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Organizational effectiveness, executive leadership and organization culture: A study of selected provincial sport organizations.

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Organizational Effectiveness, Executive Leadership
and Organizational Culture: A Study of Selected
Provincial Sport Organizations

by

Robert Aubrey William Kent

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ABSTRACT

This study was undertaken to analyze the concepts of organizational effectiveness, executive leadership and organizational culture within the Ontario Sport and Recreation Centre (O.S.R.C.). The researcher incorporated some new ideas into the design of the study and measurement of the variables by making organizational effectiveness the independent variable of the study and by measuring executive leadership in terms of the congruence of "self" and "other" ratings. Organizational effectiveness was measured by the Survey of Provincial Sport Organizations (SPSO) instrument, modified from Chelladurai and Haggerty (1991), executive leadership by the Multifactor Leadership Questionnaire (MLQ), developed by Bass and Avolio (1990), and organizational culture by the Organizational Culture Assessment Questionnaire (OCAQ), developed by Sashkin (1990).

No significant differences in either transformational or transactional leadership behaviours were uncovered between Executive Directors of effective PSO's and Executive Directors of ineffective PSO's. This finding aligns with the conclusions of Bryman (1986a), Pettigrew (1987) and Pfeffer (1977), who have questioned the importance of executive leadership to organizational effectiveness. While no significant difference between "self" and "other" leadership assessments existed within effective PSO's, a significant difference between "self" and "other" leadership assessments was uncovered in the

ineffective PSO's. This finding supports the conclusions of Atwater & Yammarino (1992), Bass & Avolio (1989), Weese (1994b) and Yammarino & Atwater (1993), who suggested that congruence of the perceptions of leadership style (between leaders and followers) provides a better indication of the true leadership situation.

It was also concluded that a significant difference existed between the organizational culture of effective PSO's and the organizational culture of ineffective PSO's. This finding supports the conclusions of Deal & Kennedy (1982), Denison (1984) and Peters & Waterman (1982), who believe that organizational culture is positively linked to organizational effectiveness.

Dedication

To Courtenay, whose love and support remained constant during a journey of many ups and downs. Thank you for seeing me through this to the end and for making Windsor feel like home.

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CHAPTER I

BACKGROUND TO THE PROBLEM

Leadership has been a popular area of study for management researchers for a very long time (Bass, 1990). Researchers from sport management have also been drawn to the topic of leadership, with more than half of all studies conducted in the sport management field having had leadership as their study focus (Paton, 1987). One of the most recent areas to gain popularity among leadership researchers has been labelled transformational leadership theory (Burns, 1978). This theory focuses on the leader-follower relationship and examines how this relationship can be beneficial to both parties; to the group and to the organization as a whole (Bass, 1990; Bass & Avolio, 1994; Burns, 1978).

There have been dissenting opinions relative to the importance of leadership on organizational outcomes including organizational effectiveness (Bryman, 1992; Pettigrew, 1987; Pfeffer, 1977). Some, (Bass & Avolio, 1989; Bass & Yammarino, 1991; Weese, 1994b; Yammarino & Atwater, 1994) have suggested that this is due to methodological shortcomings, and not necessarily due to limitations in the leadership construct. Consensus seems to be forming around the opinion that the raw scores of "self" and "other" leadership ratings are inherently biased, and that an analysis of rating congruence between

leader and follower would better serve to produce reliability in the overall assessment of leadership (Bass & Avolio, 1989; Bass & Yammarino, 1991; Weese, 1994b; Yammarino & Atwater, 1994).

The area of organizational culture is a relatively new one which has rapidly ascended to the forefront in management research (Schein, 1992). Organizational culture has been purported to link strongly with leadership (Deal & Kennedy, 1982; Frost, Moore, Louis, Lundberg, & Martin, 1986; Schein, 1985), with especially strong links to transformational leaders (Bass & Avolio, 1994). Schein (1985) noted that the most important thing an organizational leader can do is manage and embed a desired organizational culture. The business world is one of constant change, and successful companies have adjusted to reflect this recent emphasis on organizational culture (Bass & Avolio, 1994). Bass & Avolio (1994) suggested that it is crucial for leaders to build mechanisms in the culture to ensure that the members of the organization are aligned with the desired vision or direction of the group. Furthermore, they noted that the extent to which the followers assimilate the culture depends almost solely on the behaviours of the leader. As convinced as many scholars are about the links of leadership to organizational culture, some still remain less than enthusiastic. Some, (Smircich, 1983; Whipp, Rosenfeld, & Pettigrew, 1989) have suggested that culture is merely the environment within which an organization functions. Finally, these authors offer that leaders cannot easily manage or change a culture, but rather only co-exist within the prevailing

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culture.

Organizational effectiveness is frequently cited as the most critical variable in management research (Cameron, 1986b; Chelladurai, 1987). However, it has also been a topic that has stimulated considerable debate relative to how accurately researchers can measure the construct, and how important factors like executive leadership and organizational culture are to the phenomenon (Cameron, 1986b; Chelladurai, 1987). Organizational effectiveness is a complex multi-dimensional concept that must be seen in its entire context and not just one frozen point in time, especially if the organization has multiple goals and constituents, such as a typical Canadian sport organization (Chelladurai & Haggerty, 1991). Many theorists (Bass, 1990; Bass & Avolio, 1994; Peters & Waterman, 1982) support the position that leadership can have a substantial impact on the effectiveness of an organization. It has been noted that transformational leaders especially, will provide "...the basis for creating organizations that are extremely effective in terms of any criterion of performance or profit" (Sashkin, 1987, p.23). However, others (Bryman, 1986a; Pfeffer, 1977) question the validity of these claims, usually by outlining the abundant number of intervening variables that impact organizational effectiveness.

Attempts to link the concepts of leadership, organizational culture, and organizational effectiveness have met with mixed results. Some theorists (Bass & Avolio, 1994; Fiedler & Garcia, 1987; Peters & Waterman, 1982) suggest

strong ties between the three concepts while others (Bryman, 1986b; Pfeffer, 1977) are not as convinced. It seems clear from a review of the literature that further study in the area is necessary to move towards a better understanding of these concepts, with the sport management field being in particular need of additional research. This study was to address the need for more study involving these three variables (Bryman, 1992) by investigating these concepts within Ontario's PSO's. Furthermore, the researcher analyzed assessed leadership scores in terms of "self" and "other" congruence, recognizing the prevailing sentiments of most leadership theorists. This study added to the emerging sport management literature base to help provide a better understanding of sport organizations in general, and potentially to help Executive Directors be more effective leaders of their organizations.

Purpose of the Study

The purpose of this study was to further the level of understanding of the concepts of organizational effectiveness, leadership and organizational culture. The researcher incorporated some new ideas in how these variables can be measured and studied, specifically by making organizational effectiveness the independent variable of the study and by measuring leadership in terms of the congruence of "self" and "other" ratings. In addition to these design modifications, this study produced results in these three areas that can be utilized by the participating Provincial Sport Organizations to improve their future operations.

Theoretical Proposition

The theoretical proposition of this study was that Provincial Sport Organizations rated as highly effective will be administered by highly transformational leaders who hold congruent views of their leadership style with their subordinates' assessment of the leader's style. Furthermore, these PSO's rated as highly effective will possess organizational cultures that facilitate effective organizational functioning. This researcher also proposed that those PSO's rated as highly ineffective would be administered by transactional leaders who hold views of their leadership style that are incongruent with their subordinates' views of the leader's style. In addition, these ineffective organizations would possess organizational cultures that do not facilitate effective organizational functioning.

Research Questions and Hypotheses

The researcher answered the following four research questions through the testing of the respective research hypotheses:

1.   Is there a significant difference between the assessed transformational leadership scores of Executive Directors in effective Provincial Sport Organizations and the assessed transformational leadership scores of Executive Directors in ineffective Provincial Sport Organizations?

The following hypothesis was constructed to answer the first research question:

H1 -   The Executive Directors of effective Provincial Sport Organizations will be

rated as more transformational than Executive Directors of ineffective Provincial Sport Organizations.

2. Is there a significant difference between the assessed transactional leadership scores of Executive Directors in effective Provincial Sport Organizations and the assessed transactional leadership scores of Executive Directors in ineffective Provincial Sport Organizations?

The following hypothesis was constructed to answer the second research question:

H2 - The Executive Directors of ineffective Provincial Sport Organizations will be rated as more transactional than Executive Directors of effective Provincial Sport Organizations.

3. Is there a significant difference between the congruence of assessed leadership scores of Executive Directors and their staff within effective Provincial Sport Organizations and the congruence of assessed leadership scores of Executive Directors and their staff within ineffective Provincial Sport Organizations?

The following hypotheses were constructed to answer the third research question:

H3 - There will be no significant difference between the Executive Directors self assessment of leadership style and their staff members assessment of their leadership style in effective Provincial Sport Organizations.

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H4 -   There will be a significant difference between the Executive

Directors self assessment of leadership style and their staff

members assessment of their leadership style in ineffective

Provincial Sport Organizations.

4.   Is there a significant difference between the organizational culture of

effective Provincial Sport Organizations and the organizational culture of

ineffective Provincial Sport Organizations?

The following hypotheses were constructed to answer the fourth

research question:

H5 -   Provincial Sport Organizations rated as highly effective will have a higher

organizational culture score than Provincial Sport Organizations rated as

highly ineffective.

H6 -   Provincial Sport Organizations rated as highly effective will have higher

achieving goals culture scores than Provincial Sport Organizations rated

as highly ineffective.

H7 -   Provincial Sport Organizations rated as highly effective will have higher

managing change culture scores than Provincial Sport Organizations

rated as highly ineffective.

H8 -   Provincial Sport Organizations rated as highly effective will have higher

coordinating teamwork culture scores than Provincial Sport

Organizations rated as highly ineffective.

H9 -   Provincial Sport Organizations rated as highly effective will have higher

customer orientation culture scores than Provincial Sport Organizations rated as highly ineffective.

Definition of terms

<u>Executive Director</u>

The Executive Director serves as the leadership figurehead for his or her respective Provincial Sport Organization. He or she provides support for programs, serves as a communication link within and outside the PSO's, and is ultimately responsible for the organization's ability to meet its goals.

<u>Ontario Sports and Recreation Centre (O.S.R.C.)</u>

The O.S.R.C. is located in North York, Ontario and serves as the administrative headquarters for all of Ontario's sport governing bodies.

<u>Provincial Sport Organization (P.S.O.)</u>

Any Government of Ontario funded sport and recreation organization that operates under the auspices of the Ontario Sports and Recreation Centre.

<u>Organizational culture</u>

"The deeper level of basic assumptions and beliefs that are shared by members of an organization, that operate unconsciously, and that define in a basic "taken for granted" fashion an organization's view of itself and its environment" (Schein, 1985, p.6).

Artifacts

This is the most visible level of culture, the organization's "...constructed physical and social environment" (Schein, 1985, p.14).

Espoused values

These are values that are learned, or adopted, through repetition, over time. In particular, they are "...a set of values that becomes embodied in an ideology or organizational philosophy thus can serve as a guide and as a way of dealing with the uncertainty of intrinsically uncontrollable or difficult events" (Schein, 1992, p.20).

Basic underlying assumptions

These are deep rooted beliefs and principles that over time, "...have become so taken for granted that one finds very little variation within a cultural unit" (Schein, 1985, p.18).

Managing change

A subscale of the Organizational Culture Assessment Questionnaire which assesses the degree to which the respondents see the organization as effective in adapting to and managing change (Sashkin, 1990).

Customer orientation

A subscale of the Organizational Culture Assessment Questionnaire which assesses the extent to which the organizational activities are directed toward identifying and meeting the needs and goals of clients

and customers (Sashkin, 1990).

Coordinated teamwork

A subscale of the Organizational Culture Assessment Questionnaire which assesses the extent to which the organization is effective in coordinating the work of individuals and groups (Sashkin, 1990).

Achieving goals

A subscale of the Organizational Culture Assessment Questionnaire which assesses how effective the organization is in achieving goals, the extent to which there are coherent and shared or aligned goals, and the degree to which shared values support the improvement and achievement rather than the status quo (Sashkin, 1990).

Organizational effectiveness

Organizational effectiveness can be "...viewed as the program's or unit's capacity to pursue and reach its goals" (Chelladurai, Haggerty, Campbell, & Wall, 1981).

Effective Provincial Sport Organization

Those provincial sport organizations that were ranked by the panel of experts as highly effective.

Ineffective Provincial Sport Organization

Those provincial sport organizations that were ranked by the panel of experts as highly ineffective.

Trait theory

Leadership theories based on the premise that leaders were endowed with superior qualities that differentiated him or her from followers, and that these qualities were identifiable (Bass, 1990).

Behaviour theory

This approach to leadership study focused on what the leader actually did while on the job, that is, examined his or her actions and behaviours (Yukl, 1989).

Situational theory

This area of leadership thinking suggests "...that leadership is all a matter of situational demands, that is, situational factors determine who will emerge as leader" (Bass, 1990, p.38).

Charisma

This term refers to "...a certain quality of an individual personality by virtue of which he is set apart from ordinary men and treated as endowed with supernatural, superhuman, or at least specifically exceptional powers or qualities" (Weber, 1947, p.358-359). These charismatic qualities are what sets leaders apart from non-leaders. (Bryman, 1992; Weber, 1947).

High congruent Executive Director

A high congruent Executive Director will be one whose self assessment of leadership style does not significantly differ from their staff member's

assessment of their leadership style.

<u>Low congruent Executive Director</u>

A low congruent Executive Director will be one whose self assessment

of leadership style significantly differs from their staff member's

assessment of their leadership style.

<u>Transactional leadership theory</u>

This theory suggests that "...the relations of most leaders and followers

are transactional - leaders approach followers with an eye to exchanging

one thing for another" (Burns, 1978, p.4). For example, this exchange of

work effort for reward will comprise the bulk of the relationship between

the transactional leader and the follower in the work environment (Burns,

1978).

<u>Transformational leadership theory</u>

Transformational leadership expands upon transactional leadership

(Bass, 1985; Bass & Avolio, 1994). This theory takes closer looks at the

leader-follower relationship as the transformational leader will create and

communicate a clear vision, motivate followers to achieve beyond

expectations, and instill feelings of trust and admiration in followers that

results in mutual benefit (Bass & Avolio, 1994; Yukl, 1989).

<u>Multifactor Leadership Questionnaire (MLQ)</u>

The Multifactor Leadership Questionnaire is a quantitative measurement

instrument developed by Bass & Avolio (1990b) to measure leadership

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styles. This questionnaire has 90 questions which are adapted to be administered to both leaders and others.

Organizational Culture Assessment Questionnaire (OCAQ)

The Organizational Culture Assessment Questionnaire is a quantitative measurement instrument designed by Sashkin (1990) to identify the existence and nature of the culture within an organization.

Survey of Provincial Sport Organizations

The Survey of Provincial Sport Organizations is a quantitative measurement instrument adapted from the Survey of National Sport Organizations which was developed by Chelladurai and Haggerty (1991). It was designed to assess the perceived effectiveness of Canada's National Sport Organizations.

Limitations of the study

The researcher acknowledged the following six limitations and undertook procedures to manage their effect:

1. The use of a single questionnaire may produce data that has limited utility. The data may reflect only a moment in time and thus may be influenced by recent events or incidents.

