformational rather than transactional environments in the public sector. The survey relied on the willingness of respondents to take part; therefore, it was important for the researchers to expend time and consideration on its design to encourage participation. The complete participation of executives, policymakers, and union representatives and their engagement was critical for the study's success because the extent of that participation could have limited the outcomes. What follows is a discussion of study findings and the conclusions drawn from the research, viewed through critical lenses.

Research Hypothesis 1

Race demographics will be a factor in the style of leadership expected from the City of Oakland participants.

The study found that American Indian, Alaska Natives, Native Hawaiian, other Pacific Islanders, and other racial groups faired higher than at least 50% of the norm, as it relates to a transformational form of leadership. Whereas Blacks and Whites performed low in this category. The results are not surprising when you look at the way public sector work is performed. The work is completed in more of a transactional way; thus, nearly all racial groups (Native Americans or other Pacific Islanders) scored higher on the transactional leadership questions. The results show similar findings for the passive avoidant (laissez-faire leadership) leadership style. Leaders motivate followers to maximize their full abilities so that leader and followers can meet their goals (Northouse, 2016). Findings from this study suggest that public-sector professionals use transformational leadership regularly, but it is more likely that these types of professionals would use transactional or laissez-faire leadership (Bass & Avolio, 1994). The scores were exceptionally high in transactional and laissez-faire leadership. Both human relations and conceptual leadership functions relate to transformational leadership. Human relations function mandates that the leadership of an organization works directly with followers to understand the outcomes and link those outcomes to those who directly or indirectly benefit from said goals (Avolio et al., 2010). These conceptual functions directly correlate with the inspirational motivations scale of transformational leadership, which necessitates that leaders motivate and inspire followers. A surprising finding from the MLQ results in this study was that the public sector is so heavily transactional and

passive in their leadership style. As resources become scarce, there must be a shift from a transactional to a more transformational approach to the work (Avolio & Bass, 1995).

Research Hypothesis 2

Income, education, and seniority will be a factor in the style of leadership expected from the City of Oakland participants.

Income

The study found, on average, individuals whose annual income is between $100,000–$150,000 faired lower as it relates to transformational leadership approaches, and those with an income between $150,001–$250,000+ scored higher as it relates to transformational leadership. The results could be attributed to the fact that the higher one's salary, the higher one's classification and authority level within an organization. Lower-level employees are less transformational than higher-level employees. The finding concludes that managers, directors, and executives apply a more transformational approach to their work. The results are not surprising when you look at the way public sector work is performed; managers direct the work with a more transformational approach, and lower-level staff perform the work as directed. In contrast, the work is completed in more of a transactional way by participants who earn between $0–$150,000 than participants earning between $150,001–$250,000+. Also, nearly all income groups scored higher on the transactional leadership questions. The results show similar findings for the passive avoidant (laissez-faire leadership) leadership style (Bass & Avolio, 1994). Findings from this study suggest that public-sector professionals use transformational leadership regularly, but it is more likely that these types of professionals would use transactional or laissez-faire leadership. Also, lower-income participants are more

transactional than transformational compared to higher-income participants. Both human relations and conceptual leadership functions relate to transformational leadership. Human relations function mandates that the leadership of an organization works directly with followers to understand the outcomes and link those outcomes to those who directly or indirectly benefit from said goals. These conceptual functions directly correlate with the inspirational motivations scale of transformational leadership, which necessitates that leaders motivate and inspire followers. The public sector is heavily transactional and passive in their leadership style. As resources become scarce, there must be a shift from a transactional to a more transformational approach to the work.

Education

The study found a unique trend that was not expected. Participants who graduated from high school or had some college training scored higher in the transformational leadership areas than those participants who completed college or completed their graduate studies. These findings are surprising because when looking at income level, the higher the income, the better the score in the transformational leadership area. I previously assumed that income and education would align; meaning, as your income level increased, your education level increased. The finding can conclude that no matter your educational level, transformational leadership can be utilized. This area does not further research a mechanism where I associate education level and income to derive a conclusion based on any correlation with the two demographics. The results are surprising when you look at the way public sector work builds its classification systems.

There is a civil service classification system that associates positions with education level in the public sector, especially in the City of Oakland. The higher the

position, the higher the minimum requirements are as they relate to education. Similar to race and income, participants govern in a more transactional way, as the transactional leadership scores are double those of transformational leadership. Also, as one's education increases, one's transactional leadership score decreases, which is somewhat surprising as the scores relate to transformational leadership (Bass & Avolio, 1994). The results show similar findings for the passive avoidant (laissez-faire leadership) leadership style. Findings from this study suggest that public sector professionals use transformational leadership regularly, but it is more likely these types of professionals would use transactional or laissez-faire leadership. Also, participants are more transactional than transformational at all educational thresholds. Both human relations and conceptual leadership functions relate to transformational leadership. Human relations function mandates that the leadership of an organization works directly with followers to understand the outcomes and link those outcomes to those who directly or indirectly benefit from said goals. These conceptual functions directly correlate with the inspirational motivations scale of transformational leadership, which necessitates that leaders motivate and inspire followers. A surprising finding from the MLQ results in this study was that the public sector is so heavily transactional and passive in their leadership style. As resources become scarce, there must be a shift from a transactional to a more transformational approach to the work.

Experience

The study found unexpected results as they relate to the participants' experiences in this MLQ. The higher grouping that displayed transformational leadership tendencies was individuals with 16–20 years of experience. Participants below and above this group

scored lower on average. My previous assumptions estimated that the more experience one has, the more transformational leadership traits one exudes. Without further investigation, it would be difficult to understand more about what the data displayed. The results align with the other demographics as it relates to the participants' experiences (race, income, and education), meaning transactional and laissez-faire leadership scores were double those of transformational leadership. Public-sector employees follow a more transactional approach to the work. Findings from this study suggest that public sector professionals use transformational leadership regularly, but it is more likely these types of professionals would use transactional or laissez-faire leadership. Also, participants are more transactional than transformational at all experience thresholds. Both human relations and conceptual leadership functions relate to transformational leadership. Human relations function mandates the leadership of an organization works directly with followers to understand the outcomes and link those outcomes to those who directly or indirectly benefit from said goals. These conceptual functions directly correlate with the inspirational motivations scale of transformational leadership, which necessitates that leaders motivate and inspire followers. A surprising finding from the MLQ results in this study was that the public sector is so heavily transactional and passive in their leadership style. As resources become scarce, there must be a shift from a transactional to a more transformational approach to the work.

Research Hypothesis 3

Gender will be a factor in the style of leadership expected from the City of Oakland participants.

The study found similar results from male and female participants. When looking at gender as a demographic, there was little difference in how each group responded to transformational, transactional, and laissez-faire leadership questions. It would seem that no matter your gender, you will be equally indoctrinated into the public sector's way of doing business. In breaking this down by gender, we assumed that participants who responded to the survey questions fit within the ranges of race, income, educational achievement, and experiences. As a result, this may explain why the results were statistically similar; without performing more research, one would assume this to be the case. Similar to all the other demographic categories, participants at least doubled their transactional and laissez-faire leadership as it related to transformational leadership. Again, this finding was consistent with all demographic trends.

Findings from this study suggest that public sector professionals use transformational leadership regularly, but it is more likely that these types of professionals would use transactional or laissez-faire leadership. Also, participants are more transactional than transformational for these two particular gender categories. Both human relations and conceptual leadership functions relate to transformational leadership. Human relations function mandates that the leadership of an organization works directly with followers to understand the outcomes and link those outcomes to those who directly or indirectly benefit from said goals. These conceptual functions directly correlate with the inspirational motivations scale of transformational leadership, which necessitates that leaders motivate and inspire followers. A surprising finding from the MLQ results in this study was that the public sector is very heavily transactional and passive in their

leadership style. As resources become scarce, there must be a shift from a transactional to a more transformational approach to the work.

Additional Findings

The survey had limited unintentional defects, which can be modified if the questionnaire is used in future research. First, I would attempt to gather a larger sample size by race. When looking at the demographics by race, there was limited participation in demographic groups outside of the White (66% of participants) sampling. Many participants did not complete the survey, and I would redesign the survey to prepare participants on the time it takes to complete the survey. The second flaw was not adding questions around the type of employee we were surveying. In this survey, we did not explicitly ask the questions about their level of leadership in the organization, and the addition of another variable would let me know leadership styles by their authority level. We made many assumptions related to authority level, but I should have obtained more data to expand this area a bit more. Having those data points may have offered meaningful demographic information and the opportunity to develop more vigorous recommendations for public sector professionals. Another issue was the number of participants who started the MLQ survey but did not finish the survey. Incomplete surveys were likely a result of the time the survey took to complete and the number of questions it asked. The survey took plenty of time to complete, and many participants did not take the time to complete the entire survey. The factors listed above may have, in the end, affected the results of this MLQ leadership survey.