2. Subordinates may have inflated their administrative head's transformational leadership scores if the organization was perceived as being effective and may have underestimated them if the organization was perceived to be ineffective (Yukl, 1989).

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3. Despite assurances of confidentiality, participants in the study may have been hesitant to provide accurate information due to perceived negative consequences associated with providing negative responses.

4. The variations in organizational size may have affected the ability to provide a true assessment of leadership style, and/or extent of this style. The statistical analysis also may have been affected by the small overall population for this study

5. Participants in this study may not have understood the importance of the research, and therefore may not have devoted sufficient time or thought to their responses.

6. This study was limited by the restrictions imposed by the validity and the reliability properties of the selected instruments.

Delimitations of the study

The researcher delimited the scope of this study in the following three ways:

1. The initial organizational effectiveness ratings for this study were limited to the 47 resident Provincial Sport Organizations within the Ontario Sport and Recreation Centre.

2. This study was limited to Ontario's Provincial Sport Organizations that were identified as either highly effective or highly ineffective.

3. Leadership within these organizations was measured at the Executive Director level of the organization.

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CHAPTER II

REVIEW OF LITERATURE

The purpose of this chapter is to present a review of the literature related to this study. The review is presented in seven sections which include: (a) An Introduction to Leadership; (b) Transformational Leadership Theory; (c) Organizational Culture; (d) Leadership and Organizational Culture; (e) Leadership, Organizational Culture, and Organizational Effectiveness; (f) Ontario Sports and Recreation Centre; and (g) Summary.

An Introduction to Leadership

Leadership is a phenomenon that has been present and of interest to society for almost as long as civilization has existed (Weese, 1994a). A profound curiosity with leadership has led to a vast amount of research having been conducted over the course of the past century. However, as much as leadership has been studied, a firm grasp of what it is and how it works has yet to clearly materialize. Within the academic community, a clear definition of leadership has remained elusive, and it has been noted that "...there are almost as many different definitions of leadership as there are persons who have attempted to define the concept" (Bass, 1990, p.11). However, "...most conceptions of leadership imply that at various times one or more group members can be identified as a leader according to some observable

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difference between the person(s) and other members, who are referred to as followers or subordinates" (Yukl, 1989, p.3). Definitions have also included the notion of one or more people interacting, with one individual or group being influenced in some way by another (Yukl, 1989).

As noted earlier, research in the area of leadership has been extensive, and as different themes have evolved over time, the definitions of leadership have changed to reflect these themes (Yukl, 1989). Leadership literature has largely focused on theoretical issues that have developed from early trait theories, to behavioral theories, to more recent situational theories, and then to the most contemporary, transformational leadership theory (Bass, 1990; Yukl, 1989).

Early attempts to conceptualize leadership were known as the trait theories. Theorists of the day focused on the characteristics, or attributes, that distinguished leaders from non-leaders (Stogdill, 1974; Bass, 1990; Yukl, 1989). It has been noted, (Yukl, 1989) that the traits under investigation included physical characteristics (e.g., height, appearance), personality traits (e.g., arrogance, self-esteem), and general ability traits (e.g., intelligence, insight and vocabulary). Hundreds of trait studies were conducted in the early and mid-1900's, but it was ultimately concluded (Stogdill, 1948) that researchers failed to consistently correlate these leadership traits with leadership effectiveness (Yukl, 1989). As more trait theories were put forth throughout the latter half of the 1900's, it became clear to most that while particular traits were not

predictors of leader success, certain characteristics would, in certain situations, increase the likelihood of a leader emerging (Bass, 1990; Kouzes & Posner, 1987; Nanus, 1989; Stogdill, 1974; Yukl, 1989).

As the limitations of the trait theories became evident, many researchers shifted their focus towards the behaviours exhibited by leaders (Bass, 1990; Bryman, 1986a; Fiedler & Garcia, 1987). "The behaviour approach emphasized what leaders and managers actually do on the job" (Yukl, 1989, p.8). It has been noted that leader behaviour is still a large component of contemporary leadership theories (Bass, 1990). The behaviour leadership theorists focused not only on what leaders would do, but also on how often and at what intensity they would do certain things to distinguish themselves as leaders (Bass, 1990). The perceptions of followers to this leader behaviour would then, in turn, influence them to act in the manner that they saw fit. Certain leader behaviours came to be associated with prescribed follower and organizational outcomes, however the reliability of such associations was suspect (Bass, 1990; Yukl, 1989). From this behaviourist view of leadership emerged the necessity to consider time and circumstance alongside leadership traits and behaviours. The results of these studies came to be more commonly known as situational leadership theories.

Researchers employing the situational approach to the study of leadership attempted to build upon the foundation that was laid by trait and behaviours theorists. Situational leadership studies resulted in an

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understanding that the traits and behaviours identified previously would only be successful to the degree to which any particular situation allowed. Intervening, or moderating, factors were now being brought into the picture by researchers when assessing the overall impact, or appropriateness, of leader behaviour (Bass, 1990; Bryman, 1986a; Fiedler, 1967; Fiedler & Garcia, 1987; Yukl, 1989). Specific theories that gained recognition in this era were Fiedler's Contingency Model (1976), House's Path-Goal Theory (1971), Hersey and Blanchard's Situational Leadership Theory (1969), and Vroom and Yetton's Normative Model (1973). These models and theories focused on how different moderating variables could effect the outcomes of certain leader behaviours (Yukl, 1989). However, similar to the trait and behaviour theories, the situational leadership theories suffered from a lack of empirical support. Furthermore, controlling the intervening organizational variables in these studies made the tests unreliable and overly ambiguous (Yukl, 1989).

In the 1980's, leadership researchers began to develop a broader perspective of the leader-follower relationship as they examined the changes in the followers that came as a result of leader influence. This approach led to the contemporary theories of leadership which characterized the leader in terms of being charismatic, inspirational, visionary, and/or transformational.

Charismatic leadership theorists focused on leaders from the perspective that they were perceived to have certain exceptional qualities which allowed for greater influence over followers in particular situations (Bryman, 1992; Conger,

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1989; Conger, Kanungo, Mason, & Mitroff, 1988; Yukl, 1989). German sociologist Max Weber is often cited as the ultimate authority on charisma, and he saw it as a combination of certain magical qualities that a person would possess which were inaccessible to other, non-charismatic people (Weber, 1947). It is these unique qualities and attributes that compel followers to devote themselves to the leader (Bryman, 1992). Charisma can encompass many personality traits of the leader, including flamboyance, enthusiasm, confidence, persuasiveness, and intellect (Bryman, 1992). House (1977) was a major contributor to the area of charisma. He suggested that the personal characteristics of a leader that make up charisma are a high level of self-confidence and a need to influence others coupled with a dominant personality and a strong conviction in the integrity of their own beliefs. House (1977) went further to describe certain behaviours that can be attributed to charismatic leaders. These leaders have been described as role models for their followers, who build their image so as to create an impression of success and competence. They express ideological goals which serve as ideals for the organization. They are good communicators who can motivate followers to strive towards set goals (House, 1977).

It has been noted that there are many different types of charisma, but that leadership theorists have used charisma as a blanket expression to describe many types of behaviour (Bryman, 1992; Howell, 1988). Howell (1988) distinguished between socialized charismatic leaders, being those who

"...express and satisfy their need for power through socially constructive and egalitarian behaviours", and personalized charismatic leaders, those being who "...express and satisfy their need for power through personally dominant and authoritarian behaviours" (p.219-220). However, it remains unclear how charisma can be precisely measured in leaders, and how exactly the effects of this charisma manifest in follower behaviours, particularly in light of differing situations (Yukl, 1989).

Visionary leadership researchers focused on the effectiveness of leaders who were able to extrapolate future goals and successes from the mundane day-to-day activities that consume a leader's time and energy (Bennis, 1989; Hitt, 1988; Jaffe, Scott & Orioli, 1986; Sashkin, 1986). These leaders are purported to make this a shared vision with others in the group or organization through the leader's heightened communication skills (Bennis & Nanus, 1985).

In summary, charismatic leaders are believed to be those who have abilities and characteristics that allow them to identify closely with their followers, are able to see clearly into what they want the future to be like, and are able to chart a clear path towards fulfilling that vision. Charisma is an important component in transformational leadership, but is not the only important element. According to Bass (1985), "...charisma is a necessary ingredient of transformational leadership, but by itself is not sufficient to account for the transformational process" (p.31). Thus, combining these charismatic and visionary qualities with the ability to communicate, and

cultivate a belief in, that vision to followers is what constitutes the major components of a transformational leader.

Transformational Leadership Theory

Transformational leadership theory was first developed by Burns (1978) but was expanded upon and refined for organizational analysis by Bass (1985). Bass (1985) suggested that leadership theorists were looking for a more encompassing, less situation-specific, theory of leadership, and that transformational leadership theory responded to these desires. Burns (1978) noted that "...one of the most serious failures in the study of leadership has been the bifurcation between the literature on leadership and the literature on followership" (Burns, 1978, p.3). He thought that to be truly valuable, future research should be directed towards merging these two extremes, with the result being a less anecdotal, more realistic and reliable view of leadership (Burns, 1978). With this in mind, his examinations contrasted two differing leadership styles, one of which he termed transactional leadership, and the other, transformational leadership.

Transactional leaders seek to motivate people by appealing to their self-interests, and by developing a relationship with their followers based on an exchange of work effort for reward. This reciprocal relationship can exist comfortably but the transactional leader would more aptly be classified as a manager, as this relationship rarely results in the followers performing beyond the status quo (Bass, 1990; Yammarino & Bass, 1990; Yukl, 1989).

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"Transactional leadership occurs when the leader rewards or disciplines the follower depending on the adequacy of the follower's performance" (Bass & Avolio, 1994, p.4). Transactional leadership is evidenced by two types of managerial behaviour, these being "contingent reward" and "management by exception". "Contingent reward" has been shown to be reasonably effective in some situations, and it involves promises or actual rewards to followers for work accomplished (Bass & Avolio, 1994). "Management by exception" has been found to be less effective, and it can be utilized by transactional leaders in both active and passive ways. In active "management by exception", the leader will actively monitor the follower's actions and correct or punish any mistakes or deviations from the norm. In passive "management by exception", the leader will wait for mistakes to occur and then will take action to correct the mistake and/or punish the follower (Bass & Avolio, 1994).

Burns (1978) suggested that transactional and transformational leadership were not separate entities, but rather were on opposite ends of a continuum. Bass (1985) suggested the now more accepted notion that transformational leadership should be seen as an extension of transactional leadership, which elicits results over and above those of transactional leadership (Bass, 1990; Bass & Avolio, 1994; Yukl, 1989). However, it is important to note that transactional and transformational leadership are not mutually exclusive concepts. Leaders can display varying degrees of either behaviour, depending on the situation (Bass & Avolio, 1994; Yukl, 1989).

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Furthermore, Yukl (1989) noted that an unwarranted clear distinction between the two theories is developing. The exchange process that seems to separate the two leadership behaviours leaves more ambiguity than is being portrayed, as transactional leaders do not always make use of tangible benefits, nor do transformational leaders totally avoid using exchange benefits in their behaviours. Therefore, caution is warranted when the tendency arises to view these leadership behaviours as separate and distinct forms of leadership (Yukl, 1989). However, those leaders who consistently display more transformational behaviours have been shown to be considerably more effective within their organizations than those leaders who are consistently transactional (Bass & Avolio, 1994).

Transformational leaders are those people who "seek to raise the consciousness of followers by appealing to higher ideals and moral values such as liberty, justice, equality, peace, and humanitarianism, not to baser emotions such as fear, greed, jealousy, or hatred" (Yukl, 1989, p.210). These leaders have been purported to heighten follower expectations, and thereby instill in them a greater desire to put forth the effort needed to achieve (Bass & Avolio, 1994; Bryman, 1992). "Research data clearly show that transformational leaders are more effective than purely transactional leaders regardless of how "effectiveness" has been defined or measured" (Bass & Avolio, 1990b, p.23). The transformational leader will be able to have the followers feel a part of the changing environment by making them feel included and supported, thereby

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instilling in them higher self-esteem, a willingness to change and put aside self-interest, and to commit themselves to the leader's vision (Bass & Avolio, 1994; Bryman, 1992, Tichy & Ulrich, 1984, Yukl, 1989).

> "In tandem, transformational leaders enhance followers' confidence and hence their expectation that they can attain greater performance. These effects on followers operate in conjunction with the tendency of transformational leaders to seek to change the organizational culture, which alters the ways in which followers think about themselves and the organization, and their position within it. Together these factors enhance followers' preparedness to attain outcomes, and hence they produce the greater effort which leads to performance beyond expectations."
> (Bryman, 1992, p.98).

Bass' transformational leadership theory has four major components which he labelled "the Four I's", namely: (a) Idealized influence; (b) Inspirational motivation; (c) Intellectual stimulation and; (d) Individualized consideration (Avolio, Waldman, & Yammarino, 1991; Bass & Avolio, 1994). Each of the "Four I's" of Transformational Leadership are discussed below.

Idealized influence refers to the position of role model that the transformational leader takes in the eyes of his or her followers. This characteristic closely mirrors that termed charisma by other leadership theorists (Bryman, 1992; Conger, et al. 1988). This leader will be highly respected, admired, and trusted as a result of demonstrating high moral standards and ethical conduct (Bass & Avolio, 1994). The leader will put the followers feelings and needs above his or her own, which will lead to a heightened sense of commitment and a desire to emulate the leader and be leaders themselves (Avolio, et al., 1991; Bass, 1990; Bass & Avolio, 1994).

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Inspirational motivation refers to the fact that transformational leaders will inspire and motivate those around them, encouraging others to find challenge and personal meaning in their work, and will thereby foster enthusiasm throughout the organization (Bass & Avolio, 1994). This component of transformational leadership involves the leader's ability to communicate clearly with followers, and demonstrate the commitment and ability to solve problems and achieve set goals (Avolio, et al., 1991; Bass, 1990; Bass & Avolio, 1994).

Intellectual stimulation is the component of the theory that resides in the leader's ability to challenge followers to be more creative and innovative, and to be supportive of follower efforts even when in error (Bass, 1990; Bass & Avolio, 1994; Bryman, 1992). Followers are encouraged in all instances to try new ideas and to question traditional techniques, assumptions, and problem solving methods. The intellectually stimulating leader also provides followers with the means to follow through on their initiatives. Through this process, followers are enabled to formulate their own methods of problem solving, which encourages them to take on positions of leadership in future situations (Avolio, et al., 1991).

Individualized consideration refers to the role of coach, or mentor, that the transformational leader assumes in the eyes of followers in an organization (Bass & Avolio, 1990b; 1994). Special consideration is given to the unique needs and desires of each individual as they interact with the leader. The leader stimulates followers to achieve higher levels of potential by creating new

learning opportunities, increasing responsibility, and recognizing individual differences (Bass & Avolio, 1990b; 1994). The individually considerate leader is an effective listener who keeps open constant and effective lines of communication, and attempts to be physically accessible to all followers (Bass & Avolio, 1994).

Transformational leadership theory does not restrict itself to being a leader-oriented theory, as has been a criticism of earlier theories. By utilizing the aforementioned "Four I's", transformational leaders are able "...to develop their followers to the point where followers are able to take on leadership roles and perform beyond established standards or roles" (Yammarino, 1994, p.28). The leader behaviours embodied in the "Four I's" shift the role and function of leadership onto the followers. Thus, the transformational leader can have effects on the organization, the follower, and him or herself as the process continues (Weese, 1994a).