Conclusions

The researcher concluded the three main topics from this research. First, public-sector leaders across the board, rather by race, income, educational achievement, experience, or gender, scored higher in transactional and laissez-faire leadership approached than in transformational leadership. Furthermore, public sector leadership utilizes transactional and laissez-faire leadership at double the rate of transformational leadership. Also, participants in this survey utilized transactional and laissez-faire leadership at a higher rate than the general population. The utilization of transactional and laissez-faire leadership is not abnormal; the public sector is built to support the public and ensure services are delivered in an efficient manner with a high level of transparency. There are major consequences to making mistakes. As such, many people in the public sector are risk averse. As such, we conclude that work and leadership style are more transactional than inspirational.

Second, there was little-to-no difference in responses from participants who were female or male. The research supports the notion that regardless of gender, leadership styles are by all means equal. In the public sector, like many other sectors of employment, leadership positions are dominated by males. As females enter these leadership positions, they provide similar leadership styles. When all things are equal, there is no significant statistical difference in response.

Third, public sector professionals have a way to go to be more transformational in their leadership approach. The scope and complexity of services and programs delivered by local governmental organizations have amplified over time, predominantly in programs with outcomes that are not easily measured, such as local economic or environmental regulation, homelessness, illegal dumping, and housing. The combination

of complex program delivery and economic challenges means that planning for a successful workforce is increasingly difficult for local policymakers and executives, and as such, an increased transformational approach may benefit this sector of employment.

It was essential to assess the next steps once the findings and conclusions of this study were completed. The next section offers a conversation on thoughts for potential research and implications for future practice.

<center>Implications</center>

Understanding public-sector leadership and leadership development approaches are crucial to the future of the profession, as the understanding of leadership approaches and theory is one of the critical professional abilities essential for public sector professionals to flourish. Leadership development is an important activity for countless leaders who seek to move this sector of employment further. This research satisfies many needs for future researchers. It plugs a hole in the literature with respect to leadership style theories and methodology of leadership development in the public sector.

This study explored the understanding of transactional- and transformational-leadership theories and principles and the impacts of these approaches from a management perspective. The goal was to survey individuals who represent local government. The survey gathered information from many perspectives in the City of Oakland and sought common emerging threads, suggesting that the industry may need to assess alternative leadership styles. While there is literature surrounding public sector leadership, much of it is not practical, and it is very difficult for average public sector employees to digest. This research will add value to those who work in the public sector, but there is much more to research and distill for leaders in this profession. Also, this

research will help others build on the foundation created within this study for the City of Oakland. However, as many cities do not have Oakland's demographic make-up, it would be useful to assess the impacts of demographic shifts and how they may impact leadership styles.

Recommendations for the Profession

My recommendations for the profession are critical to achieve the level of success everyone is investing in (taxpayers) for the general public. Public sector leadership represents many different levels of government, rather those federal, state, county, or local employees, understanding leadership styles and the impacts of these styles is critical to motivate government employees and could impact how services are provided and the efficiencies of those service levels. I recommend the Federal government take on this task and provide funding for researchers to delve into the details of leadership theories and the impacts of these theories. By funding the research, we can begin to develop training manuals, literature, books, and educational curriculum so public sector employees can be properly trained and educated on this subject. I understand the change may not come immediately, but the investment would potentially yield a large return if we can impact how employees are motivated to perform. We can start by developing continuing education and offering opportunities for individuals in the public sector. There are many opportunities, but not many that teach leadership to understand the theories, research, and impacts of leadership. Too often, leadership training is discovered by accident rather than as planned, so employees are not purposefully or strategically trained. In closing, my recommendation is for more research funding, and the development of training, literature, books, and coursework for public sector professionals.

Recommendations for Future Research

This study is a minor contribution to the possible amount of material available regarding the theories of leadership and leadership development. There are numerous methods where research can begin to dive deeper into understanding the impacts where future studies would assist in developing the understanding of public sector leadership. Future research must include the following:

- Leadership theories as they relate to the public sector and their impacts on public sector employees as they progress throughout their careers

- The impact of these leadership theories on service delivery

- The relationship between this research and efficiency as to which services are delivered

- Leadership styles and improving the attractiveness of public sector employment to the larger workforce

- The relationship between transactional and transformational leadership and their impacts

Further research outside of this study may include the following:

- The MLQ survey only assess the participant to a certain extent; there must be a more quantitative analysis of each participant to better understand the relationship because of the survey as it relates to the two leadership styles.

- An examination into the effect of developmental relationships on transformational, transactional, and laissez-faire leadership for public sector professionals

- Evaluation of leadership styles (transformational, transactional, and laissez-

faire leadership) for public sector professionals and their counterparts in the private sector, looking to find any differences and assessing which sector is best for the individual

- The study of the public- and private-sector professional's leadership paths and research, as they are congruent

For this research to be successful, the researchers must follow all participants for the longevity of their careers to gain as much data and information to help form their research results. The participants must be willing to commit to such a long research period.

<div align="center">Concluding Remarks</div>

This study only scratched the surface of the research that should be performed for public sector leaders. The scope and complexity of services and programs delivered by local governmental organizations have amplified over time, predominantly in programs with outcomes that are not easily measured, such as local economic or environmental regulation, homelessness, illegal dumping, and housing. The combination of complex program delivery and economic challenges means that planning for a successful workforce is increasingly difficult for local policymakers and executives.

Local government challenges are not isolated to economic and program-delivery; local agencies also face an aging workforce and competition with the private sector. Recruiting and retaining talented staff with the skillset often associated with public-service employees is a constant concern. Challenges include competing for equal compensation and benefits, including perks. Private companies traditionally offer flexible schedules and alternative work locations. Many governmental organizations are

challenged to transition to a more modern work environment. Local governmental leaders

must factor in recruitment, retention, compensation packages, declining retirement

systems, flexible work schedules, and other historical challenges in hiring and retaining

quality talent.

If more research can be performed, we will be able to figure out more efficient

and equitable solutions to provide services and programs to the most needed populations.

It is critical to understand leadership theories and the impact they have on organizational

development, growth, and success. The public sector could potentially begin to flourish if

we can properly fund or acknowledge the need for further research on this topic.

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APPENDIX A

MLQ SURVEY INSTRUMENT

For use by Jason Mitchell only. Received from Mind Garden, Inc. on June 17, 2019

MLQ   Multifactor Leadership Questionnaire™
Leader Form (5x-Short)

My Name: _____   Date: _____

Organization ID #: _____   Leader ID #: _____

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

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

Use the following rating scale:

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

1.	I provide others with assistance in exchange for their efforts		0 1 2 3 4
2.	I re-examine critical assumptions to question whether they are appropriate		0 1 2 3 4
3.	I fail to interfere until problems become serious		0 1 2 3 4
4.	I focus attention on irregularities, mistakes, exceptions, and deviations from standards		0 1 2 3 4
5.	I avoid getting involved when important issues arise		0 1 2 3 4
6.	I talk about my most important values and beliefs		0 1 2 3 4
7.	I am absent when needed		0 1 2 3 4
8.	I seek differing perspectives when solving problems		0 1 2 3 4
9.	I talk optimistically about the future		0 1 2 3 4
10.	I instill pride in others for being associated with me		0 1 2 3 4
11.	I discuss in specific terms who is responsible for achieving performance targets		0 1 2 3 4
12.	I wait for things to go wrong before taking action		0 1 2 3 4
13.	I talk enthusiastically about what needs to be accomplished		0 1 2 3 4
14.	I specify the importance of having a strong sense of purpose		0 1 2 3 4
15.	I spend time teaching and coaching		0 1 2 3 4

Continued =>

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

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

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

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

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

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

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

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

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

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

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

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

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

28. I avoid making decisions 0 1 2 3 4

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

MLQ   Multifactor Leadership Questionnaire
Rater Form (5x-Short)

Name of Leader: _____   Date: _____

Organization ID #: _____   Leader ID #: _____

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

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

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

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

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

THE PERSON I AM RATING. . .

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

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

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

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

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

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

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

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

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

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

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

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

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

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

28. Avoids making decisions 0 1 2 3 4

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

MLQ   Multifactor Leadership Questionnaire
Scoring Key (5x) Short

My Name: _____ Date: _____

Organization ID #: _____ Leader ID #: _____

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

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

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

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

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

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

Individualized Consideration total/4 =   Effectiveness total/4 =

Contingent Reward total/4 =   Satisfaction total/2 =

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

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

16. **Contingent Reward** 0 1 2 3 4
17. **Management-by-Exception (Passive)** 0 1 2 3 4
18. **Idealized Influence (Attributed)** 0 1 2 3 4
19. **Individualized Consideration** 0 1 2 3 4
20. **Management-by-Exception (Passive)** 0 1 2 3 4
21. **Idealized Influence (Attributed)** 0 1 2 3 4
22. **Management-by-Exception (Active)** 0 1 2 3 4
23. **Idealized Influence (Behavior)** 0 1 2 3 4
24. **Management-by-Exception (Active)** 0 1 2 3 4
25. **Idealized Influence (Attributed)** 0 1 2 3 4
26. **Inspirational Motivation** 0 1 2 3 4
27. **Management-by-Exception (Active)** 0 1 2 3 4
28. **Laissez-faire** 0 1 2 3 4
29. **Individualized Consideration** 0 1 2 3 4
30. **Intellectual Stimulation** 0 1 2 3 4
31. **Individualized Consideration** 0 1 2 3 4
32. **Intellectual Stimulation** 0 1 2 3 4
33. **Laissez-faire** 0 1 2 3 4
34. **Idealized Influence (Behavior)** 0 1 2 3 4
35. **Contingent Reward** 0 1 2 3 4
36. **Inspirational Motivation** 0 1 2 3 4
37. **Effectiveness** 0 1 2 3 4
38. **Satisfaction** 0 1 2 3 4
39. **Extra Effort** 0 1 2 3 4
40. **Effectiveness** 0 1 2 3 4
41. **Satisfaction** 0 1 2 3 4
42. **Extra Effort** 0 1 2 3 4
43. **Effectiveness** 0 1 2 3 4
44. **Extra Effort** 0 1 2 3 4
45. **Effectiveness** 0 1 2 3 4

APPENDIX B

MIND GARDEN LICENSE

Multifactor Leadership Questionnaire™

Instrument (Leader and Rater Form)

and Scoring Guide
(Form 5X-Short)

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by Bruce Avolio and Bernard Bass

Published by Mind Garden, Inc.