Bennis and Nanus (1985) studied 90 effective leaders over a five year period using qualitative research processes. Within this study, the leaders were very diverse, and few could be characterized as stereotypical charismatic, or transformational, leaders (Yukl, 1989). Bennis (1989) synthesized what he thought was the main breakthrough in the study, when he defined four basic competencies that he found to be present, to various degrees, in every leader investigated. These four competencies were (a) Management of attention; (b) Management of meaning; (c) Management of trust and; (d) Management of

self.

Management of attention refers to the leader's ability to draw followers to see their way of thinking and believe in it. These leaders do this by not only having a clear and compelling commitment to their vision, but by utilizing their above average communication skills to express this commitment (Bennis, 1989; Nanus, 1989).

Management of meaning refers to the leader's ability to communicate the contents of their vision in such a way that it becomes apparent to others and also that they become aligned with it (Bennis, 1989). It must be stressed that communication and alignment work together, in that the more tangible the vision becomes to the follower, the more strongly they will support it (Bennis, 1989). It is through this persuasive communication that leaders can gain strong commitment towards what they feel is most worthwhile (Nanus, 1989).

Management of trust refers to the reliability of the leader in the eyes of followers. "Trust is the glue that binds leaders and followers together. Because it can't be mandated or bought, it must be earned, and leaders earn trust by taking positions, making those positions known, and sticking to them" (Nanus, 1989, p.49-50). This trust builds over time and is strengthened most by the leader who is able to maintain constancy in their practices, statements, and actions (Bennis, 1989; Nanus, 1989; Yukl, 1989).

Management of self refers to the leader's ability to identify their own skills, and utilize them to the betterment of the organization (Bennis, 1989). By

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knowing and accepting their own strengths and weaknesses, leaders can be confident in their actions, learn continuously, and not feel threatened by outside input (Nanus, 1989). The leader who masters this competency is able to grow without need for approval, which allows for those around him or her to grow also (Nanus, 1989).

Transformational leadership theory contains principles and guidelines that could be adopted or taught to leaders who believe in the basic tenets of the theory. Bass (1988) attempted to identify seven characteristics that transformational leaders generally possess or exhibit that may account for their perceived charismatic personality. The possession of these qualities may be what cultivates the desire of followers to closely identify with the leader (Bass, 1988). These seven characteristics of the transformational leader have been labelled as (a) expressive behaviour, (b) self-confidence, (c) self-determination, (d) insight, (e) freedom from internal conflict, (f) eloquence, and (g) activity and energy level (Bass, 1988).

Expressive behaviour is attributed to the leader who uses more than just verbal and written means to communicate with his or her followers. Leaders who move around within the organization, make eye contact, inflect their voice and emote visibly, tend to have followers who attribute a higher level of charisma to them than those who do not (Bass, 1988). Both publicly and privately, a leader with charisma will be sure of him or herself and the correctness of his or her decisions and positions. This self-confidence is

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shown to the followers, who will in turn have a higher level of confidence, both in the leader, and in their own actions (Bass, 1988). This self-assuredness will not show up as arrogance in the true leader, but rather will come through in the manner in which it was intended, that is to inspire confidence in all those surrounding the leader (Sashkin, 1986). Self-determination is a characteristic demonstrated by transformational leaders in that they tend to be very focused, original, goal-oriented, and have high expectations of both themselves and others (Bass, 1988). This determination comes from a combination of the fact that the leader is driven and that the leader is very confident that the risks taken will have significant payoff in the future (Sashkin, 1986).

Insight is the characteristic that allows followers to closely identify with the leader. Often, the leader will understand the needs and wants of followers but will also go further to articulate these, something that the follower feels uncomfortable doing themselves (Bass, 1988). The ability for the leader to not only see problems but to provide solutions to them helps the leader to build a charismatic persona for the follower to look up to and idolize. The determined and confident leader will be free from much self-doubt with respect to his or her vision within the organization. This freedom from internal conflict will allow for the leader to use clear and prudent judgement when making decisions, because the importance of their vision will override any conflicting emotions they may have (Bass, 1988). The leader must be able to express his or her vision in an eloquent way, such that the followers will believe in it and accept it

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as if it were their own (Sashkin, 1986). When speaking, the transformational leader will be able to both inspire followers on an emotional level, as well as communicate to them on a technical level (Bass, 1988). Finally, followers will attribute the transformational leader with charisma by noticing his or her unwavering optimism, energy, capacity to inspire, and active role taking within the organization (Bass, 1988). This high activity and energy level demonstrated by the leader will serve not only to achieve certain goals, but will serve as a visible example and reinforcement of how to be successful for followers within the organization.

Transformational leaders can actively lead their organizations from one point to another. It is through this transformation process that leaders exhibit the characteristics that have been discussed to this point. Tichy and Devanna (1986) conducted a study of 12 Chief Executive Officers in various organizations by doing interviews with both leaders and followers (Yukl, 1989). They concluded from their research that certain processes occurred during organizational transformation. In addition, they documented how leaders utilize skills and traits to facilitate these processes (Tichy & Devanna, 1986; Yukl, 1989). Tichy and Devanna (1986) categorized the aforementioned processes into three phases, which they described in both individual and organizational terms.

The first phase involved in the transformation process is the recognition of the need for change within the organization. The entire organization must

realize that change is necessary for survival, especially at the executive level, where actions dictate responses throughout the organization (Tichy & Devanna, 1986). For the individual this involves agreeing to disregard the past and committing to a new way of learning and functioning. The next phase involves a transition during which the old ways are forgotten as, simultaneously, a new vision is created. Individually, this involves trying to remove ties to the past and commit emotionally to the new vision being encouraged by leaders (Tichy & Devanna, 1986). At the organizational level, the leader must create a strong and positive vision for followers to commit to, and this vision must be communicated in an effective and inspiring way (Tichy & Devanna, 1986). To be truly motivating, this "...vision must be a source of self-esteem and common purpose for members" (Yukl, 1989, p.219). Finally, once all members of the organization have committed to this change, the phase begins where strategic action must be taken to initiate the changes (Tichy & Devanna, 1986). Personnel and structures will be a key for the leader if he or she is to be successful in following through on the promise of prosperity that the proposed changes are to bring.

There have been scholars who have suggested that a tempered view be taken with regards to the importance of leadership. It has been noted that to suggest that effective leadership will always translate into organizational effectiveness was "...to vastly overstate the potential influence of leadership" (Bryman, 1986b, p. 17). Other scholars have noted that organizational

effectiveness is probably determined by a number of factors, many of which fall

beyond the leader's realm of influence (Pettigrew, 1987; Pfeffer, 1977).

In summary, leaders observed as being transformational have

possessed characteristics and utilized techniques which have served them well

in both creating and communicating their vision, and in following through on

their initiatives. Despite contrasting opinions among scholars, most suggest

that leadership is an important variable within organizations. The research by

Bennis and Nanus (1985) and Tichy and Devanna (1986) provide insights into

how transformational leaders managed and altered culture within their

organizations (Yukl, 1989). "In general, transformational leaders formulate a

vision, develop commitment to it among internal and external stakeholders,

implement strategies to accomplish the vision, and embed the new values and

assumptions in the culture of the organization" (Yukl, 1989, p. 230-231).

Organizational Culture

Organizational culture is an area of management research which has

developed only recently as a popular area of study. Culture has been studied

for many years in the areas of anthropology and sociology, but not until 1979

was organizational culture introduced to North American scholars, when

Andrew Pettigrew identified the concept in his article entitled, "On studying

organizational cultures" (Hofstede, Neuijen, Ohayv, & Sanders, 1990). Since its

initial exposure, organizational culture has steadily gained in popularity among

management researchers, and it has been predicted that it will soon join

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leadership as a dominant theme in management research (Sheridan, 1992).

As with most other concepts in management research, organizational culture has been defined in many different ways by many different researchers. Edgar Schein, an acclaimed scholar in the area of organizational culture, defined it as the "...deeper level of basic assumptions and beliefs that are shared by members of an organization, that operate unconsciously, and that define in a basic 'taken for granted' fashion an organizations view of itself and its environment" (Schein, 1985, p.6). Many other definitions have been posited (Deal & Kennedy, 1982; Hatch, 1993; Schein, 1992; Smircich, 1983), but most can be distilled to being the deep rooted assumptions, beliefs, and attitudes which are shared by members of an organization, and which shape and reflect the identity and actions of the members of that organization.

Schein (1985) developed a model of organizational culture that has been widely accepted. Schein furthers understanding of the concept by partitioning organizational culture into three levels (See Figure 1). These three levels function in a simultaneous and interacting fashion, yet have distinct differences with respect to their importance to the overall concept of organizational culture. The three levels are: (a) artifacts; (b) espoused values and; (c) basic assumptions. The level labelled as "artifacts" is the most superficial of the three levels and is readily apparent upon observation of an organization. Examples of artifacts could be the architecture and physical layout of the organization, technology and products, dress code, language unique to the organization,

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┌─────────────────────────────┐
│                             │     Visible organizational structures
│         ARTIFACTS           │
│                             │     and processes (hard to decipher)
└─────────────────────────────┘

              ↑     ↓

┌─────────────────────────────┐
│                             │     Strategies, goals, philosophies
│         ESPOUSED            │
│          VALUES             │     (espoused justifications)
│                             │
└─────────────────────────────┘

              ↑     ↓

┌─────────────────────────────┐     Unconscious, taken-for-granted
│                             │
│      BASIC UNDERLYING       │     beliefs, perceptions, thoughts,
│       ASSUMPTIONS           │
│                             │     and feelings (ultimate source of
│                             │
└─────────────────────────────┘     values and action)
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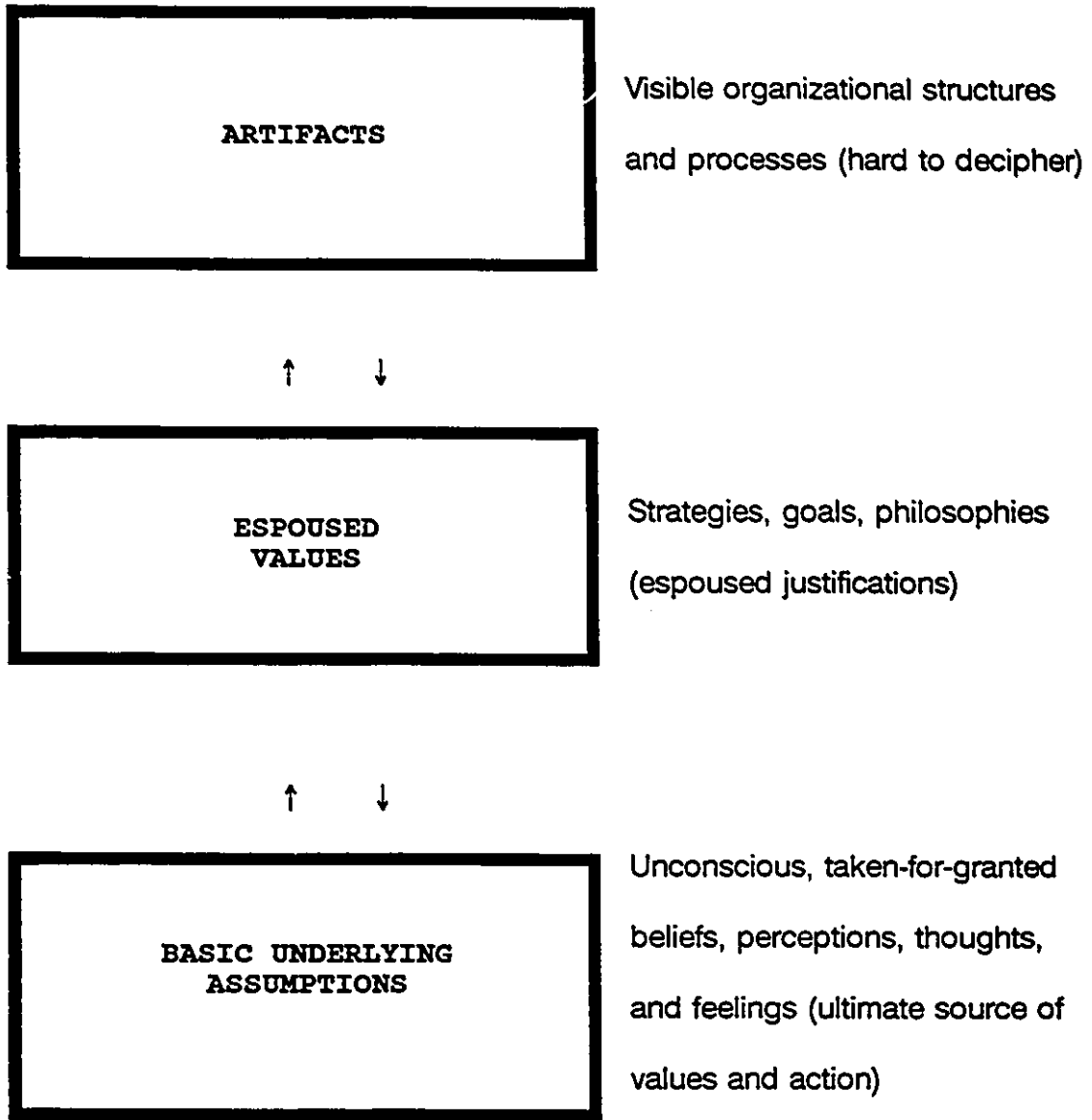
FIGURE 1 - LEVELS OF CULTURE   (Schein, 1992, p. 17)

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popular myths and stories. This level of culture is the easiest for the researcher to observe, but is the most difficult to properly interpret, because full understanding of these artifacts can only come after deeper, more personal levels of culture have been understood.

The next level of organizational culture that Schein categorized was that of espoused values. This level could be interpreted as a way of how people shape their sense of what ought to be, as opposed to what is. These are developed by the people in the organization as they share experiences and gain a shared knowledge for what is factual, and believed within the organization. Examples of these could include a person's belief in hard work, team-oriented problem solving, and commitment to the organization. These values become internalized over time by people in the organization and help to guide and direct their behaviours and reactions to certain situations.

The last level identified by Schein was labelled basic assumptions. These underlying beliefs of the people in the organization are often taken for granted by those in the organization, because they have been repeated over time. It is this level that Schein believes encompasses the true "essence" of organizational culture. It is this level that needs to be uncovered if the preceding two are to be seen in their proper context. Schein states that while all three levels of the model reflect the culture of an organization, this last level is the most essential for gaining a true understanding of organizational culture.

"The term culture should be reserved for the deeper level of basic assumptions and beliefs that are shared by members of an organization, that operate unconsciously, and define in a basic "taken for granted" fashion an organization's view of itself in its environment. These assumptions and beliefs are learned responses to a group's problems of survival in its external environment and its problems of internal integration".

(Schein, 1985, p.6)

Hatch (1993) expanded on Schein's model to focus more on the processes linking the main elements of the model, and how they interacted to reflect an organization's culture. Hatch's (1993) Cultural Dynamics Model adds a fourth element labelled "symbols" to the three put forward by Schein (See Figure 2). This model is more reflective of the interactive and non-linear nature of organizational culture and brings the understanding of the concept to a new level of complexity. The main thrust of this model is that it focusses on processes (termed manifestation, realization, interpretation, and symbolization) which link the identified elements of the model together. Within these processes are the explanations needed to understand how and why people in organizations interact and react the way they do.

The methods of researching and measuring organizational culture have been an area of conflict among management researchers. Rousseau (1990) has received strong support for his notion that the different layers of culture make it most amenable to the use of multiple methods, that is, a combination of qualitative and quantitative data collection techniques. He further suggested that combining methods will allow for the best understanding of a situation, as each will contribute its own unique and complementary information.

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The Cultural Dynamics Model
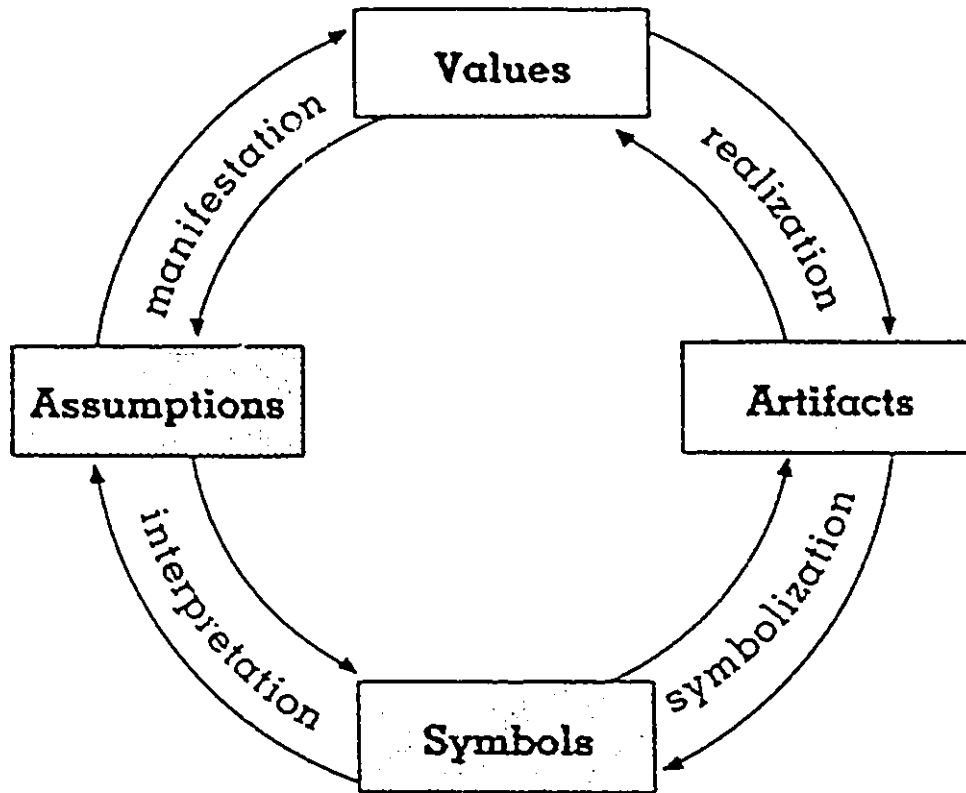
FIGURE 2 - CULTURAL DYNAMICS MODEL   (Hatch, 1993, p. 660)

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Organizational culture has been further divided into the categories of culture strength and culture type. Schein (1992) stated that both elements were crucial to the success of the organization. Culture strength refers to how deeply and strongly felt and shared the culture is by the members of the organization. It has been suggested that a strong culture will provide greater stability in an organization (Sashkin, 1990). However, this stability can be either positive or negative, as a "strong" culture does not necessarily guarantee a "good" culture.

Culture type refers to the types of activities that the organization utilizes to help shape, alter, or reinforce its culture. Sashkin (1990) suggested that culture building activities should include managing change, achieving goals, coordinating teamwork, and orienting efforts to benefit the customer. Managing change refers to "how well the organization is able to adapt to and deal effectively with changes in its environment" (Sashkin, 1990). Achieving goals refers to how the extent to which organizational members are aligned with one another and with the overall goals of the organization. Coordinated teamwork involves assessing how well the efforts of individuals and groups within the organization are tied together so that individuals function effectively. Customer orientation measures how well the organizations goals and actions fit the desires of their clients or customers.

Leadership and Organizational Culture

As the amount of research involving organizational culture grows, many

more researchers suggest strong links to leadership (Deal & Kennedy, 1982; Peters & Waterman, 1982; Sashkin & Sashkin, 1990; Schein, 1992). According to Schein (1992), the most important thing a leader in an organization will do is manage, alter, and embed the culture within that organization. It has been noted that the link between leadership and organizational culture is so strong that the two concepts are intertwined (Sashkin & Sashkin, 1990). However, to appreciate this strong link that might exist between leadership and culture, one must first distinguish between the terms leader and manager. A manager and a leader may be one and the same person, however someone in a managerial position may not always possess or display leadership qualities. This automatic designation of a manager or top executive as a leader for the purposes of study has been cited as a major drawback to many of the leadership research efforts conducted to date (Bryman, 1986a). In 1977, Zaleznik drew a distinction between managers and leaders, saying that the former "...are reactive organization men concerned with routine and short-term projects, whereas leaders adopt a personal and active attitude toward goals. The influence a leader exerts in altering moods, evoking images and expectations, and in establishing specific desires and objectives determines the direction a business takes. The net result of this influence is to change the way people think about what is desirable, possible, and necessary" (Zaleznik, 1977, p.71). This focus that the leader has towards the less routine, more personal side of the organization shows the strong link

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to organizational culture, which involves this less task focused, more people oriented, point of view. As transformational leadership theory has come to prominence, it has become clear that this has happened simultaneously as those in management circles have shifted their focus towards identifying with the organizational culture concept (Bryman, 1986a).

The leader in an organization will be the key person in managing the culture of that organization. The most profound impact on the organizational culture will be had by the organization's founder (Schein, 1985). Organizational culture is not something that is started from scratch when the organization is formed. Over a period of time, the previous experiences of the people involved will shape the new organization's culture, with the founder being the most powerful presence of all (Schein, 1985). In an environment such as a new organization, there is always a certain element of uncertainty regarding dealing with different situations as they arise. "As the founder's prescriptions for how to do things are adopted, they help to stabilize cognitively how to deal with the new world, and they help to structure the initially unstructured relationships among the new group members" (Schein, 1985, p.222). The leaders that subsequently take over from the founder will be able to impact the organizational culture in their own way, but the lasting effects of the founder's influence will be the most deeply felt and hardest to change.

Many researchers have suggested that leaders are critical for, if not just

capable of, changing and shaping the culture in an organization (Blake & Mouton, 1986; Kotter & Heskett, 1992). Schein (1992) stated that managing the culture may be the only real important thing that the leader will do within the organization. Schein concludes by stating that organizational culture helps to explain many organizational phenomenon, that culture can aid or hinder effectiveness, and that leadership is the fundamental process by which organizational cultures are formed and changed (Schein, 1992). It has been suggested that leaders of the day cannot ignore organizational culture, and that "...the true leader needs to be a visionary who is capable of establishing a culture which reflects the needs of its employees, the firm's history, its market and products" (Bryman, 1986b, p.51). The transformational leader will do more to address the organizational culture by being more of a motivator and by providing a sense of purpose to the people in the organization. Furthermore, this transforming leader will elevate the consciousness of the people in the organization to see beyond the immediate requirements of their job (Bryman, 1986b).

Leaders accomplish the task of managing the culture by communicating their own assumptions, sometimes purposely and sometimes unintentionally, to a point where others adopt the same assumptions (Schein, 1985). Some researchers (Blake & Mouton, 1986; Schein, 1985) have outlined the specific ways in which the leader will shape and/or change an organization's culture. Schein (1985) suggested that leaders embed, transmit, or reinforce culture by

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using certain mechanisms. Five primary mechanisms that the leader has absolute control over are (a) what they pay attention to, measure, and control; (b) how they react in critical situations; (c) how they act as role models/coaches; (d) how they allocate reward and status and; (e) the criteria they set out for recruitment, promotion, and retirement (Schein, 1985). Secondary mechanisms which affect the articulation of culture are those which are more systematic, and less in the control of the leader. These secondary mechanisms are (a) the organization's design and structure; (b) systems and procedures; (c) physical design and structure; (d) stories, legends, and myths which exist about the organization's past and; (e) formal statements such as charters or missions (Schein, 1985).

Leadership, Organizational Culture, and Organizational Effectiveness

Organizational effectiveness is another variable in management/ organizational research that has proven to be difficult to clearly define and measure (Chelladurai, 1987). Although generally agreed to be a crucial variable in management research, individual values and preferences confuse the issue of identifying the best criteria by which to determine effectiveness (Cameron, 1986a). Any consensus that has been reached seems to only indicate that researchers have agreed to disagree, both when it comes to the criteria and to who should assess the construct (Cameron, 1986b; Chelladurai, et al., 1981). A general guideline that has been accepted is that the selection of criteria must not be arbitrary, but rather must be made rationally and with

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justification, as well as appropriate to the context of the organization and the study (Cameron, 1986b).

Although different models of effectiveness have been posited (e.g., goals, system resources, and process models), it has been noted that having distinct sets of effectiveness criteria for different aspects of an organization is a flawed approach because, in reality, these individual aspects of the organization work in an integrated fashion (Chelladurai, 1987; Chelladurai & Haggerty, 1991). Another flaw noted in using a single set of effectiveness criteria is that it "...does not hold in the case of organizations pursuing multiple goals" (Chelladurai & Haggerty, 1991, p.127). In sport management settings, a successful use of multiple effectiveness measures has been demonstrated by combining the various models of effectiveness into one (Chelladurai & Haggerty, 1991; Chelladurai, Szyszlo, & Haggerty, 1987). The use of selected multiple criteria has proven effective for studying certain, well known, populations, but have made any extrapolations from the findings more difficult to undertake (Chelladurai & Haggerty, 1991).

In the sport domain, a focus strictly on the outputs, or end goals, of the organization would certainly seem to fall in line with the most common methods of rating sport organizations. "Unfortunately, however, organizational reality is such that the causal and cyclical relationships among the inputs, throughputs, and outputs of an organization are not as clear-cut and direct as theory would suggest" (Chelladurai, 1987, p.40). Thus, in sport organizations,

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where it is especially evident that more than one set of goals must be met (Chelladurai, et al., 1987), and that they answer to more than one set of constituents, the need to assess effectiveness at various stages of the input-throughput-output cycle becomes especially relevant (Chelladurai, 1987).

As noted previously, leadership has been purported to have strong links to organizational culture. However, the links of leadership and organizational culture to organizational effectiveness have been the subject of much debate. While there are those who question the effect that a leader will have on the ultimate effectiveness of the organization on the grounds that effectiveness is largely determined by factors beyond the leaders control (Pettigrew, 1987; Pfeffer, 1977), there are also those who strongly argue that leadership is critical to the success of the organization (Bass & Avolio, 1994; Nanus, 1989; Peters & Waterman, 1982). Consensus seems to be in favour of the theorists who believe that leadership does have strong links to effectiveness, especially when referring to transformational leadership (Bass & Avolio, 1994). Many current strategies for improving effectiveness in organizations such as team building, group decision making, and service/quality initiatives are all augmented greatly by the presence of a transformational leader (Bass & Avolio, 1994). "To remain competitive in a world of rapidly changing technology, changing work force expectations, and cheaper off-shore labour, leadership - particularly transformational leadership - is required at all levels in the firm and must be diffused into more traditional areas of organizational functioning to have the

best effect" (Bass & Avolio, 1994, p.8).

Organizational culture has also been purported to relate strongly to organizational effectiveness (Deal & Kennedy, 1982; Denison, 1984; Peters & Waterman, 1982; Schein, 1992). It has been suggested (Bass, 1985; Bass & Avolio, 1994; Fiedler & Garcia, 1987) that together, leadership and organizational culture hold the key to understanding organizational effectiveness, although again there is some evidence to the contrary (Pfeffer, 1977; Weese, 1995). Organizational culture has been purported to link with other outcomes which have been seen to strongly correlate with effectiveness. Among these outcomes that link to organizational culture are increased staff alignment (Wilkins & Ouchi, 1983), heightened employee productivity (Deal & Kennedy, 1982; Denison, 1990), increased employee commitment (Smircich, 1983), and increased role clarity (Hitt, 1986).

Schein (1985) noted that the primary responsibility of the leader was to manage the organization's culture. Peters & Waterman (1982) concluded that "...without exception, the dominance and coherence of culture proved to be an essential quality of excellent companies" (p.75). The lack of a clear vision that would be put forward by a transformational leader is a primary reason for the decline in effectiveness seen in many organizations today (Bennis & Nanus, 1985). Put another way, the transformational leader will affect the organizational culture by paying attention to the followers of the organization, which will, in turn, affect the success of that organization. The leader's

utilization of the "Four I's" of transformational leadership theory will create a ripple effect throughout the organization, from the culture, behaviour of members, decision making process, to the overall effectiveness of the organization (Bass & Avolio, 1994). This sentiment seems to be a theme that is repeated throughout much of the literature. Blake & Mouton (1986) state that the leader "...is a central influence on the corporate culture that emerges under his or her tenure" (p.1), and that this corporate culture has a direct causal link to organizational effectiveness. Kotter and Heskett (1992) put forth the notion that having a strong and appropriate culture is absolutely essential for ensuring any measure of organizational success.

Ontario Sports and Recreation Centre (O.S.R.C.)

The Ontario Sports Centre (O.S.C.) was founded in 1968, the result of discussions held at the Ontario Sports Conference, held in Scarborough, Ontario. In 1969, the Ontario Provincial Government agreed to fund sport programs, and in turn, fund the O.S.C. to administer and support these programs. In 1976, the Centre was restructured as a service corporation which reported directly to the Ontario Ministry of Culture, Tourism & Recreation. Under its present name, the Ontario Sports and Recreation Centre (O.S.R.C.) operates from its newly constructed offices in North York, Ontario, wherein it houses 47 of Ontario's Provincial Sport Organizations.

The O.S.R.C. operates under the following mandate, as provided to the Ministry of Culture, Tourism & Recreation (Ontario Sports and Recreation

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Centre Inc., 1994):

1. To promote and develop sports in Ontario by providing facilities and services for Sport Governing Bodies and emerging Sport Organizations.

2. To acquire, purchase, lease, operate and maintain facilities to house and service Sports Governing Bodies.

3. To provide furnishings, equipment, support staff, planning, budgeting, and consultative services to Sports Governing Bodies.

In addition to the 47 organizations housed within the O.S.R.C., there are 53 non-resident organizations which fall under the auspices of the O.S.R.C. The corporate structure of the O.S.R.C. consists of a seven member Volunteer Board of Directors, which is made up by four provincial members appointed by the Ministry, one member from within the PSO's, one member is the President of the Association of Sport Administrators, and one member is the Chief Executive Officer of the O.S.R.C. This Board of Directors oversees the Centre, which is comprised of many departments, which include the corporate offices, accounting & systems services, reprographics, human resources, building & administration, sport services, leadership & safety programs, and sport & community programs.

Within the PSO's that reside in the O.S.R.C., the Executive Director is the person responsible for overseeing and organizing all day-to-day operations, as well as being a liaison between their PSO and the O.S.R.C. In addition to the Executive Director, most of the PSO's have other full-time staff positions including Program Coordinator, Technical Director, Administrative Assistant, Bookkeeper, Secretary, and Coaches.