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APPENDIX C

EMAIL TO STAFF SURVEY

Research Study Invitational Letter

Dear Surveyor: May 09, 2018

Currently, I am a doctoral candidate at the University of San Francisco and I am in the process of collecting data for my dissertation research and analysis. The focus of the research is transactional and transformational leadership theory, and specifically in the City of Oakland and within the local government public sector arena.

As an employee in the City of Oakland, your unique experiences and observations can provide valuable information that may assist other leaders striving to applying managerial skills in this sector. Toward that end, I invite you to complete the 45-minute Multifactor Leadership Questionnaire where you will be presented with forty-five questions. Your identity and content of your responses will remain confidential. Your participation is completely voluntary, and you may remove yourself from the process at any time, up and to the point of final dissertation approval.

The survey will please complete via on-line at your work stations or at any location that provides you the ability to use the internet. Finally, you will need to participate during non-work hours such as a lunch period, vacation or flex time off, or evenings or weekends. Additionally, please review the attached study participant consent form. By agreeing to the survey, you are authorizing your consent. If you do not wish to participate in this invitation, no further action on your part is necessary.

Thank you for your consideration. Please contact me with any questions that you may have about the process at Jason_mitchell@earthlink.net, (510) 382-9870.

Sincerely,

Jason W. Mitchell

APPENDIX D

SAMPLE SCORING COMPARISON

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The MLQ -- *I've finished my data collection... Now what?*

Step 1: Acquire the Manual for the MLQ
If you need to order the manual, you may go online and with a credit card order a PDF/electronic copy to be delivered same day. http://www.mindgarden.com/products/mlqr.htm#mlqrs

Step 2: Group the MLQ Items
Use the MLQ Scoring Key in the manual to group items by scale (See below for classification of items and scales).

Step 3: Calculation of Averages
Calculate an average by scale. (Example: the items which are included in the Idealized Influence (Attributed) are Items 10,18,21,25. Add the scores for all responses to these items and divide by the total number of responses for that item. Blank answers should not be included in the calculation). NOTE: you may find a spreadsheet tool such as MS Excel to be helpful in recording, organizing and calculating averages.

Step 4: Analysis
The MLQ is not designed to encourage the labeling of a leader as Transformational or Transactional. Rather, it is more appropriate to identify a leader or group of leaders as (for example) "more transformational than the norm" or "less transactional than the norm".

One option for analysis is to compare the average for each scale to the norm tables in Appendix B of the MLQ Manual. (EXAMPLE: by looking at the norm table in Appendix B of the Manual, you will see that a score of 2.75 for Idealized Attributes (also known as Idealized Influence (Attributed)) is at the 40th percentile, meaning 40% of the normed population scored lower, and 60% scored higher than 2.75.)

See next page

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Characteristic	Scale Name	Scale Abbrev	Items
Transformational	Idealized Attributes or Idealized Influence (Attributes)	IA or II(A)	10,18,21,25
Transformational	Idealized Behaviors or Idealized Influence (Behaviors)	IB or II(B)	6,14,23,34
Transformational	Inspirational Motivation	IM	9,13,26,36
Transformational	Intellectual Stimulation	IS	2,8,30,32
Transformational	Individual Consideration	IC	15,19,29,31
Transactional	Contingent Reward	CR	1,11,16,35
Transactional	Mgmt by Exception (Active)	MBEA	4,22,24,27
Passive Avoidant	Mgmt by Exception (Passive)	MBEP	3,12,17,20
Passive Avoidant	Laissez-Faire	LF	5,7,28,33

Characteristic	Scale Name	Scale Abbrev	Items
*Outcomes of Leadrshp	Extra Effort	EE	39,42,44
Outcomes of Leadrshp	Effectiveness	EFF	37,40,43,45
Outcomes of Leadrshp	Satisfaction	SAT	38,41

*As the term connotes, the Outcomes of Leadership are not Leadership styles, rather they are outcomes or results of leadership behavior.

APPENDIX E

DEMOGRAPHIC SURVEY QUESTIONS

Public Sector Leadership Survey   Page 1 of 4

Public Sector Leadership Survey

Can public sector leadership create trans-formative change?

How old were you when you obtained your first leadership position?

○ Age 18-25

○ Age 26-35

○ Age 36-45

○ Age 46-55

○ Age 56+

How much money do you make in your current position?

○ Annual Salary $0 - $50,000

○ Annual Salary $50,001 - $100,000

○ Annual Salary $100,001 - $150,000

○ Annual Salary $150,001 - $200,000

○ Annual Salary $200,000 +

How many years have you been in a leadership role (manager or higher)?

○ Years 0 - 5

○ Years 6 - 10

○ Years 11 - 15

○ Years 16 - 20

○ Years 21+

Are your the following gender?

○ Male

○ Female

What race are you?

○ White

○ Black or African American

○ Asian American

○ Hispanic American

○ Other

What is your highest level of education?

○ High School

○ Some College

○ Graduated College

○ Master's Degree

○ Doctoral Degree

What type of classification do you currently hold?

○ Executive

○ Elected Policy maker

○ Manager

○ Supervisor

○ Line Staff

Do you currently have a disability?

○ Yes

○ No

Where you born in the USA?

○ Yes

○ No

Please click on the following link to complete the survey: https://www.mindgarden.com/16-mult

Your answer

SUBMIT

Never submit passwords through Google Forms.

APPENDIX F

SAMPLE NORMS TABLE

Factor Structure, Norms and Descriptive Statistics

We will now present the latest findings testing the MLQ factor structure with the normative data base maintained by Mind Garden. In the series of tables and results that follow, all of the findings discussed are based on the latest normative data set. The tables that follow are only the normative sample based on U.S. data. A pdf file of these tables based on the international samples listed in Table 1, is available at:

www.mindgarden.com/docs/MLQinternationalnorms.pdf

Table 10. (US) Descriptive Statistics for MLQ 5X 2004 Normative Sample

Scale	Total Sample (N=27,285)			Self (N=3,375)			Higher Level (N=4,268)			Same Level (N=5,185)			Lower Level (N=4,376)			Other Level (N=1,959)		
	Mean	SD	Range	Mean	SD	Range	Mean	SD	Range	Mean	SD	Range	Mean	SD	Range	Mean	SD	Range
II(A)	2.94	.76	4.00	2.95	.53	3.50	2.97	.71	4.00	2.93	.75	4.00	2.93	.82	4.00	2.88	.81	4.00
II(B)	2.77	.72	4.00	2.99	.59	3.75	2.74	.70	4.00	2.77	.70	4.00	2.73	.76	4.00	2.72	.75	4.00
IM	2.92	.76	4.00	3.04	.59	3.50	2.78	.76	4.00	2.84	.74	4.00	2.97	.79	4.00	2.84	.82	4.00
IS	2.78	.71	4.00	2.96	.52	3.50	2.70	.69	4.00	2.77	.70	4.00	2.76	.75	4.00	2.72	.75	4.00
IC	2.85	.78	4.00	3.16	.52	3.00	2.83	.66	4.00	2.83	.74	4.00	2.78	.88	4.00	2.75	.81	4.00
CR	2.87	.70	4.00	2.99	.53	3.50	2.87	.62	4.00	2.88	.65	4.00	2.84	.78	4.00	2.81	.73	4.00
MBEA	1.67	.88	4.00	1.58	.79	4.00	1.68	.88	4.00	1.72	.86	4.00	1.67	.92	4.00	1.73	.89	4.00
MBEP	1.03	.75	4.00	1.07	.62	4.00	1.03	.73	4.00	1.04	.74	4.00	1.02	.79	4.00	1.04	.78	4.00
LF	.65	.67	4.00	.61	.52	3.50	.63	.63	4.00	.65	.66	4.00	.66	.72	4.00	.72	.71	4.00
EE	2.74	.86	4.00	2.79	.61	4.00	2.68	.78	4.00	2.68	.87	4.00	2.78	.94	4.00	2.69	.90	4.00
EFF	3.07	.72	4.00	3.14	.51	3.75	3.05	.71	4.00	3.02	.73	4.00	3.09	.78	4.00	3.00	.77	4.00
SAT	3.08	.83	4.00	3.09	.55	3.50	3.08	.76	4.00	3.08	.80	4.00	3.09	.91	4.00	3.02	.90	4.00