Summary

Transformational leadership theory is a relatively new direction for leadership research that responds to the need for a closer examination of the leader-follower relationship (Bass, 1990; Burns, 1978; Weese, 1994a). The transformational leader will stimulate followers, inspiring them to commit to the leader's vision and strive to achieve new levels of potential (Bass & Avolio, 1994). The transformational leader's behaviours characterize those of leaders who will effect most positively the organizational culture within their environment (Bass & Avolio, 1994; Bryman, 1992; Schein, 1985). Furthermore, there is strong belief among many that leadership and organizational culture combine to make up critical determinants of organizational effectiveness (Bass, 1985; Bass & Avolio, 1994; Peters & Waterman, 1982).

This review of literature has examined leadership research from the trait, behaviour, situational, and cognitive approaches to leadership. The relatively new concept of organizational culture was discussed relative to its purported links to leadership. Leadership and organizational culture were also independently and jointly examined in terms of their links to organizational effectiveness. The existence of conflicting findings in these areas, the relative newness of the organizational culture concept, and the need for research based in sport management settings all highlight the need for additional research efforts.

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CHAPTER III

METHODOLOGY

This chapter outlines the procedures used to investigate organizational effectiveness, leadership, and organizational culture within a sport management setting. The chapter is presented in five sections which include: (a) Research Design; (b) Study Population; (c) Instrumentation including: (i) Multifactor Leadership Questionnaire (MLQ), (ii) Organizational Culture Assessment Questionnaire (OCAQ), (iii) Survey of Provincial Sport Organizations Instrument (SPSO), (iv) PSO Effectiveness Rating Instrument (for panel), and (v) Interview Format; (d) Data Collection Procedures and; (e) Data Analysis Procedures.

Research Design

The researcher investigated the concepts of organizational effectiveness, leadership, and organizational culture within Provincial Sport Organizations (PSO's) housed in the Ontario Sport and Recreation Centre (OSRC). For the purposes of this descriptive study, the variables were not manipulated. The organizations chosen for this study were selected on the basis of their effectiveness as evaluated by a panel of experts (See Appendix A). The organizational effectiveness ratings were confirmed quantitatively through the use of a valid and reliable instrument which measured the same construct. The researcher quantitatively measured the transformational and transactional

leadership tendencies of the Executive Directors in addition to the quantitative

organizational culture assessments conducted within the selected PSO's.

There are many sources of measurement error, among these being

misinterpretation by the respondent and using an unreliable instrument (Emory,

1980; Gay & Diehl, 1992). The design of this study was strengthened, and

measurement error controlled by: (a) enriching the quantitative data collection

and analysis procedures with a qualitative data collection and analysis protocol

(Patton, 1990); (b) gathering multiple measures of leadership, organizational

culture, and organizational effectiveness (Jick, 1979; Sashkin, 1988) and; (c)

employing valid and reliable instruments in addition to conducting

psychometric assessments of the tools for the study population (Blank, 1984).

It has been noted that leaders tend to inflate their own leadership scores and

that followers may be biased by factors that fall outside a leaders realm of

influence (Bass & Avolio, 1990b; Bass & Yammarino, 1991; Weese, 1994b).

Consequently, the "self" and "other" leadership scores used by many leadership

researchers may not provide a true indication of the leadership situation.

However, measuring the congruence of the "self" and "other" measures may be

a more accurate assessment of the leadership situation (Bass & Yammarino,

1991; Weese, 1994b). To meet the above concerns, and thereby increase the

validity of this study, the researcher collected both self (MLQ-self) and other

(MLQ rater) leadership ratings and analyzed the data on the basis of "self" and

"other" congruence.

Organizational effectiveness was rated by a panel of experts and confirmed by quantitative measures carried out in the organizations identified as being effective and those identified as being ineffective. The criteria for organizational effectiveness utilized by the panel to rate the PSO's was based on the literature and the Survey of Provincial Sports Organizations (SPSO). The SPSO instrument was used to quantitatively measure organizational effectiveness. This instrument was adapted from the Survey of National Sport Organizations (SNSO), a tool developed to measure the effectiveness of Canadian NSO's (Chelladurai & Haggerty, 1991). This instrument was adapted and renamed with the permission, and assistance of the authors for application to the provincial sport setting. This survey was administered to the organizations (leaders and others) as a follow-up to the panel ratings. The data from the SPSO instrument and the PSO effectiveness rating instrument (panel ratings) were analyzed for correlation by calculating a Spearman-Rho correlation co-efficient between the two measures.

Organizational culture was measured by the Organizational Culture Assessment Questionnaire (OCAQ) which was developed to identify the existence and nature of culture within an organization (Sashkin, 1990). This instrument consists of five scales which measure culture strength (one scale) and four culture building activities (four scales). The OCAQ was administered to both the leaders and others in the organization.

Patton (1990) suggested that mixing qualitative and quantitative

measures is an effective way to strengthen the design of a study. Schein (1992) noted that qualitative follow-up is especially important when attempting to contextualize quantitative data pertaining to organizational culture. This study included the use of an open-ended interview schedule to attain a more enriched and contextual perspective of all variables involved.

Study Population

The population for this study consisted of 47 resident Provincial Sport Organizations housed in the Ontario Sport and Recreation Centre. Members of the panel of experts rated each of the 47 PSO's on a 3-point Likert scale based on their assessment of the PSO's effectiveness. The scale ranged from (-1) "highly ineffective" to (1) "highly effective" (See Appendix B). The ratings of the organizations were then totalled and the top 10 and bottom 10 were selected for the study. The panel ranking assessment process reduced the population to 20 Provincial Sport Organizations which were perceived to be at the extreme ends of effectiveness within the provincial sport system.

Sampling bias exists when the sample does not accurately represent the population that it has been taken from, and is generally the fault of the researcher (Gay & Diehl, 1992). Having a large panel of experts identify which organizations were effective and which were ineffective was a way of minimizing sampling bias in this study. Frame error occurs when there is a lack of congruence between the list of people and organizations used for the study and the actual study population (Wallace, 1993). The study frame is a

complete list of the organizations and people that comprise the study population. Frame error in this study was controlled by obtaining an up-to-date directory of organizations and employees just prior to the commencement of this study.

The Executive Directors of each of the selected PSO's were chosen for study because they serve as the executive leaders for their respective organizations. The Executive Director is ultimately responsible for the organization's ability to carry out its initiatives and meet its goals. This individual provides support for all programs and is the communication link not only to other members of the organization but also to outside agencies, such as the media and the corporate sector. In organizations like the Provincial Sport Organizations, the Executive Director position is where leadership qualities should exist, as it is this position that affords a person the greatest opportunity to lead.

The Executive Directors who participated in this study completed the MLQ-self portion of the questionnaire, as well as the organizational culture (OCAQ) and effectiveness (SPSO) sections. All other members of the selected organizations were asked to participate as well, by filling out the MLQ-rater form as well as the organizational culture (OCAQ) and effectiveness (SPSO) sections of the questionnaire. Having multiple measures of leadership increases the validity of the measure (Bass, 1990; Sashkin, 1986). Sampling error is an expected or chance variation that occurs when a sample is selected

from a population (Gay & Diehl, 1992). Sampling error was not a concern given the census strategy employed that surveyed all staff members in the selected organizations.

The final phase of the research involved enriching the quantitative data by employing qualitative data collection procedures. This phase involved performing interviews with the Executive Directors of four randomly selected PSO's, as well as with one randomly selected subordinate with at least one year's experience within the chosen organizations. Two organizations from the effective group of PSO's and two from the ineffective group were randomly chosen. Each of the interviewees was asked open-ended questions with regards to the executive leadership, organizational culture, and organizational effectiveness of their PSO from a pre-tested and validated interview script.

Instrumentation

Three quantitative instruments were used in this study to gather information on executive leadership, organizational culture, and organizational effectiveness. The three quantitative instruments used were: (a) Multifactor Leadership Questionnaire (MLQ); (b) Organizational Culture Assessment Questionnaire (OCAQ) and; (c) Survey of Provincial Sport Organizations (SPSO). The specifics of the three quantitative instruments utilized in the study are outlined in the next section. Two other instruments were also used in the study, namely: (a) a PSO effectiveness rating instrument to be used by the panel of experts and; (b) a pre-tested interview schedule utilized to gather

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qualitative data on the three variables in this study. Measurement error was decreased by using valid and reliable instruments (Blank, 1984) and by enriching the quantitative data with qualitative data (Patton, 1990).

<u>Multifactor Leadership Questionnaire</u>

The Multifactor Leadership Questionnaire is an instrument that measures transformational, transactional, and laissez-faire leadership. The MLQ Form 5X for both self (See Appendix C) and other (See Appendix D) ratings was developed by Bass & Avolio (1990a). The original MLQ consisted of a series of open-ended questions which were posed to executives of industrial firms (Bass, 1985). From these results and an extensive review of literature, the MLQ was revised into a 142 item tool which was subsequently distilled into a 73 item instrument (Bass, 1985).

Presently, the MLQ Form 5X, "self" and "other" versions, consists of 90 questions which partition into four components that are labelled: (a) transformational leadership factors; (b) transactional leadership factors; (c) non-leadership factors and; (d) outcomes. Transformational leadership factors align with Bass' Four I's, namely attributed charisma, idealized influence, inspirational leadership, intellectual stimulation, and individualized consideration. Transactional leadership factors are contingent reward and management by exception. Non-leadership factors refer to laissez faire leadership and outcome factors include extra effort, effectiveness, and satisfaction. In all, the MLQ consists of 90 questions which are divided into 13

scales (See Appendix E). Scales nine through 13 were not used in this study in order to focus only on the areas of transformational and transactional leadership. All of these scales are measured on a 5-point Likert scale which ranges from (A) "frequently, if not always" to (E) "not at all". The instrument has undergone extensive testing and evaluation and for the purposes of this study was considered to be content valid.

Internal consistency measures for the MLQ have been at acceptable levels in previous studies. Bass & Avolio (1989) reported scores of .75 for inspirational motivation, .74 for idealized influence, .71 for intellectual stimulation, and .70 for individual consideration. Higher reliability results have since been reported by Yammarino & Bass (1990), who found internal consistency coefficients of .94 for idealized influence, .88 for intellectual stimulation, .82 for inspirational motivation, and .86 for individual consideration. The MLQ has also been used in a number of studies in sport management settings. The instrument has been used in a study of Executive Directors of Canadian National Sport Organizations (Langley, 1994), a study of Canadian Hockey League General Managers (Bourner, 1994), and in a study of Executive Directors in Dutch National Sport Organizations (Pruijn, 1994). The results of their scale consistency assessments appear in Table 1.

Organizational Culture Assessment Questionnaire

The Organizational Culture Assessment Questionnaire was developed by Sashkin (1990) to identify the type and strength of culture within an

TABLE 1 - Chronbach Alpha Reliability Measures for the MLQ (Form 5X).

Researcher	Pruijn, 1994	Pruijn, 1994	Bourner, 1994	Langley, 1994
Indice	Self	Rater	Self & Rater	Self & Rater
Attributed Charisma	.59	.84	.76	.84
Idealized Influence	.72	.90	.89	.86
Inspirational Leadership	.86	.92	.89	.88
Intellectual Stimulation	.82	.89	.91	.88
Individualized Consideration	.78	.83	.88	.86
Contingent Reward	.74	.95	.83	N/A
Management by Exception (Act.)	.64	.65	.74	N/A
Management by Exception (Pas.)	.83	.60	.81	N/A
Laissez-Faire	N/A	N/A	.72	N/A
Extra Effort	N/A	N/A	.82	N/A
Effectiveness	N/A	N/A	.90	N/A
Satisfaction	N/A	N/A	.88	N/A

organization. This instrument was designed to measure how people within that organization think, act, and interpret their workplace environment. This instrument is grounded in the organizational culture theory of scholars like Schein (1985; 1992) and Deal and Kennedy (1982). For the purposes of this study, the instrument was deemed by the researcher to be content valid.

The OCAQ is comprised of 30 questions that are measured on a 5-point Likert scale that ranges from (A) "completely true" to (E) "not true" (See Appendix F). The OCAQ is structured to measure five aspects of culture, specifically: (a) organizational culture strength, and (b) culture building activities which are (i) managing change; (ii) achieving goals; (iii) coordinating teamwork and; (iv) customer orientation. Each of these items is measured by six questions, segmented from the instrument and presented in Table 2. Each question is scored on a Likert scale which ranges from 1 (low) to 5 (high). Therefore, each of the five aspects of culture will receive a score ranging from 6 (low) to 30 (high), with the overall culture assessment scores ranging from 30 (low) to 150 (high).

The internal consistency assessments from data collected in other studies employing the OCAQ have produced mixed results. A 1992 study General Electric employees produced scale reliability scores of .65 for managing change, .45 for achieving goals, .39 for coordinated teamwork, .39 for customer orientation, and .78 for the total culture score. In the sport management field, Wallace (1993) used the OCAQ and his scale reliabilities

TABLE 2 - Organizational Culture Assessment Questionnaire Scales.

CULTURE STRENGTH	ITEMS 5, 10, 15, 20, 25, 30
MANAGING CHANGE	ITEMS 1, 6, 11, 16, 21, 26
ACHIEVING GOALS	ITEMS 2, 7, 12, 17, 22, 27
COORDINATING TEAMWORK	ITEMS 3, 8, 13, 18, 23, 28
CUSTOMER ORIENTATION	ITEMS 4, 9, 14, 19, 24, 29

were .68 for managing change, .52 for achieving goals, .49 for coordinated teamwork, .39 for customer orientation, and .80 for the total culture score. Culture strength scores for both of these studies were very low. The culture strength scale was not used in this study due to these poor scale reliability results. The norms for each of the six scales are presented in Table 3.

Survey of Provincial Sport Organizations

The Survey of National Sport Organizations (SNSO) instrument was designed to assess the perceived effectiveness of Canadian National Sport Organizations (Chelladurai & Haggerty, 1991). For the purposes of this study, the instrument was adapted and renamed the Survey of Provincial Sport Organizations for applicability in the provincial sport system. This instrument consists of 27 items which assess the subjects' perceived process effectiveness of the organization (Chelladurai & Haggerty, 1991). Each statement on the survey is worded positively, and respondents are asked to indicate their level of agreement with the statement measured on a 9-point Likert scale ranging from (1) "strongly disagree" to (9) "strongly agree" (See Appendix G).

Internal consistency measures for this instrument have been promising. Chelladurai and Haggerty (1991) found scale reliabilities for the four effectiveness scales within the instrument to be .92 for organization, .92 for decision making, .91 for personal relations and .93 for job satisfaction. Langley (1994) used this instrument in her study of National Sport Organizations and

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TABLE 3 - Organizational Culture Assessment Questionnaire Norms.

RANGE	Very High	High	Average	Low	Very Low
Culture Strength	26 - 30	22 - 25	17 - 21	13 - 16	6 - 12
Managing Change	30	26 - 29	19 - 25	15 - 18	6 - 14
Achieving Goals	28 - 30	23 - 27	16 - 22	11 - 15	6 - 10
Coordinated Teamwork	28 - 30	24 - 27	18 - 23	14 - 17	6 - 13
Customer Orientation	25 - 30	21 - 24	15 - 20	11 - 14	6 - 10
Total	119 +	108-118	87 - 107	76 - 86	30 - 75

found scale reliability scores of .89 for organization, .91 for decision making, .92 for personal relations and .92 for job satisfaction. These four effectiveness scales were also used in this study (See Table 4).

Provincial Sport Organization Effectiveness Rating Instrument

The PSO effectiveness rating criteria (See Appendix B) was developed by the researcher and distributed to a panel of experts for the purposes of assessing the effectiveness of the 47 PSO's in the study. The criteria for determining and rating organizational effectiveness was developed by the author and based on the SNSO instrument developed by Chelladurai & Haggerty (1991). Panel members were asked to rate 47 PSO's on a 3-point Likert scale to indicate their assessment of each PSO's effectiveness based upon the given criteria. The data collected from the panel were measured for reliability against the SPSO quantitative data by calculating a Spearman Rho correlation co-efficient between the two measures.

Interview Format

An interview schedule was developed and implemented using Patton's (1990) suggestions for qualitative research. This portion of the study served to enrich and contextualize the quantitative data by filling in gaps in logic and explaining potentially misunderstood responses. In order to be consistent with the quantitative investigation, the pre-tested interview schedule focused on organizational effectiveness, executive leadership, and organizational culture. The interview schedule (See Appendix H) employed open-ended questions

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TABLE 4 - SURVEY OF PROVINCIAL SPORT ORGANIZATION SCALES

ORGANIZATION	ITEMS 6, 9, 11, 12, 17
DECISION MAKING	ITEMS 1, 2, 3, 4, 5
PERSONAL RELATIONS	ITEMS 22, 23, 24, 26
JOB SATISFACTION	ITEMS 7, 8, 10, 13, 14, 15, 16, 18, 19, 20, 21, 25, 27

posed in presupposition format, thereby increasing the likelihood of receiving usable responses and avoiding dichotomous answers (Patton, 1990). Interviews were conducted with four randomly selected Executive Directors and with one randomly selected employee with a minimum of one year's experience from each of the selected organizations. All interviews were tape recorded to ensure accuracy and facilitate transcription. All interviewees were assured of complete confidentiality of their information and participation. The interview schedule was pre-tested for face validity in pilot studies within a population of sport management leaders from the City Windsor Y.M.C.A. and the City of Windsor Parks and Recreation organizations.

Data Collection Procedures

Data collection transpired in three separate stages. The first stage consisted of distributing the PSO effectiveness rating instrument to the members of the panel of experts. Each member of the panel received a personalized envelope which contained an explanatory letter outlining the purpose and description of the study, the criteria by which to rate the organizations and an attached alphabetical list of all 47 PSO's that raters were instructed to evaluate (See Appendix B). Each of the packages included a stamped, self-addressed return envelope. The members of the panel were requested to return the forms as quickly as possible, by mail or by fax, directly to the University of Windsor's Faculty of Human Kinetics.

The second phase of the data collection procedure took place following

an analysis of the PSO effectiveness ratings. The Executive Directors of the ten most effective and ten least effective PSO's as rated by the panel of experts were contacted and their permission was solicited for conducting the study within their PSO. A pre-study letter was sent to the PSO's to inform them of the purpose and importance of the study as well as to outline the level and nature of participation that would be necessary from them (See Appendix I). Two different letter packages were prepared for this study. Each Executive Director received the MLQ-self form, the OCAQ and SNSO instruments, and an explanatory letter detailing the study (See Appendix J). The other staff members in the organization received the MLQ-rater form, the OCAQ and SNSO instruments and an explanatory letter (See Appendix K). Each member received a personalized package and was requested to return the information as quickly as possible in the stamped, self-addressed envelope included in the package. All participants in the study were assured that confidentiality would be maintained to the highest degree possible.

In order to increase the response rate, a four step non-response procedure was employed. Non-respondents were given seven days before they were faxed a follow-up reminder (See Appendix L). After an additional seven days, a phone call was placed to non-respondents. After twenty-one days, a second phone call was placed to those who had indicated interest in the study, but had yet to return their completed questionnaire. After twenty-eight days, non-respondents were eliminated from the study. A random

sample of non-respondents were surveyed by phone to ascertain why they chose not to participate in the study. This process was carried out to provide assurance that non-respondents did not substantially differ from respondents.

The final stage in the data collection procedure consisted of the qualitative follow-up processes described earlier in this chapter. Executive Directors from two randomly selected organizations in each of the effective and ineffective groups were asked to participate in this phase of the study. The data from four organizations in total were analyzed in this section of the study. One randomly selected participant from each of the four organizations was also asked to participate in this portion of the study for a total of eight individuals being interviewed. A letter detailing the interview process and purpose was forwarded in advance to each participant (See Appendix M). Once permission to interview was obtained, appointments were scheduled and the interviews were conducted.

Data Analysis Procedures

The services of the University of Windsor Computer Centre were utilized by the researcher to analyze the data. For statistical computation, the SPSS computer package was used through the University of Windsor mainframe computer.

Chronbach's alpha scale reliability scores were calculated for the quantitative instruments used in this study. The Bartlett-Box Univariate Homogeneity of Variance Test was also conducted to test the reliability of the

instruments at each level of the independent variable.

The results of the initial panel ratings were scored and tabulated by the researcher. Organizations received a score of positive one for an effective rating, a score of zero for a rating of neither effective nor ineffective, and a score of negative one for an ineffective rating. Once all panel submissions were tallied, the ten highest scoring PSO's and the ten lowest scoring PSO's were asked to participate in the study.

A Spearman Rho correlation co-efficient was calculated to determine the level of agreement between the PSO effectiveness ratings of the panel of experts and the self-assessed effectiveness scores determined by the SPSO instrument. A two sample t-test was used to determine whether or not a significant difference existed between the effective group and the ineffective group as assessed by the SPSO instrument.

Research questions one and two investigated the significant differences pertaining to leadership within the PSO's. The first research question required the researcher to investigate whether or not there was a significant difference in transformational leadership behaviours exhibited by Executive Directors of effective PSO's as compared to those of ineffective PSO's. The second research question required the researcher to investigate whether or not there was a significant difference in transactional leadership behaviours exhibited by Executive Directors of effective PSO's as opposed to those of ineffective PSO's. Research question four required the researcher to investigate the significant

differences pertaining to organizational culture within the PSO's. A multivariate analysis of variance (MANOVA) was used to address research questions one, two and four. The 95% confidence interval was selected for all analyses.

The third research question required the researcher to investigate whether a significant difference existed in the ratings of the Executive Director's leadership style between the Executive Directors and others within the PSO. A 2 X 2 Analysis of Variance was conducted to address research question three. Two sample t-tests were conducted to address the individual hypotheses of research question three.

The interviews were tape recorded to facilitate accurate transcription and to allow the researcher to focus attention on the interviewee. The interview transcript content was transcribed and analyzed according to guidelines and procedures established by Patton (1990).

CHAPTER IV

RESULTS

This chapter contains the results of the quantitative and qualitative data analysis procedures. The quantitative data were collected using three instruments designed to measure organizational effectiveness, transformational and transactional leadership, and organizational culture respectively within selected Provincial Sport Organizations (PSO's). The chapter is presented in six sections which include: (a) Reliability Assessments; (b) Organizational Effectiveness; (c) Leadership; (d) Organizational Culture; (e) Personal Interviews, and; (f) Research Questions and Hypothesis Testing.

Reliability Assessments

Interitem reliability assessments (Cronbach's alpha) were calculated for Bass & Avolio's (1990) Multifactor Leadership Questionnaire (See Table 5) and Sashkin's (1990) Organizational Culture Assessment Questionnaire (See Table 6). The Survey of Provincial Sport Organizations (Chelladurai & Haggerty, 1991) produced an internal consistency score of .97 for this study. Bartlett-Box Univariate Homogeneity of Variance Tests were calculated for the transformational leadership and transactional leadership scales of the MLQ and for the OCAQ. The Cronbach alpha interitem reliability coefficients were calculated to assess the reliability of the instruments used in this study.

Table 5

Reliability Measures for the MLQ (Form 5x)

		Cronbach's Alpha
Multifactor Leadership Questionnaire		.93
Transformational Leadership		.96
1.	Attributed Charisma	.82
2.	Idealized Influence	.85
3.	Inspirational Leadership	.85
4.	Intellectual Stimulation	.87
5.	Individual Consideration	.87
Transactional Leadership		.71
6.	Contingent Reward	.85
7.	Management by Exception (Active)	.72
8.	Management by Exception (Passive)	.82

Table 6

Reliability Measures for the OCAQ

		Cronbach's Alpha
Organizational Culture Assessment Questionnaire		.92
1.	Managing Change	.79
2.	Achieving Goals	.74
3.	Coordinating Teamwork	.69
4.	Customer Orientation	.81

Interitem reliability calculations were compiled for the five scales of

transformational leadership, three scales of transactional leadership, four scales

of organizational culture, and on the SPSO.

The Bartlett-Box Univariate Homogeneity of Variance Test was

conducted to test the reliability of the instruments at each level of the

independent variable. The results of this test determine whether the variance

of responses between both levels of the independent variable were at

acceptable levels. These results appear in Table 7.

Organizational Effectiveness

The initial data collection procedure called for the researcher to

distribute the provincial sport organization effectiveness rating criteria (See

Appendix B) to the panel of experts for the purposes of assessing the

effectiveness of the 47 PSO's housed in the O.S.R.C. The panel consisted of

26 individuals, each of whom received the criteria used to evaluate the

organizations in addition to a response scoring sheet. Fourteen of the 26

rating forms were returned for a response rate of 54%. Three respondents

indicated that they lacked knowledge about the population to accurately

complete the form. Two other respondents indicated a level of discomfort at

completing the form. In addition, two non-respondents did not receive the

ranking criteria within the allotted response dates and consequently did not

complete the assessment. Nine response sheets were used to make the initial

PSO effectiveness rankings. The Provincial Sport Organizations were ranked

Table 7

<u>Bartlett-Box Univariate Homogeneity of Variance Tests for the MLQ (Form 5x)</u>

<u>and OCAQ</u>

<u>Scale</u>	<u>Result</u>
1. Transformational Leadership	1.98, p= .16
2. Transactional Leadership	.61, p= .44
3. OCAQ	.81, p= 3.68

based on the panel responses after computing the total scores for each organization. The ten highest ranking organizations and the ten lowest ranking organizations were selected for the study. Sixteen of these twenty provincial sport organizations participated in the study for an overall participation rate of 80%.

A quantitative assessment of each organization's effectiveness was undertaken in the second data collection phase. These measures of perceived organizational effectiveness were produced by the Survey of Provincial Sport Organizations (SPSO) instrument. Leaders and subordinates from each of the organizations identified were asked to complete the SPSO instrument. The SPSO was adapted by the researcher from the Survey of National Sport Organizations instrument developed to assess organizational effectiveness within Canada's National Sport Organizations (Chelladurai & Haggerty, 1991). This instrument was utilized to confirm the validity of the results of the first phase of data collection. Eighty-one SPSO instruments were distributed and 46 instruments were returned for a response rate of 57%. This questionnaire return rate was deemed acceptable by the researcher as it exceeded the norm for questionnaire mailings (Kerlinger, 1973).

A two sample t-test was computed to determine if a significant difference existed between the mean organizational effectiveness scores of organizations rated by the expert panel as effective and the mean organizational effectiveness scores of organizations rated by the panel as ineffective based on

the data produced by the SPSO instrument (See Table 8). The t-test result produced a significant difference ($t=2.46$; $p<.05$) between the organizational effectiveness scores of organizations rated by the expert panel as effective and organizations rated as ineffective. A Spearman Rho correlation co-efficient was calculated to determine the level of agreement between the panel of expert's PSO effectiveness ratings and the results of the quantitative instrument (SPSO) effectiveness scores. The correlation co-efficient produced between the two effectiveness rating instruments was .76, and indicated that a significant correlation existed between the two measures.

Leadership

Leadership data in this study were collected during the second phase of data collection in questionnaire form. The Multifactor Leadership Questionnaire (Form 5x) was distributed to the Executive Directors (Self form) of the participating organizations and to all other full-time staff members within the organization (Other form) who had been with the organization for a least six months. Fifteen of 16 Executive Directors returned the MLQ-Self instrument for a response rate of 94%. Thirty-one of the 63 MLQ-Other instruments distributed were returned for a response rate of 49%. Complete data sets (i.e., organizations completing one MLQ-Self form and at least two MLQ-Other forms) were received from 10 organizations.

Organizational Culture

Organizational culture data in this study were collected using the

Table 8

T-test results between Effective and Ineffective rated organizations for the

SPSO instrument

GROUP	Mean SPSO score	N	Standard Deviation	t
Effective	178.27	26	38.58	2.46 *
Ineffective	153.10	20	30.70	

* significant at the .05 level of confidence

Organizational Culture Assessment Questionnaire developed by Sashkin

(1990). This instrument was distributed to all participants in the study. Forty-

six of the 81 instruments distributed were returned for a response rate of 57%.

A complete data set consisted of at least two forms being returned from an

organization.

Personal Interviews

The qualitative data for this study were collected during the third phase

of data collection procedure. The interview schedule used by the researcher

was pre-tested for face and content validity and the interviews were conducted

in four randomly selected organizations. Two organizations from the effective

group and two organizations from the ineffective group were randomly selected

to participate. Interviews were conducted with the Executive Director and one

other randomly selected staff member in each organization for a total of eight

interviews.

The qualitative interview data were collected and analyzed to enrich the

quantitative findings of the study (Patton, 1990). The interview schedule was

pre-tested within a population of City of Windsor Y.M.C.A. and The City of

Windsor Parks & Recreation organization staff members. The interview

schedule was constructed to coincide with the content from the quantitative

instruments employed in this study to measure organizational effectiveness,

executive leadership, and organizational culture.

The qualitative data pertained to the variables of organizational

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effectiveness, executive leadership and organizational culture. Examples of the qualitative data regarding organizational effectiveness would include the following Executive Director's characterization of their organization: "I think over the past couple of years we haven't been very good, but I think we are getting better. I think the Board has finally come to the realization that we need to look at the big picture and not be too short-sighted." An example of qualitative data for the leadership variable would include the statement of one staff member from an ineffective organization who stated that the Executive Director of the organization was "concerned about relationships more so than tasks...not directive in day-to-day operations but rather lets people do their jobs as they see fit." Qualitative data pertaining to organizational culture included the statement of an Executive Director from ineffective organization who noted that "more and more we are starting to utilize (teamwork). I like to think that everyone feels free to have a say in what goes on around here in terms of end results."

Research Questions and Hypothesis Testing

A 2 X 2 Analysis of Variance was computed to determine if a significant main effect or inter-action exists between Provincial Sport Organizations (effective or ineffective) and respondent status (Self or Other) based upon leadership assessments (See Table 9). The ANOVA indicated that no significant inter-action exists ($F=0.15$; $p>.05$) and no main effect exists between the levels of effectiveness ($F=2.68$; $p>.05$), but that a main effect

Table 9

Results of 2 x 2 Analysis of Variance for Research Question #3

Source	F
Effectiveness	F = 2.68
Respondent Status	F = 18.06 *
2-way Interaction	F = 0.15

* Significant at the .05 confidence interval
. . . .

Results of Independent T-Tests for Hypotheses 3 and 4

GROUP	Mean score	t
Effective Self	175.00	1.74
Effective Other	197.88	

. . . .