LEGEND:
II(A) = IDEALIZED INFLUENCE (ATTRIBUTED)
II(B) = IDEALIZED INFLUENCE (BEHAVIOR)
IM = INSPIRATIONAL MOTIVATION
IS = INTELLECTUAL STIMULATION
IC = INDIVIDUALIZED CONSIDERATION
CR = CONTINGENT REWARD
MBEA = MANAGEMENT-BY-EXCEPTION (ACTIVE)
MBEP = MANAGEMENT-BY-EXCEPTION (PASSIVE)
LF = LAISSEZ-FAIRE
EE = EXTRA EFFORT
EFF = EFFECTIVENESS
SAT = SATISFACTION

KEY OF FREQUENCY:
4.0 = Frequently, if not always
3.0 = Fairly often
2.0 = Sometimes
1.0 = Once in a while
0.0 = Not at all

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Table 11 shows intercorrelations among MLQ 5X factor scores for the overall 2004 sample. There were high, positive correlations among the five transformational leadership scales, similar to the intercorrelations reported for the MLQ 5R survey (see Bass & Avolio, 1990) and previous analyses with the 1999 normative sample. There were also positive and significant correlations between the contingent reward scale and each of the five scales comprising transformational leadership. However, the average inter-correlation among the 5 transformational scales was (US: total: .64, Self: .46, Higher level: .63, Same level: .64, Lower level: .65, Other level: .67)

The high correlations among the transformational scales and transactional contingent reward leadership were expected for several reasons. First, both transactional and transformational leadership represents active, positive forms of leadership. Second, leaders have been shown in repeated investigations to be both transactional and transformational. Third, as Shamir (1995) argues, the consistent honoring of transactional agreements builds trust, dependability, and perceptions of consistency with leaders among followers, which are each a basis for transformational leadership. Therefore, we would expect to obtain a high positive correlation among these factors, as was observed in Tables 11 below and the tables representing the international data (www.mindgarden.com/docs/MLQinternationalnorms.pdf).

Goodwin, Wofford, and Whittington (2001) suggested that the high correlation between transformational and transactional leadership ratings may be due to the item composition of the contingent reward scale. Specifically, when these authors distinguished items that represented a 'pure exchange' or 'transaction' from those that represented recognition rewards, they found that the former items had a considerably lower relationship with the transformational scale. In effect, the original idea of creating contingent reward items that were pure exchange or *quid pro quo* oriented produced the relationships that Bass and Avolio have suggested versus the higher level transactions such as recognition, which were more highly associated with transformational leadership. To some extent, one would expect recognition items and transformational leadership items to correlate in that transformational leaders are individually considerate and to be so, they would have to recognize followers.

As expected, active *corrective* transactional leadership or management-by-exception (Active) labeled MBEA exhibited either low positive or negative correlations with the transformational and a *constructive* form of transactional leadership (CR). MBEA also positively correlated with its more passive and corrective form (MBEP) and inactive laissez-faire leadership ratings. A recent factor analysis (Garman, Davis-Lenane, & Corrigan, 2003) supported these results.

Table 11 a-1. (US, Total) Intercorrelations among MLQ Factor Scores [a]

	I(A)	I(B)	IM	IS	IC	CR	MBEA	MBEP	LF	EE	EFF	SAT
I(A)	(.75)											
I(B)	.64**	(.70)										
IM	.68**	.68**	(.83)									
IS	.64**	.59**	.59**	(.75)								
IC	.71**	.60**	.59**	.68**	(.77)							
CR	.67**	.61**	.62**	.61**	.68**	(.69)						
MBEA	-.07**	.02**	.08**	-.01	-.12**	.01	(.75)					
MBEP	-.36**	-.27**	-.30**	-.33**	-.32**	-.32**	.10**	(.70)				
LF	-.49**	-.34**	-.37**	-.39**	-.42**	-.44**	.08**	.61**	(.71)			
EE	.71**	.57**	.62**	.62**	.68**	.63**	-.06**	-.33**	-.42**	(.83)		
EFF	.73**	.56**	.60**	.63**	.67**	.67**	-.06**	-.43**	-.56**	.72**	(.82)	
SAT	.75**	.54**	.60**	.62**	.70**	.64**	-.12**	-.40**	-.52**	.71**	.79**	(.79)

[a] N = 27,285. Numbers in parentheses are reliability scores.

* p < .05 ** p < .01

Table 11a-2. (US, Self) Intercorrelations among MLQ Factor Scores [a]

	I(A)	I(B)	IM	IS	IC	CR	MBEA	MBEP	LF	EE	EFF	SAT
I(A)	(.70)											
I(B)	.49**	(.64)										
IM	.54**	.58*	(.76)									
IS	.39**	.44**	.43**	(.64)								
IC	.46**	.42**	.41**	.45**	(.62)							
CR	.45**	.43**	.45**	.38**	.44**	(.60)						
MBEA	-.01	.01	-.08**	.02	-.13**	.06**	(.75)					
MBEP	-.16**	-.13**	-.19**	-.17**	-.16**	-.13**	.11**	(.64)				
LF	-.25**	-.17**	-.25**	-.15**	-.20**	-.24**	.07**	.46**	(.60)			
EE	.55**	.46**	.56**	.45**	.47**	.45**	-.02	-.22**	-.24**	(.79)		
EFF	.53**	.37**	.50**	.37**	.44**	.47**	-.05**	-.25**	-.38**	.56**	(.67)	
SAT	.52**	.35**	.43**	.36**	.46**	.39**	-.07**	-.20**	-.27**	.53**	.60**	(.78)

[a] N = 3,755. Numbers in parentheses are reliability scores.

* p < .05; ** p < .01

Table 11a-3. (US, Raters at a Higher Level than the Focal Leader) Intercorrelations among MLQ Factor Scores [a]

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	N(A)	N(B)	IM	IS	IC	CR	MBEA	MBEP	LF	EE	EFF	SAT
N(A)	(.76)											
N(B)	.63**	(.48)										
IM	.69**	.68**	(.83)									
IS	.63**	.57**	.58**	(.77)								
IC	.69**	.60**	.59**	.64**	(.70)							
CR	.63**	.59**	.60**	.57**	.64**	(.66)						
MBEA	-.03**	.06**	-.03**	.02	-.07**	.08**	(.79)					
MBEP	-.30**	-.27**	-.32**	-.36**	-.32**	-.31**	.14**	(.51)				
LF	-.51**	-.34**	-.39**	-.41**	-.40**	-.43**	.08**	.61**	(.71)			
EE	.65**	.56**	.59**	.57**	.66**	.60**	-.01	-.31**	-.39**	(.83)		
EFF	.73**	.54**	.62**	.63**	.64**	.65**	-.02	-.45**	-.57**	.69**	(.83)	
SAT	.75**	.55**	.62**	.62**	.66**	.62**	-.09**	-.42**	-.53**	.65**	.80**	(.75)

[a] N = 4,268, Numbers in parentheses are reliability scores.
* $p < .05$, ** $p < .01$

Table 11a-4. (US, Raters at the Same Level or Peer of the Focal Leader) Intercorrelations among MLQ Factor Scores [a]

	N(A)	N(B)	IM	IS	IC	CR	MBEA	MBEP	LF	EE	EFF	SAT
N(A)	(.77)											
N(B)	.65**	(.71)										
IM	.68**	.67**	(.82)									
IS	.66**	.59**	.59**	(.77)								
IC	.72**	.61**	.58**	.68**	(.76)							
CR	.66**	.60**	.59**	.61**	.67**	(.68)						
MBEA	-.06**	.02	-.08**	-.01	-.12**	.03	(.76)					
MBEP	-.39**	-.30**	-.33**	-.36**	-.35**	-.34**	.13**	(.70)				
LF	-.51**	-.36**	-.39**	-.41**	-.42	-.44**	.08**	.62**	(.72)			
EE	.71**	.58**	.61**	.62**	.69**	.63**	-.04**	-.36**	-.44**	(.85)		
EFF	.74**	.56**	.62**	.64**	.67**	.66**	-.05**	-.44**	-.56**	.72**	(.83)	
SAT	.77**	.55**	.59**	.64**	.70**	.64**	-.10**	-.42**	-.53**	.71**	.80**	(.77)

[a] N = 5,185, Numbers in parentheses are reliability scores.
* $p < .05$, ** $p < .01$

Table 11a-5. (US, Raters at a Lower Level than the Focal Leader) Intercorrelations among MLQ Factor Scores [a]

	I(A)	I(B)	IM	IS	IC	CR	MBEA	MBEP	LF	EE	EFF	SAT
I(A)	(.77)											
I(B)	.67**	(.70)										
IM	.70**	.70**	(.83)									
IS	.68**	.62**	.61**	(.75)								
IC	.75**	.61**	.62**	.71**	(.80)							
CR	.71**	.64**	.66**	.65**	.73**	(.73)						
MBEA	.10**	.02	-.09**	-.02	-.13**	-.02	(.74)					
MBEP	-.37**	-.28**	-.30**	-.34**	-.34**	-.34**	.09**	(.70)				
LF	-.50**	-.35**	-.38**	-.42**	-.45**	-.47**	-.08	.62**	(.74)			
EE	.74**	.59**	.64**	.65**	.72**	.67**	-.07	-.35**	-.45**	(.84)		
EFF	.76**	.59**	.65**	.65**	.72**	.70**	-.07	-.45**	-.58**	.74**	(.84)	
SAT	.77**	.56**	.62**	.65**	.74	.68**	-.15**	-.41**	-.54**	.74**	.82**	(.84)

[a] N = 12,118, Numbers in parentheses are reliability scores.

* p < .05; ** p < .01

Table 11a-6. (US, Raters at an Other Level) Intercorrelations among MLQ Factor Scores [a]

	I(A)	I(B)	IM	IS	IC	CR	MBEA	MBEP	LF	EE	EFF	SAT
I(A)	(.77)											
I(B)	.68**	(.71)										
IM	.72**	.71**	(.83)									
IS	.68**	.60**	.62**	(.76)								
IC	.75**	.63**	.63**	.70**	(.77)							
CR	.70**	.63**	.66**	.65**	.71**	(.70)						
MBEA	-.07	.03	-.07	-.02	-.10**	.03	(.73)					
MBEP	-.41**	-.31**	-.36**	-.36**	-.37**	-.36**	.07*	(.72)				
LF	-.51**	-.37**	-.42**	-.40**	-.44**	-.44**	.06	.63**	(.72)			
EE	.74**	.60**	.65**	.62**	.70**	.63**	-.09*	-.35**	-.45**	(.83)		
EFF	.75**	.59**	.65**	.65**	.70**	.68**	-.06	-.48**	-.58**	.75**	(.83)	
SAT	.77**	.57**	.63**	.63**	.73**	.66**	-.13*	-.44**	-.53**	.73**	.81**	(.82)

[a] N = 1,959, Numbers in parentheses are reliability scores.

* p < .05; ** p < .01

Overall, as theorized by the Full Range of Leadership, the correlation matrices presented above confirm earlier patterns and results with the MLQ 5R and 5X: (1) transformational leadership scales were highly positively correlated with all rated criterion variables such as followers' rated Extra Effort (EE), Effectiveness (EFF), and Satisfaction (SAT); (2) Contingent reward was also positively related with the outcome measures, but less so then the transformational scale ratings; (3) MBEA was only slightly correlated with these outcome measures; and (4) MBEP and LF scales were strongly negatively correlated with EE, EFF, and SAT. This hierarchical pattern of relationships replicated earlier results reported with the MLQ 5R (Bass & Avolio, 1990), and parallels results of two meta-analyses of studies using MLQ 5R, which included subjective *and* objective criterion measures (Lowe, et al., 1995; Patterson, Fuller, et al., 1995). Specifically, in descending order, the transformational, transactional and non-transactional leadership factors were correlated with extra effort, effectiveness and satisfaction, with the more corrective and passive forms of leadership being negatively correlated with the outcome measures. Figures 1a and 1b from Lowe, Kroeck, et al. (1996) represented the hierarchical ordering of leadership and outcome measures noted above.

Confirmatory Factor Analysis with 2003 Normative Samples

Moving to the Full Range Model of Nine Factors

In the next series of analyses, we provide the results of testing a nine factor model against the earlier models tested, including the target six factor model. These tests were conducted on the most recent global data base for the MLQ 5X survey cited above in Tables 1. In addition to these results, the reader is encouraged to review Antonakis, Avolio and Subrasubramaniam (2003) findings with the MLQ 5X nine factor model. These analyses and results were based on the MLQ U.S. normative data base collected up until the year 2000. Subsequent results below incorporate the global data base as well as data collected over the last three years. As the reader will note, in all instances, there is clear support for the nine factor model regardless of rater source or geographical region.

We used the same procedures described above for conducting the CFA analyses with the MLQ Form 5X 36 item survey. We have not provided all of the model comparisons below as in earlier analyses, and focus primarily on the nine factor model, which was superior to all other models including the six factor model.

We present for each normative sample by region the results of the CFA for the different model comparisons followed by the results on an item-by-item level for the nine factor optimal solution.

Note that the MLQ 5X survey is composed of behavioral items for all of the leadership scales, except Idealized Influence (formerly called Charisma). Since Idealized Influence can be viewed as both a *behavior* and an *impact* in the eye of the beholder linked to the relationship of the leader and follower, a fifth transformational scale was included in the previously revised survey to capture these non-behavioral and/or impact items.

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Table 12.1. Overall Fit Measures among Several Factor Models (US)

Fit measure	Model			
	One-factor model	Two-factor model	Three-factor model	Nine-factor model (full model)
GFI*	0.74	0.78	0.78	0.92
AGFI**	0.71	0.75	0.76	0.91
CFI***	0.71	0.74	0.75	0.91
RMSEA****	0.08	0.08	0.08	0.05

*Goodness of fit index
**Adjusted Goodness of Fit Index
***Comparative Fit Index
****Root Mean Squared Error of Approximation

Table 12.2. Item Loadings with the Nine-Factor Model (US)

Item	Factor II(A)	Item	Factor II(B)	Item	Factor IM	Item	Factor IS	Item	Factor IC
II(A)10	0.73	II(B) 6	0.45	IM9	0.70	IS2	0.52	IC15	0.67
II(A)18	0.69	II(B)14	0.75	IM13	0.76	IS8	0.60	IC19	0.59
II(A)21	0.81	II(B)23	0.55	IM26	0.74	IS30	0.76	IC29	0.65
II(A)25	0.44	II(B)34	0.73	IM36	0.73	IS32	0.74	IC31	0.79

Item	Factor CR	Item	Factor MBEA	Item	Factor MBEP	Item	Factor LF
CR1	0.51	MBEA 4	0.65	MBEP3	0.62	LF5	0.68
CR11	0.57	MBEA22	0.61	MBEP12	0.80	LF7	0.52
CR16	0.64	MBEA24	0.70	MBEP17	0.34	LF28	0.65
CR35	0.69	MBEA27	0.66	MBEP20	0.73	LF33	0.64

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Table 13: Comparison of Overall Fit Measures among Several Factor Models by Levels in the U.S.

Table 13.1. One-factor model

Fit measure	Rater (self)	Rater (above)	Rater (same)	Rater (below)	Rater (not specified)
GFI*	0.78	0.72	0.74	0.73	0.75
AGFI**	0.76	0.68	0.71	0.70	0.72
CFI***	0.58	0.68	0.72	0.73	0.75
RMSEA****	0.08	0.09	0.08	0.08	0.08

*Goodness of fit index
**Adjusted Goodness of Fit Index
***Comparative Fit Index
****Root Mean Squared Error of Approximation

Table 13.2. Two-factor model

Fit measure	Rater (self)	Rater (above)	Rater (same)	Rater (below)	Rater (not specified)
GFI*	0.81	0.76	0.78	0.77	0.78
AGFI**	0.79	0.73	0.75	0.74	0.75
CFI***	0.63	0.73	0.75	0.76	0.77
RMSEA****	0.07	0.08	0.08	0.08	0.08

*Goodness of fit index
**Adjusted Goodness of Fit Index
***Comparative Fit Index
****Root Mean Squared Error of Approximation

Table 13.3. Three-factor model

Fit measure	Rater (self)	Rater (above)	Rater (same)	Rater (below)	Rater (not specified)
GFI*	0.81	0.76	0.79	0.78	0.79
AGFI**	0.79	0.73	0.76	0.75	0.76
CFI***	0.64	0.73	0.76	0.77	0.78
RMSEA****	0.07	0.08	0.08	0.08	0.08

*Goodness of fit index
**Adjusted Goodness of Fit Index
***Comparative Fit Index
****Root Mean Squared Error of Approximation

Table 13.4. Nine-factor model (full model)

Fit measure	Rater (self)	Rater (above)	Rater (same)	Rater (below)	Rater (not specified)
GFI*	0.93	0.91	0.92	0.91	0.91
AGFI**	0.91	0.89	0.90	0.90	0.89
CFI***	0.89	0.91	0.91	0.91	0.91
RMSEA****	0.05	0.05	0.05	0.05	0.05

*Goodness of fit index
**Adjusted Goodness of Fit Index
***Comparative Fit Index
****Root Mean Squared Error of Approximation