GROUP	Mean Score	t
Ineffective Self	168.80	3.16 *
Ineffective Other	221.30	

* significant at the .05 level of confidence

does exist between the "Self" and "Other" assessments of leadership (F=18.06; p<.05). To identify within which group (effective or ineffective) the main effect exists, two sample T-tests were conducted.

A two sample t-test was computed to determine if a significant difference exists between the self-assessed leadership scores of Executive Directors from effective Provincial Sport Organizations and the leadership scores of Executive Directors as assessed by others from effective Provincial Sport Organizations (See Table 9). The t-test indicated that no significant difference (t=1.74; p>.05) exists between the self-assessed leadership scores of Executive Directors from effective organizations and the leadership scores of Executive Directors as assessed by others from effective organizations.

A two sample t-test was computed to determine if a significant difference exists between the self-assessed leadership scores of Executive Directors from ineffective Provincial Sport Organizations and the leadership scores of Executive Directors as assessed by others from ineffective Provincial Sport Organizations (See Table 9). The t-test indicated that a significant difference (t=3.16; p<.05) exists between the self-assessed leadership scores of Executive Directors in ineffective organizations and the leadership scores of Executive Directors as assessed by others in ineffective organizations.

A Multivariate Analysis of Variance (MANOVA) was computed to test the multivariate effects of organizational effectiveness on transformational leadership, transactional leadership, and organizational culture based on the

approximate F-statistic (F=8.65; p<.05) outlined by Hotellings criteria (See Table 10). The results indicated that no significant difference exists between effective organizations and ineffective organizations for transformational leadership (F=1.96; p>.05), or transactional leadership (F=0.22; p>.05) but that a significant difference does exist between the two groups for organizational culture (F=26.59; p<.05).

The MANOVA conducted also tested the multivariate effects of organizational effectiveness on each of the four organizational culture scales, namely; managing change, achieving goals, coordinating teamwork, and customer orientation (See Table 10). The results indicated that a significant difference exists between effective and ineffective Provincial Sport Organizations for managing change (F=9.53; p<.05), achieving goals (F=12.58; p<.05), and customer orientation (F=7.30; p<.05). No significant difference exists between effective and ineffective organizations for coordinating teamwork (F=3.76; p>.05).

The first research question of this study was stated as:

1. Is there a significant difference between the assessed transformational leadership scores of Executive Directors in effective Provincial Sport Organizations and the assessed transformational leadership scores of Executive Directors in ineffective Provincial Sport Organizations?

Table 10

Results of Multivariate Analysis of Variance for Research Questions 1,2 & 4

Multivariate F (Hotellings):   F = 8.65 *

Univariate F Ratios:

Transformational Leadership   F = 1.96

Transactional Leadership   F = 0.22

Organizational Culture   F = 26.59 *

Managing Change   F = 9.53 *

Achieving Goals   F = 12.58 *

Coordinating Teamwork   F = 3.76

Customer Orientation   F = 7.30 *

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* Significant at the .05 level of confidence.

The following hypothesis was constructed to answer the first research question:

H1 - The Executive Directors of effective Provincial Sport Organizations will be rated as more transformational than Executive Directors of ineffective Provincial Sport Organizations.

The first research hypothesis was rejected (F=1.96; p>.05) based on the results of the statistical analysis presented in Table 10. No significant difference exists between the transformational leadership scores of Executive Directors from effective Provincial Sport Organizations and the same measures of Executive Directors from ineffective Provincial Sport Organizations. The mean transformational leadership score for Executive Directors in effective organizations was 112.67 which converts to an average score of 2.4 for the five transformational scales. The mean transformational leadership score for Executive Directors in ineffective organizations was 120.35 which converts to an average score of 2.56 for the five transformational scales. The scores for both the Executive Directors of effective organizations and the Executive Directors of ineffective organizations were below the criterion of 3.0 (Avolio, 1994 as cited in Langley, 1994) necessary for transformational leadership designation.

The second research question of this study was stated as:

2. Is there a significant difference between the assessed transactional leadership scores of Executive Directors in effective Provincial Sport Organizations and the assessed transactional leadership scores of Executive Directors in ineffective Provincial Sport Organizations?

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The following hypothesis was constructed to answer the second research question:

H2 - The Executive Directors of ineffective Provincial Sport Organizations will be rated as more transactional than Executive Directors of effective Provincial Sport Organizations.

The second research hypothesis was rejected (F=0.22; p>.05) based on the results of the statistical analysis presented in Table 10. No significant difference exists between the transactional leadership scores of Executive Directors in effective Provincial Sport Organizations and the same measures of Executive Directors from ineffective Provincial Sport Organizations. The mean transactional leadership score for Executive Directors in effective organizations was 79.65 which converts to an average score of 3.46 for the three transactional scales. The mean transactional leadership score for Executive Directors in ineffective organizations was 77.60 which converts to an average score of 3.37 for the three transactional scales. The scores for both the Executive Directors of effective organizations and the Executive Directors of ineffective organizations were above the criterion of 3.0 (Avolio, 1994 as cited in Langley, 1994) necessary for transactional leadership designation.

The third research question of this study was stated as:

3. Is there a significant difference between the congruence of assessed leadership scores of Executive Directors and their staff within effective Provincial Sport Organizations and the congruence of assessed leadership scores of Executive Directors and their staff within ineffective

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Provincial Sport Organizations?

The following hypotheses were constructed to answer the third research question:

H3 - There will be no significant difference between the Executive Directors self assessment of leadership style and their staff members assessment of their leadership style in effective Provincial Sport Organizations.

H4 - There will be a significant difference between the Executive Directors self assessment of leadership style and their staff members assessment of their leadership style in ineffective Provincial Sport Organizations.

The third hypothesis was accepted (t=1.74; p>.05) based on the results of the statistical analysis presented in Table 9. No significant difference exists between the self assessments of leadership and the follower assessments of leadership in effective Provincial Sport Organizations. The fourth hypothesis was accepted (t=3.16; p<.05) based on the results of the statistical analysis presented in Table 9. There is a significant difference between the self assessments of leadership and the follower assessments of leadership in ineffective Provincial Sport Organizations.

The mean self assessed leadership score in effective provincial sport organizations was 175.0 which converts to an average of 2.5 for the leadership scales. The mean leadership score as assessed by followers in effective provincial sport organizations was 197.88 which converts to an average of 2.83 for the leadership scales. The mean self assessed leadership score in ineffective provincial sport organizations was 168.8 which converts to an

average of 2.41 for the leadership scales. The mean leadership score as assessed by followers in ineffective provincial sport organizations was 221.3 which converts to an average of 3.16 for the leadership scales.

The fourth research question of this study was stated as:

4. Is there a significant difference between the organizational culture of effective Provincial Sport Organizations and the organizational culture of ineffective Provincial Sport Organizations?

The following hypotheses were constructed to answer the fourth research question:

H5 - Provincial Sport Organizations rated as highly effective will have a higher organizational culture score than Provincial Sport Organizations rated as highly ineffective.

H6 - Provincial Sport Organizations rated as highly effective will have higher achieving goals culture scores than Provincial Sport Organizations rated as highly ineffective.

H7 - Provincial Sport Organizations rated as highly effective will have higher managing change culture scores than Provincial Sport Organizations rated as highly ineffective.

H8 - Provincial Sport Organizations rated as highly effective will have higher coordinating teamwork culture scores than Provincial Sport Organizations rated as highly ineffective.

H9 - Provincial Sport Organizations rated as highly effective will have higher customer orientation culture scores than Provincial Sport Organizations rated as highly ineffective.

The fifth research hypothesis was accepted (F=26.59; p=<.05) based on the results of the statistical analysis presented in Table 10. A significant difference exists between the organizational culture scores in effective

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Provincial Sport Organizations and the organizational culture scores in ineffective Provincial Sport Organizations. The mean organizational culture score for effective Provincial Sport Organizations was 104.71 with a standard deviation of 14.78 which placed them in the "average" category (Sashkin, 1990). The mean organizational culture score for ineffective Provincial Sport Organizations was 86.6 with a standard deviation of 18.31 which placed them in the "low" category (Sashkin, 1990).

The sixth research hypothesis was accepted (F=12.58; p=<.05) based on the results of the statistical analysis presented in Table 10. A significant difference exists between the achieving goals culture scores of effective Provincial Sport Organizations and the achieving goals culture scores of ineffective Provincial Sport Organizations. The mean achieving goals culture score for effective provincial sport organizations was 21.65 with a standard deviation of 3.6. The mean achieving goals culture score for ineffective provincial sport organizations was 17.10 with a standard deviation of 5.1.

The seventh research hypothesis was accepted (F=9.53; p=<.05) based on the results of the statistical analysis presented in Table 10. A significant difference exists between the managing change culture scores of effective Provincial Sport Organizations and the managing change culture scores of ineffective Provincial Sport Organizations. The mean managing change culture score for effective Provincial Sport Organizations was 23.46 with a standard deviation of 3.8. The mean managing change culture score for

ineffective Provincial Sport Organizations was 19.4 with a standard deviation of 5.1.

The eighth research hypothesis was rejected (F=3.76; p=>.05) based on the results of the statistical analysis presented in Table 10. No significant difference exists between the coordinating teamwork culture scores of effective Provincial Sport Organizations and the coordinating teamwork culture scores of ineffective Provincial Sport Organizations. The mean coordinating teamwork culture score for effective provincial sport organizations was 20.85 with a standard deviation of 3.7. The mean coordinating teamwork culture score for ineffective provincial sport organizations was 18.55 with a standard deviation of 4.4.

The ninth research hypothesis was accepted (F=7.30; p=<.05) based on the results of the statistical analysis presented in Table 10. A significant difference exists between the customer orientation culture scores of effective Provincial Sport Organizations and the customer orientation culture scores of ineffective Provincial Sport Organizations. The mean customer orientation culture score for effective provincial sport organizations was 21.35 with a standard deviation of 3.9. The mean customer orientation culture score for ineffective provincial sport organizations was 17.75 with a standard deviation of 5.1.

CHAPTER V

SUMMARY, DISCUSSION AND CONCLUSIONS

The purpose of this study was to investigate the concepts of

organizational effectiveness, executive leadership, and organizational culture

within Ontario's Provincial Sport Organizations (PSO's). This chapter contains

a summary and interpretation of the results of this study along with a

discussion of the implications of the findings. The chapter is presented in five

sections which include: (a) Summary and Discussion of the Findings; (b)

Conclusions; (c) Implications for Sport Management; (d) Implications for

Provincial Sport Organizations; and (e) Recommendations for Future Research.

Summary and Discussion of the Findings

Numerous management scholars have forwarded the theoretical position

that leadership is a critical element for organizational effectiveness (Bass, 1990;

Bennis & Nanus, 1985; Nanus, 1989; Peters & Waterman, 1982). More

recently, theorists have refined their view of leadership by suggesting that a

transformational leadership style is important, if not necessary, for leading an

effective organization (Bass, 1988; Bass & Avolio, 1994; Nanus, 1989; Tichy &

Devanna, 1986). However, there have been other scholars who have

questioned the importance of executive leadership to organizational

effectiveness (Bryman, 1986a; Pettigrew 1987; Pfeffer, 1977). These theorists

have suggested that organizational effectiveness is determined by many factors, one of which may be leadership . The results of this study support their assertions that heightened executive leadership does not guarantee organizational effectiveness. The results of this investigation prompted the researcher to conclude that no significant difference exists between the leadership styles of Executive Directors of effective Provincial Sport Organizations and the leadership styles of Executive Directors of ineffective Provincial Sport Organizations.

In recent leadership literature, there have been suggestions that the level of congruence of leadership style perceptions between leaders and followers provide a better indication of the true leadership situation (Atwater & Yammarino, 1992; Bass & Avolio, 1989; Weese 1994b; Yammarino & Atwater, 1993). These theorists suggest that a closer alignment between the leader's and his or her followers' assessments of leadership style is a better indicator of the leadership style being delivered. A high level of "self" and "other" congruence might indicate that the leader and followers are communicating effectively and that both parties are aware of what the other is trying to accomplish. Executive Directors and staff members within ineffective organizations were clearly not on the same wavelength in their perceptions of the style of leadership being delivered. The results of this study also supported the notion that the congruence of "self" and "other" leadership measures might be an important indicator of leader and organizational

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effectiveness. The results of this study uncovered that a high degree of congruence existed between leaders and those in their charge within effective Provincial Sport Organizations and a low level of congruence existed between leaders and their staff members within i effective Provincial Sport Organizations.

There has been considerable support for the claim that leadership has a significant influence on the culture of an organization (Deal & Kennedy, 1982; Peters & Waterman, 1982; Sashkin & Sashkin, 1990; Schein, 1985; 1992). Some suggest that organizational culture is positively linked to organizational effectiveness (Deal & Kennedy, 1982; Denison, 1984; Peters & Waterman, 1982). However, this position has been met with some opposition (Pfeffer, 1977; Weese, 1995). Furthermore, there are theorists who have questioned the common practice of measuring organizational culture quantitatively (Rousseau, 1990; Schein, 1985; 1992). They suggest that organizational culture is too obscure within an organization to be accurately determined through questionnaires alone.

This researcher aligns with those theorists who suggest that organizational culture is important to organizational effectiveness. The results of this study indicated that a significant difference exists between the cultures of effective Provincial Sport Organizations and the cultures of ineffective Provincial Sport Organizations. The effective organizations scored significantly higher in three out of four culture building activities measured by the

organizational culture instrument and also scored significantly higher for the overall organizational culture assessment. Effective Provincial Sport Organization's rated significantly higher than ineffective Provincial Sport Organization's in "managing change", "achieving goals" and "customer orientation". Successfully integrating these culture building activities into organizational routine has been purported to be among the essential elements for achieving a positive organizational culture which can help to facilitate organizational effectiveness (Sashkin, 1990).

The methodology pertaining to the evaluation of organizational effectiveness was not addressed by the research questions in this study. This study utilized an independent panel rating to determine the most effective Provincial Sport Organizations and the least effective Provincial Sport Organizations. These organizations also were researched quantitatively and qualitatively with respect to the organizational effectiveness assessment. This was undertaken to obtain multiple measures of the variable to heighten the validity of the measure (Jick, 1979; Sashkin, 1988). This researcher suggests that collecting three measures of organizational effectiveness allowed for a confident conclusion that two significantly different groups (i.e., effective and ineffective PSO's) were identified in this study. The initial panel ratings were used to separate the organizations into a highly effective group and a highly ineffective group. The quantitative data collected from these organizations indicated that a significant difference exists between the two groups. The

Spearman Rho correlation co-efficient value of .76 confirmed a significant correlation between the two organizational effectiveness measures.

The qualitative data pertaining to organizational effectiveness also indicated that the organizations had been correctly categorized. An Executive Director of an ineffective organization commented on the success of her organization by stating that "I think on a scale of one to ten we are at about a six." This Executive Director added further that "I don't think we've moved ahead of where we were ten years ago. I don't think we are terribly effective." In contrast, a member of an effective organization characterized the effectiveness of her organization by stating that: "I think that we are very effective at meeting goals." This person also stated that "we are very satisfied" and that "the overall perception of our members is that they are quite satisfied", referring to the idea that having satisfied members equated to their effectively delivering programs.