Table 13.5: Item Loadings with the Nine-Factor Model Rater Level: Self

Item	Factor II(A)	Item	Factor II(B)	Item	Factor IM	Item	Factor IS	Item	Factor IC
II(A)10	0.58	II(B) 6	0.48	IM9	0.63	IS2	0.42	IC15	0.56
II(A)18	0.39	II(B)14	0.71	IM13	0.72	IS8	0.48	IC19	0.37
II(A)21	0.57	II(B)23	0.36	IM26	0.70	IS30	0.68	IC29	0.49
II(A)25	0.53	II(B)34	0.68	IM36	0.63	IS32	0.66	IC31	0.74

Item	Factor CR	Item	Factor MBEA	Item	Factor MBEP	Item	Factor LF
CR1	0.24	MBEA 4	0.60	MBEP3	0.58	LF5	0.53
CR11	0.56	MBEA22	0.70	MBEP12	0.71	LF7	0.38
CR16	0.60	MBEA24	0.63	MBEP17	0.33	LF28	0.57
CR35	0.52	MBEA27	0.69	MBEP20	0.68	LF33	0.54

Table 13.6: Rater Level: Above

Item	Factor II(A)	Item	Factor II(B)	Item	Factor IM	Item	Factor IS	Item	Factor IC
II(A)10	0.78	II(B) 6	0.53	IM9	0.74	IS2	0.59	IC15	0.60
II(A)18	0.67	II(B)14	0.77	IM13	0.77	IS8	0.63	IC19	0.56
II(A)21	0.80	II(B)23	0.53	IM26	0.74	IS30	0.76	IC29	0.59
II(A)25	0.48	II(B)34	0.74	IM36	0.72	IS32	0.73	IC31	0.70

Item	Factor CR	Item	Factor MBEA	Item	Factor MBEP	Item	Factor LF
CR1	0.45	MBEA 4	0.70	MBEP3	0.65	LF5	0.70
CR11	0.61	MBEA22	0.68	MBEP12	0.83	LF7	0.51
CR16	0.63	MBEA24	0.71	MBEP17	0.39	LF28	0.62
CR35	0.65	MBEA27	0.69	MBEP20	0.77	LF33	0.65

Table 13.7: Rater Level: Same

Item	Factor II(A)	Item	Factor II(B)	Item	Factor IM	Item	Factor IS	Item	Factor IC
II(A)10	0.75	II(B) 6	0.45	IM9	0.71	IS2	0.56	IC15	0.66
II(A)18	0.69	II(B)14	0.74	IM13	0.74	IS8	0.62	IC19	0.58
II(A)21	0.82	II(B)23	0.55	IM26	0.74	IS30	0.76	IC29	0.63
II(A)25	0.48	II(B)34	0.73	IM36	0.73	IS32	0.75	IC31	0.77

Item	Factor CR	Item	Factor MBEA	Item	Factor MBEP	Item	Factor LF
CR1	0.50	MBEA 4	0.66	MBEP3	0.63	LF5	0.67
CR11	0.55	MBEA22	0.65	MBEP12	0.79	LF7	0.54
CR16	0.63	MBEA24	0.69	MBEP17	0.36	LF28	0.66
CR35	0.68	MBEA27	0.66	MBEP20	0.75	LF33	0.64

Table 13.8: Rater Level: Below

Item	Factor II(A)	Item	Factor II(B)	Item	Factor IM	Item	Factor IS	Item	Factor IC
II(A)10	0.75	II(B) 6	0.42	IM9	0.69	IS2	0.52	IC15	0.70
II(A)18	0.71	II(B)14	0.75	IM13	0.77	IS8	0.58	IC19	0.63
II(A)21	0.83	II(B)23	0.58	IM26	0.75	IS30	0.78	IC29	0.68
II(A)25	0.44	II(B)34	0.73	IM36	0.75	IS32	0.74	IC31	0.82

Item	Factor CR	Item	Factor MBEA	Item	Factor MBEP	Item	Factor LF
CR1	0.58	MBEA 4	0.65	MBEP3	0.62	LF5	0.70
CR11	0.58	MBEA22	0.56	MBEP12	0.82	LF7	0.54
CR16	0.66	MBEA24	0.72	MBEP17	0.32	LF28	0.68
CR35	0.71	MBEA27	0.66	MBEP20	0.73	LF33	0.66

Table 13.9: Rater Level: Other

Item	Factor II(A)	Item	Factor II(B)	Item	Factor IM	Item	Factor IS	Item	Factor IC
II(A)10	0.76	II(B) 6	0.42	IM9	0.70	IS2	0.55	IC15	0.66
II(A)18	0.71	II(B)14	0.75	IM13	0.77	IS8	0.61	IC19	0.61
II(A)21	0.83	II(B)23	0.58	IM26	0.76	IS30	0.75	IC29	0.63
II(A)25	0.46	II(B)34	0.73	IM36	0.73	IS32	0.74	IC31	0.80

Item	Factor CR	Item	Factor MBEA	Item	Factor MBEP	Item	Factor LF
CR1	0.58	MBEA 4	0.62	MBEP3	0.60	LF5	0.66
CR11	0.52	MBEA22	0.58	MBEP12	0.79	LF7	0.54
CR16	0.63	MBEA24	0.70	MBEP17	0.39	LF28	0.66
CR35	0.68	MBEA27	0.66	MBEP20	0.73	LF33	0.62

In summary, testing the nine factor model across regions and by rater level, by and large showed strong and consistent support for the full range 9-factor model. In all cases, the nine factor model produced the best fit. There were some instances where item loadings varied across region and particularly by level or source of ratings. However, there was a clear pattern of consistency for the nine factor model across these respective findings by region and rater.

These latest findings provide relatively conclusive results for examining a broader and fuller range of leadership styles, especially where one is examining the MLQ 5X factor structure in a relatively large and diverse sample set.

Conclusions

As with any leadership survey, there will always be some limitations that have been well-documented in the leadership literature. Cognizant of these limitations, we have set out over the last 20 years to provide the very best validation evidence for the MLQ and now in its most recent form 5X. We have learned over time, which items work and which don't. We have seen a tremendous amount of consistency across raters, regions and cultures in terms of support for the nine factor full range model. The current manual provides ample support for using the nine factor model as the basis for research, assessment and development.

Correlations with Cognitive and Personality Assessments

Correlates with Big 5 Personality

There have been attempts to conceptually and through research (e.g., Bono & Judge, 2003; Judge and Bono, 2001) link transformational leadership with the "big five" personality traits. Judge and Bono (2000) examined the degree to which the Five-factor model of personality is related to transformational leadership. Specifically, they posited that neuroticism, extraversion, openness to experience, conscientiousness, and agreeableness would predict ratings of transformational leadership. Results based on 14 samples of leaders from over 200 organizations revealed that extraversion and agreeableness positively predicted transformational leadership. Openness to experience was positively correlated with transformational leadership, although its effects disappeared once the influence of other traits was controlled. Neuroticism and conscientiousness were unrelated to transformational leadership.

Bono and Judge (2003), using a contemporary theory in personality/social psychology—the self-concordance theory—to demonstrate how transformational leaders affect follower engagement with their work. Specifically, their results revealed that followers of transformational leaders are more likely to identify with their work—to see it as fulfilling, enjoyable, and important. Cable and Judge (2003) examined the relationship between personality traits and influence tactics, and also the extent to which managers' choices of influence tactics depend on the leadership style of their targets. Results showed that managers were more likely to use inspirational appeal tactics when their supervisor was a transformational leader.

Pillai, Williams, Lowe, and Jung (2003) examined personality characteristics (e.g., Proactive Behavior, Need for Achievement, Emotional Empathy) that have been associated with both intent to vote and actual voting of presidential candidates. Results from this study showed that personality attributes such as pro-activity, need for achievement, and emotional empathy drive were positively correlated with ratings of attributed charisma, as measured by items adapted from MLQ.

Cognitive and Personality Traits

Correlations have been obtained between the MLQ scales and cognitive and personality traits. Ascendancy, dominance, conscientiousness, internal locus of control, higher moral reasoning, optimism, self-efficacy, self-confidence, hardiness, and idealism have been examined as particularly likely precursors of Idealized Influence (Charisma) and Inspirational Motivation. Other traits expected to correlate with MLQ transformational leadership scores include persistence, vitality, tenacity, determination, ability to cope with conflicting demands, proactivity, task orientation,

honesty, integrity, knowledgeability, credibility, and originality. Individualized Consideration and the transactional components would be expected to reveal different patterns of correlations with cognitive and personality traits (Avolio & Bass, 1994).

When looking at traits associated with MLQ transformational leadership, it is important to distinguish between the socialized and personalized charisma of the transformational and the pseudotransformational leader. The socialized leader moves associates toward shared benefits; the personalized leader is self-serving and uses associates for personal gain (House & Howell, 1992).

Avolio & Bass (1994) correlated the *Gordon Personal Profile* (GPP) concurrently with MLQ profiles for 118 community leaders, half male and half female. Idealized Influence (attributed and behavioral) correlated .21 (p < .01) with GPP ascendancy and .23 (p < .01) with GPP sociability. MLQ Inspirational Motivation also correlated similarly with GPP ascendancy (.23) and sociability (.25). Unexpected was the finding that the correlation between Locus of Control and these two MLQ scales was .03 for each scale, which contradicted previous results reported earlier by Howell and Avolio (1993).

The Thinking scale of the *Myers-Briggs Type Indicator* (MBTI) correlated -.25 (p < .01), and the Feeling scale correlated .18 (p < .05) with Idealized Influence, but insignificantly with Inspirational Motivation. But Inspirational Motivation correlated significantly .20 (p < .05) with MBTI Sensing. Intellectual Stimulation correlated .19 (p < .05) with GPP ascendancy but unexpectedly did not reach statistical significance with any of the MBTI scales. Individualized Consideration correlated with GPP ascendancy .20 (p < .05) like the other transformational scales and additionally with sociability .21 (p < .01), as might have been expected. Individualized Consideration also correlated significantly (p < .05) with the MBTI scales of Extroversion (.19), Feeling (.19), and lack of Thinking (-.22).

As for predictions of transactional leadership, Contingent Reward, like the transformational components, correlated significantly with the GPP scales of ascendancy, .18 (p < .05), and sociability .23 (p < .01). Only the MBTI scale of Thinking was significantly correlated (negatively) with Contingent Reward, -.19 (p < .05).

Forty focal commissioned officers in charge of 40 cadet squadrons at the Air Force Academy (35 men and 5 women) were assessed by Ross and Offerman (1991) with truncated measures from the MLQ as rated by the cadets within the squadrons. A single MLQ Charisma-Inspirational scale correlated respectively as follows with inventoried personality traits measured by the Gough and Heilbrun *Adjective Check List* (1983): self-confidence and personal adjustment, .63; pragmatism, .69; need for change, .39; nurturance, .67; feminine attributes, .54; lack of aggression, -.47; and criticalness, -.49.

Atwater and Yammarino (1993) studied composite MLQ transformational and transactional leadership of 99 men and 8 women midshipman at the

U.S. Naval Academy, who served as plebe summer squad leaders. They completed the MBTI, the Epstein and Maier *Constructive Thinking Inventory* (CTI), and Cattell's (1950) 16PF inventory.

The MBTI Thinking and Feeling scales correlated -.29 and -.30 respectively with subordinates' and superiors' MLQ transformational ratings of the focal squad leaders. The parallel correlations for transactional leadership were .30 and .30. CTI Emotional Coping correlated -.25 with transformational leadership and -.32 with transactional leadership, according to subordinates' MLQ ratings. Superiors' MLQ ratings of the transformational leadership of the squad leaders correlated .22 with Behavioral Coping, -.20 with Superstitious Thinking, -.26 with Negative Thinking, and .22 with Naive Optimism. Correlations of the superiors' MLQ ratings of the focal squad leaders with transactional leadership were as follows: Behavioral Coping, .28; Naive Optimism, .23; and Negative Thinking, -.33 (the negative correlation implied positive thinking).

Subordinates' MLQ transformational and transactional ratings correlated .20 and .23 respectively with the 16PF intelligence scales scores. Superiors' MLQ transformational and transactional ratings correlated .22 and .26 with 16PF Conformity. Transactional leadership correlated .24 with 16PF Self-Discipline.

Atwater, Lau et al. (1994) analyzed results for 141 military cadets in their junior year, whose MLQ transformational leadership scores, according to lower classmen, were forecast significantly by a large battery of personality, temperament, and attitudinal tests and measures for three hardiness scales (Kobasa, Maddi, & Puccelli, 1982). The three scale ratings of hardiness were correlated .23, .15, and .37 with subsequent ratings of transformational leadership. Also important in predicting transformational leadership were measures of physical fitness (.21).

For the transactional components, Contingent Reward correlated (r = -.18) with SAT Math, .24 with MBTI Sensing, and .15 with overall physical fitness. Results with forecasting Laissez-Faire leadership were SAT Math .23 and .18 with a *lower level* of moral reasoning on the Rest (1986) *Defining Issues Test* (DIT).

Although Locus of Control (Rotter, 1966) failed to be statistically predictive in the preceding analyses, Howell and Avolio (1993) reported a significant path coefficient of .33 with Individualized Consideration, .25 with Intellectual Stimulation, and .18 with Charisma. In this study, Locus of Control predicted transformational leadership when they used a 13-item scale, which represented the core characteristics of Locus of Control without the political elements.

Gibbons (1986) also found concurrent MLQ correlation validities for Locus of Control using the (1973) *Personality Orientation Inventory* (POI). Gibbons correlated associates' MLQ ratings of 20 senior executives employed by Digital Equipment and the executives' POI scale scores. Self-assessed inner direction of the executives correlated .37 with their associates' ratings of the executives' Charisma, .44 with Individualized Consideration, .33 with

Inspirational Motivation, and .41 with Contingent Reward. Inner Locus of Control correlated -.04 with Managing-by-Exception and -.27 with Laissez-Faire leadership.

Self-acceptance correlated .41 with Charisma, .46 with Individualized Consideration, .43 with Inspirational Motivation, and .41 with Contingent Reward, but -.19 with Management-by-Exception and -.20 with Laissez-Faire leadership.

Illustrative of the potential of using a composite of personality characteristics to predict transformational leadership, Atwater and Yammarino (1993) produced step-wise multiple R's of .53 and .48 from the personality assessments respectively against peer and superiors' MLQ ratings of the squad leaders. For the corresponding predictions of transactional leadership, the multiple R's were .57 and .49. As an example of the specification equation for peer MLQ ratings the weighted predictors (standardized betas) were: .05 Behavioral Coping, -.13 Emotional Coping, +.13 PF Warmth, +.22 PF Intelligence, -.04 PF Conformity, +.16 MBTI Sensing/Intuiting, -.21 MBTI Thinking/Feeling, +.30 Varsity Sports.

APPENDIX G

SURVEY BENCHMARKS

Appendix B:
Percentiles for Individual Scores (US)

Percentiles for Individual Scores Based Total of all Rating Levels (US)

	II(A)	II(B)	IM	IS	IC	CR	MBEA	MBEP	LF		EE	EFF	SAT	
N =	27,285	27,285	27,285	27,285	27,285	27,285	27,285	2,7285	27,285		27,285	27,285	27,285	
%tile	MLQ Scores										Outcomes			%tile
5	1.50	1.50	1.50	1.50	1.25	1.50	.25	.00	.00		1.00	1.75	1.50	5
10	2.00	1.75	2.00	1.75	1.75	2.00	.50	.00	.00		1.67	2.00	2.00	10
20	2.25	2.25	2.25	2.25	2.25	2.25	.96	.35	.00		2.00	2.50	2.50	20
30	2.75	2.50	2.50	2.50	2.50	2.50	1.25	.50	.25		2.33	2.75	3.00	30
40	2.75	2.75	2.75	2.75	2.75	2.75	1.49	.75	.25		2.67	3.00	3.00	40
50	3.00	3.00	3.00	2.75	2.75	3.00	1.67	1.00	.50		2.74	3.25	3.00	50
60	3.25	3.25	3.25	3.00	3.00	3.06	1.87	1.04	.75		3.00	3.25	3.50	60
70	3.50	3.50	3.43	3.25	3.25	3.25	2.12	1.25	.92		3.33	3.50	3.50	70
80	3.50	3.75	3.50	3.43	3.43	3.50	2.50	1.54	1.23		3.67	3.75	4.00	80
90	3.75	3.75	3.75	3.75	3.75	3.75	2.87	2.00	1.50		4.00	4.00	4.00	90
95	4.00	4.00	3.75	3.75	4.00	4.00	3.25	2.50	2.00		4.00	4.00	4.00	95

LEGEND: II(A) = IDEALIZED INFLUENCE (ATTRIBUTED)
II(B) = IDEALIZED INFLUENCE (BEHAVIOR)
IM = INSPIRATIONAL MOTIVATION
IS = INTELLECTUAL STIMULATION
IC = INDIVIDUALIZED CONSIDERATION
CR = CONTINGENT REWARD
MBEA = MANAGEMENT-BY-EXCEPTION (ACTIVE)
MBEP = MANAGEMENT-BY-EXCEPTION (PASSIVE)
LF = LAISSEZ-FAIRE
EE = EXTRA EFFORT
EFF = EFFECTIVENESS
SAT = SATISFACTION

KEY OF FREQUENCY:
4.0 = Frequently, if not always
3.0 = Fairly often
2.0 = Sometimes
1.0 = Once in a while
0.0 = Not at all

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Percentiles for Individual Scores Based on Self Ratings (US)

%tile	I(A)	I(B)	IM	IS	IC	CR	MBEA	MBEP	LF	EE	EFF	SAT	%tile
N =	3,755	3,755	3,755	3,755	3,755	3,755	3,755	3,755	3,755	3,755	3,755	3,755	
					MLQ Scores						Outcomes		
5	2.00	2.00	2.00	2.00	2.25	2.00	.25	.25	.00	1.92	2.25	2.00	5
10	2.25	2.25	2.25	2.25	2.50	2.25	.50	.25	.00	2.00	2.50	2.50	10
20	2.50	2.50	2.50	2.50	2.75	2.50	1.00	.50	.25	2.33	2.75	2.50	20
30	2.75	2.75	2.75	2.75	3.00	2.75	1.00	.75	.25	2.45	3.00	3.00	30
40	2.75	3.00	3.00	2.75	3.00	3.00	1.25	.85	.50	2.67	3.00	3.00	40
50	3.00	3.00	3.00	3.00	3.25	3.00	1.50	1.00	.50	2.74	3.25	3.00	50
60	3.00	3.25	3.25	3.00	3.25	3.25	1.75	1.25	.75	3.00	3.25	3.00	60
70	3.25	3.25	3.50	3.25	3.50	3.25	2.00	1.25	.75	3.00	3.50	3.50	70
80	3.50	3.50	3.50	3.50	3.50	3.50	2.25	1.50	1.00	3.33	3.50	3.50	80
90	3.50	3.75	3.75	3.75	3.75	3.75	2.75	2.00	1.25	3.67	3.75	4.00	90
95	3.75	4.00	4.00	3.75	4.00	3.75	3.00	2.25	1.50	4.00	4.00	4.00	95

Percentiles for Individual Scores Based on Higher Level Ratings (US)

%tile	I(A)	I(B)	IM	IS	IC	CR	MBEA	MBEP	LF	EE	EFF	SAT	%tile
N =	4,268	4,268	4,268	4,268	4,268	4,268	4,268	4,268	4,268	4,268	4,268	4,268	
					MLQ Scores						Outcomes		
5	1.75	1.75	1.50	1.50	1.50	1.75	.25	.00	.00	1.33	1.75	1.50	5
10	2.00	2.00	1.75	1.75	2.00	2.00	.50	.25	.00	1.67	2.00	2.00	10
20	2.50	2.50	2.25	2.18	2.25	2.43	.95	.35	.00	2.00	2.50	2.50	20
30	2.75	2.75	2.50	2.41	2.50	2.62	1.25	.50	.25	2.33	3.00	3.00	30
40	2.95	2.95	2.75	2.50	2.75	2.75	1.50	.75	.25	2.67	3.04	3.00	40
50	3.00	3.00	2.90	2.75	2.97	3.00	1.70	1.00	.50	2.74	3.25	3.08	50
60	3.25	3.25	3.00	3.00	3.00	3.00	1.95	1.03	.75	2.82	3.50	3.50	60
70	3.50	3.50	3.25	3.00	3.25	3.25	2.21	1.25	.92	3.00	3.50	3.50	70
80	3.50	3.50	3.50	3.25	3.96	3.47	2.50	1.50	1.17	3.33	3.75	3.50	80
90	3.75	3.75	3.75	3.50	3.67	3.62	2.88	2.00	1.50	3.67	4.00	4.00	90
95	4.00	4.00	4.00	3.75	3.75	3.75	3.25	2.50	2.00	4.00	4.00	4.00	95

Percentiles for Individual Scores Based on Same Level Ratings (US)

	I(A)	I(B)	IM	IS	IC	CR	MBEA	MBEP	LF	EE	EFF	SAT	
N =	5,185	5,185	5,185	5,185	5,185	5,185	5,185	5,185	5,185	5,185	5,185	5,185	
%tile				MLQ Scores						Outcomes			%tile
5	1.50	1.50	1.50	1.50	1.50	1.75	.25	.00	.00	.00	1.75	1.50	5
10	2.00	1.75	1.75	1.75	1.75	2.00	.50	.11	.00	1.66	2.00	2.00	10
20	2.25	2.25	2.25	2.25	2.25	2.37	1.00	.35	.00	2.00	2.50	2.50	20
30	2.67	2.50	2.50	2.50	2.50	2.60	1.25	.50	.25	2.23	2.75	2.91	30
40	2.75	2.75	2.75	2.75	2.75	2.75	1.50	.75	.25	2.67	3.00	3.00	40
50	3.00	2.75	3.00	2.75	3.00	3.06	1.75	1.00	.50	2.73	3.03	3.08	50
60	3.25	3.00	3.00	3.00	3.00	3.25	2.00	1.04	.75	3.00	3.25	3.50	60
70	3.50	3.25	3.25	3.25	3.25	3.25	2.25	1.25	1.00	3.33	3.50	3.50	70
80	3.50	3.28	3.28	3.34	3.34	3.50	2.50	1.50	1.17	3.34	3.75	4.00	80
90	3.75	3.75	3.75	3.75	3.75	3.75	2.87	2.00	1.50	3.67	4.00	4.00	90
95	4.00	3.75	4.00	4.00	4.00	4.77	3.25	2.50	2.50	4.00	4.00	4.00	95

Percentiles for Individual Scores Based on Lower Level Ratings (US)

	I(A)	I(B)	IM	IS	IC	CR	MBEA	MBEP	LF	EE	EFF	SAT	
N =	12,118	12,118	12,118	12,118	12,118	12,118	12,118	12,118	12,118	12,118	12,118	12,118	
%tile				MLQ Scores						Outcomes			%tile
5	1.25	1.25	1.50	1.50	1.00	1.29	.25	.00	.00	1.00	1.50	1.00	5
10	1.75	1.75	2.00	1.75	1.50	1.75	.50	.00	.00	1.33	2.00	2.00	10
20	2.25	2.21	2.25	2.25	2.00	2.25	.75	.25	.00	2.00	2.00	2.50	20
30	2.50	2.50	2.75	2.50	2.50	2.50	1.11	.50	.25	2.33	2.50	3.00	30
40	2.75	2.54	3.00	2.75	2.75	2.75	1.37	.75	.25	2.67	2.75	3.00	40
50	3.00	2.75	3.00	2.75	3.00	3.00	1.62	1.00	.50	3.00	3.00	3.50	50
60	3.25	3.00	3.25	3.00	3.17	3.13	1.87	1.00	.75	3.00	3.25	3.50	60
70	3.50	3.25	3.50	3.25	3.25	3.25	2.25	1.25	.93	3.33	3.50	3.67	70
80	3.75	3.46	3.75	3.50	3.50	3.50	2.50	1.70	1.25	3.67	3.52	4.00	80
90	4.00	3.75	4.00	3.75	3.75	3.75	3.00	2.00	1.75	4.00	4.00	4.00	90
95	4.00	3.75	4.00	4.00	4.00	4.00	3.25	2.50	2.00	4.00	4.00	4.00	95

Percentiles for Individual Scores Based on Other Level Ratings (US)

%tile	II(A) 1,959	II(B) 1,959	IM 1,959	IS 1,959	IC 1,959	CR 1,959	MBEA 1,959	MBEP 1,959	LF 1,959	EE 1,959	EFF 1,959	SAT 1,959	%tile
					MLQ Scores						Outcomes		
5	1.25	1.25	1.25	1.25	1.25	1.50	.25	.00	.00	1.00	1.50	1.50	5
10	1.75	1.75	1.75	1.75	1.75	1.81	.50	.00	.00	1.33	2.00	1.91	10
20	2.25	2.21	2.25	2.11	2.23	2.25	1.00	.25	.00	2.00	2.50	2.50	20
30	2.50	2.50	2.50	2.43	2.48	2.50	1.25	.50	.25	2.34	2.75	2.50	30
40	2.75	2.66	2.75	2.59	2.66	2.75	1.50	.75	.35	2.67	3.00	3.00	40
50	3.00	2.75	3.00	2.75	2.82	2.82	1.67	1.00	.50	2.74	3.07	3.00	50
60	3.25	3.00	3.02	3.00	3.00	3.00	1.95	1.24	1.00	3.00	3.25	3.50	60
70	3.50	3.16	3.25	3.18	3.25	3.25	2.24	1.35	1.25	3.00	3.50	3.50	70
80	3.50	3.32	3.50	3.25	3.50	3.50	2.50	1.75	1.26	3.49	3.75	4.00	80
90	3.75	3.75	3.75	3.75	3.75	3.75	3.00	2.00	1.75	4.00	4.00	4.00	90
95	4.00	3.75	4.00	4.00	4.00	4.00	3.25	2.50	2.18	4.00	4.00	4.00	95

LEGEND: II(A) = IDEALIZED INFLUENCE (ATTRIBUTED)
II(B) = IDEALIZED INFLUENCE (BEHAVIOR)
IM = INSPIRATIONAL MOTIVATION
IS = INTELLECTUAL STIMULATION
IC = INDIVIDUALIZED CONSIDERATION
CR = CONTINGENT REWARD
MBEA = MANAGEMENT-BY-EXCEPTION (ACTIVE)
MBEP = MANAGEMENT-BY-EXCEPTION (PASSIVE)
LF = LAISSEZ-FAIRE
EE = EXTRA EFFORT
EFF = EFFECTIVENESS
SAT = SATISFACTION

KEY OF FREQUENCY:
4.0 = Frequently, if not always
3.0 = Fairly often
2.0 = Sometimes
1.0 = Once in a while
0.0 = Not at all

Note: Percentile tables for the samples listed in Table 1 are available at:
http://www.mindgarden.com/docs/MLQinternationalnorms.pdf