The theoretical proposition of this study was that Provincial Sport Organizations rated as highly effective would be administered by highly transformational leaders who hold congruent views of their leadership style with their subordinates' assessment of the leader's style. Furthermore, the PSO's rated as highly effective would possess organizational cultures that facilitate effective organizational functioning. This study also proposed that Provincial Sport Organizations rated as highly ineffective would be administered by transactional leaders who hold views of their leadership style that are

incongruent with their subordinates' views of the leader's style. These ineffective organizations would also possess organizational cultures that do not facilitate effective organizational functioning.

To investigate these theoretical propositions the researcher developed four research questions with accompanying research hypotheses. Each of these four questions are presented in the next section along with the statistical results, the decision rendered and the interpretations of the findings.

Organizational Effectiveness and Leadership

The variables of organizational effectiveness and leadership were addressed by the first two research questions. The two research questions were:

1. Is there a significant difference between the assessed transformational leadership scores of Executive Directors in effective Provincial Sport Organizations and the assessed transformational leadership scores of Executive Directors in ineffective Provincial Sport Organizations? and;

2. Is there a significant difference between the assessed transactional leadership scores of Executive Directors in effective Provincial Sport Organizations and the assessed transactional leadership scores of Executive Directors in ineffective Provincial Sport Organizations?

A review of recent leadership literature demonstrates the belief among most leadership theorists that transformational leadership behaviours are a key ingredient to achieving organizational effectiveness (Bass, 1990; Bass & Avolio, 1994; Conger, Kanungo, Mason & Mitroff, 1988; Jaffe, Scott & Orioli, 1986; Tichy & Devanna, 1984; Tichy & Ulrich, 1986). Transformational leadership is

purported to be an extension or augmentation of transactional leadership (Bass, 1990; Bass & Avolio, 1994; Kuhnert & Lewis, 1987). Transactional leaders are those who utilize exchanges to elicit results that are mutually beneficial for both the leader and follower (Kuhnert & Lewis, 1987; Yukl, 1981). Transformational leaders are purported to be those who can create a vision and inspire followers in such a way that the organization as a whole will benefit in terms of productivity, innovation and other criterion of effectiveness (Bass & Avolio, 1990b, 1994; Bennis, 1989; Sashkin, 1987). However, there are theorists who suggest that organizational effectiveness is a product of many factors and that the style of leadership exhibited does not significantly directly impact the outcome (Bryman, 1986a; Pettigrew, 1987; Pfeffer, 1977). The results of this study align with the latter group of scholars.

The results of this study allowed the researcher to conclude that no significant difference exists between the transformational leadership behaviour of Executive Directors of effective Provincial Sport Organizations and the transformational leadership behaviour of Executive Directors of ineffective Provincial Sport Organizations. The results of this study also indicated that no significant difference exists between the transactional leadership behaviour of Executive Directors of effective Provincial Sport Organizations and the transactional leadership behaviour of Executive Directors of ineffective Provincial Sport Organizations. Instead of uncovering differences between the effective and ineffective organizations as hypothesized, the results of this study

indicated that the majority of the Executive Directors studied in both effective and ineffective organizations exhibit transactional leadership styles. These findings contradict the claims of many that a transformational leader is a necessary catalyst for organizational effectiveness. These findings support the idea that other moderating factors have a more substantial bearing than leadership style on the effectiveness of an organization (Bryman, 1986a; Pettigrew, 1987). Within the current provincial sport system, the researcher suggests that these other factors might include organizational structure, popularity of the sport, composition and competence of a voluntary Board of Directors, relationship with that Board, current financial climate and size of the organization. These factors generally fall beyond the control of the Executive Director and will influence things such as effectiveness of communication, availability of resources, marketability, public exposure and ability to follow through on initiatives. Furthermore, the environment in which the provincial sport organizations exist at this time is one of financial crisis, with further cuts in funding imminent. The presence of primarily transactional leaders in this atmosphere is not unexpected as it aligns with many theorists who believe that this type of leadership behaviour is needed to survive this type of situation (Halpin, 1954; Pfeffer & Salancik, 1975; Yukl, 1989).

This researcher suggests that another explanation for the findings of primarily transactional leadership behaviours among Executive Directors is that the structure of the provincial sport setting is such that the true leaders of the

organizations do not occupy the Executive Director position. Structurally speaking, the authority of the Volunteer Board of Directors in Provincial Sport Organizations is such that Executive Directors are utilized more as links to the staff and facilitators for initiatives rather than as leaders of the organization with contributions to be made towards the long term vision of the organization. An Executive Director of an effective organization characterized his role by noting that he needed "...to manage people and make sure that (the organization) was financially sound with programs that run well". He added that "...the leadership for the long term comes more from the Board so my management of day-to-day operations is certainly paramount in my mind". Thus, an Executive Director within a PSO functions in more of a managerial role, rather than as a leader. The role theory of leadership suggests that behavioral expectations communicated to an individual by superiors, peers and subordinates will interact with the person's own beliefs to dictate how that individual will behave (Merton, 1957; Pfeffer & Salancik, 1975). It has been suggested that the longer an individual functions within a particular organizational role, the more that person comes to be defined by that particular role (Hunt, 1984; Pfeffer, 1977). "The identification of certain roles as having leadership status tends to guide the construction of meaning in the direction of attributing outcomes to the actions of the person occupying the leader role" (Hunt, 1984). The Executive Directors within the PSO's studied might subscribe to "role theory of leadership" in that the leadership behaviours attributed to them have been pre-

determined by the organizational role within which they function and that they have adapted their behaviours to fit this role.

These results were also supported by the qualitative findings of this study. The following comments reaffirm the findings of no difference in leadership style between Executive Directors of effective PSO's and Executive Directors of ineffective PSO's. An Executive Director of an ineffective organization characterized her leadership style in the following way: "I like to delegate what needs to be done to my staff members.....I would say I like to be quite hands off.....I try to be more of a sounding board for approval if they like and worry more about looking out for the direction of the organization as a whole." A member of another ineffective organization characterized her Executive Director by saying that: "I would say she is concerned about relationships more so than tasks. She allows people to do their jobs for the most part as they see fit as long as it fits into the overall scheme of things."

The results of this study led the researcher to conclude that a clear distinction of individual leadership behaviours of Executive Directors was not evident between effective and ineffective provincial sport organizations. The majority of the Executive Directors participating in this study were found to exhibit transactional leadership styles. This prompted the researcher to conclude that the managerial role of Executive Directors aligns with the "role theory" of leadership in that the structure of PSO's dictates to the individual in the Executive Director position the leadership style that they must adopt. The

researcher concluded further that within the PSO's, the presence of a transformational leader in the Executive Director position did not contribute to organizational effectiveness.

A summary of the results of research questions one and two is presented in Table 11.

Organizational Effectiveness and Leadership Congruence

The variables of organizational effectiveness and leadership congruence were addressed by the third research question which was stated as:

3. Is there a significant difference between the congruence of assessed leadership scores of Executive Directors and their staff within effective Provincial Sport Organizations and the congruence of assessed leadership scores of Executive Directors and their staff within ineffective Provincial Sport Organizations?

Leadership research has long been plagued by claims that methodological flaws made impossible the task of establishing a true understanding of the concept (Bass & Yammarino, 1991; Weese, 1994b; Yammarino & Atwater, 1993). Some of this criticism has been directed at the practice of using "self" measures alone in assessing a leadership situation which opens up a host of bias (e.g., self-reporting bias, halo effect, etc.) possibilities (Weese, 1994b). To combat this problem, it has been widely accepted that both "self" and "other" measures were desirable for increasing the accuracy, fairness, and validity of the leadership measure (Bass & Avolio, 1990; Sashkin, 1988). Recent researchers employing a method of analyzing

Table 11

<u>Research Questions One and Two and Decisions Rendered</u>

	<u>Research Question</u>	<u>DECISION</u>
1.	Is there a significant difference between the assessed transformational leadership scores of Executive Directors in effective Provincial Sport Organizations and the assessed transformational leadership scores of Executive Directors in ineffective Provincial Sport Organizations?	**NO**
2.	Is there a significant difference between the assessed transactional leadership scores of Executive Directors in effective Provincial Sport Organizations and the assessed transactional leadership scores of Executive Directors in ineffective Provincial Sport Organizations?	**NO**

"self" and "other" congruence have yielded results that indicate that leaders who are more congruent with their followers in assessing their leadership style will be more prone to be transformational, will be more effective leaders, and will lead more effective organizations (Bass & Yammarino, 1991; Weese, 1994b). Highly congruent leaders will generally have a heightened degree of self-awareness which will help them to determine the quality of leadership they are delivering (Ashford, 1989).

The qualitative data pertaining to this question indicated that a clear distinction between the effective and ineffective groups existed. In an ineffective organization the Executive Director stated that "I tend not to want to see myself as a leader but rather as another member of the team." An employee in that organization stated that the Executive Director saw himself "as the person who makes all of the decisions" for the organization. The difference in the perception of leadership style between the Executive Director and this staff member substantiate the quantitative result that indicated that this organization had a "low congruent" Executive Director.

In an effective organization the Executive Director characterized his leadership style by saying that "I would say I am the type of manager/supervisor who lets people do their job but am here to help them if they need it." Another member of that organization indicated that the Executive Director is "very relaxed and loose but at the same time has a lot of respect. Everybody knows their job and he lets them do it." The Executive Director and

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staff member in this organization conveyed virtually identical perceptions of the Executive Director's leadership style reinforcing the quantitative findings which indicated the presence of a "high congruent" Executive Director in this organization.

The results of this study aligned with those who believe that "self" and "other" congruence measures offer a clearer indication of leader and organizational effectiveness. Although highly congruent Executive Directors were not found to be more transformational as other researchers have found (Bass & Yammarino, 1991; Weese, 1994b), they were found to lead significantly more effective organizations. The findings in this study led the researcher to conclude that Executive Directors who did not significantly differ with their subordinates in assessing their leadership style led significantly more effective organizations. The results of this study further prompted the researcher to conclude that Executive Directors who significantly differed with their subordinates in assessing their leadership style led significantly less effective organizations. These findings, when combined with the findings of no difference in leadership style between the effective and ineffective organizations allowed the researcher to conclude that regardless of leadership style, having a high congruent leader is important for organizational effectiveness.

A summary of the results of research question three is presented in Table 12.

Table 12

<u>Research Question Three and Decision Rendered</u>

	<u>Research Question</u>	<u>DECISION</u>
3.	Is there a significant difference between the congruence of assessed leadership scores of Executive Directors and their staff within effective Provincial Sport Organizations and the congruence of assessed leadership scores of Executive Directors and their staff within ineffective Provincial Sport Organizations?	**YES**

. . . .

	<u>Hypothesis # 3</u>	<u>ACCEPTED</u>
H3.	There will be no significant difference between the Executive Directors self assessment of leadership style and their staff members assessment of their leadership style in effective Provincial Sport Organizations.	**YES**

<u>Hypothesis # 4</u>

H4.	There will be a significant difference between the Executive Directors self assessment of leadership style and their staff members assessment of their leadership style in ineffective Provincial Sport Organizations.	**YES**

Organizational Effectiveness and Organizational Culture

The variables of organizational effectiveness and organizational culture were addressed by the fourth research question. The fourth research question of this study was:

> 4. Is there a significant difference between the organizational culture of effective Provincial Sport Organizations and the organizational culture of ineffective Provincial Sport Organizations?

It has been widely suggested by management researchers that organizational culture links strongly with organizational effectiveness (Deal & Kennedy, 1982; Denison, 1984; Peters & Waterman, 1982; Sashkin, 1990; Schein, 1992). However, this idea has not gone without opposition, as some suggest that organizational culture is merely the environment within which an organization happens to function (Smircich, 1983; Whipp, Rosenfeld, & Pettigrew, 1989), and that strong organizational cultures have not been shown to consistently exist within successful organizations. Others (Bass, 1985; Bass & Avolio, 1994; Fiedler & Garcia, 1987) have suggested that leadership and organizational culture together hold the key to understanding and predicting organizational effectiveness. This claim has also been contradicted by those (Smircich, 1983; Pfeffer, 1977; Weese, 1995) who have suggested that the leader simply exists within the culture along with everyone else and that leadership style does not necessarily dictate that a particular culture will exist. The results of this study aligned with the former position. Effective Provincial Sport Organizations possessed significantly higher organizational culture

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ratings than ineffective Provincial Sport Organizations as measured by the Organizational Culture Assessment Questionnaire. Specifically, effective PSO's scored significantly higher for the "managing change", "achieving goals" and "customer orientation" culture building activity scales. Effective organizations also scored significantly higher in the total organizational culture area compared to the ineffective organizations.

Effective Provincial Sport Organizations scored significantly higher than ineffective Provincial Sport Organizations for the culture building activity scale of "managing change". This scale "...assesses the degree to which respondents see the organization as effective in adapting to and managing change" (Sashkin, 1990, p.9). The ability to adapt to environmental changes and smoothly facilitate organizational transitions are important for ensuring success in today's business world (Sashkin, 1990). It has been suggested that a critical organizational role is to manage change within the organization (Deal & Kennedy, 1982; Denison, 1990). The results of this study led the researcher to conclude that organizations that are effective in managing change will be more likely to achieve greater levels of organizational effectiveness than those organizations ineffective in managing change.

Effective Provincial Sport Organizations scored significantly higher than ineffective Provincial Sport Organizations for the culture building activity scale of "achieving goals". This scale measures the culture of the organization by asking respondents "...to describe how effective the organization is in achieving

goals, the extent to which there are coherent and shared goals, and the degree to which shared values support improvement rather than the status quo" (Sashkin, 1990, p. 9). From a cultural perspective, organizational achievement stems from the basic need to achieve. When organization members share this belief, the organization will be more likely to be effective (Sashkin, 1990). The results of this study led the researcher to conclude that organizations which are more effective at setting and achieving their goals will be more likely than those organizations which are not to be achieve overall organizational effectiveness.

Effective Provincial Sport Organizations scored significantly higher than ineffective Provincial Sport Organizations for the "customer orientation" culture measure. This scale assessed "...the extent to which organizational activities are directed toward identifying and meeting the needs and goals of clients and customers" (Sashkin, 1990, p. 10). The importance of this factor lies in the idea that no matter how well an organization performs its functions, if the customers do not want what the organization is producing, then the organization will not be effective (Sashkin, 1990). The results of this study led the researcher to conclude that organizations with a culture that focused on · their customers' wants and needs were more effective than those organizations not as attuned to their customers.

This study uncovered no significant difference between effective and ineffective Provincial Sport Organizations for the "coordinated teamwork" culture measure. This scale "...assesses the extent to which the organization is

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effective in coordinating the work of individuals and groups" (Sashkin, 1990, p. 9). Effectively coordinating the efforts of individuals and groups within organizations has been noted as being critical for the long term survival of an organization (Sashkin, 1990). Thus, an organization that encourages the value of collaboration and the notion of being an important part of the whole will develop cultural elements which are important for being effective. Management scholars have purported the importance of teamwork to organizational effectiveness (Denison, 1990; Sashkin, 1990) It has been suggested that a "participative culture" is essential for getting the most from an organizations resources (Denison, 1990). The results of this study counter this notion in that there was no difference uncovered for the culture measure of "coordinated teamwork" between effective and ineffective organizations. This led the researcher to conclude on the basis of this result establishing a culture that helps coordinate the efforts of employees is not an essential element for effectively achieving organizational goals within the Provincial Sport Organizations.

It is important to note at this point that concern still remains regarding the validity and reliability of measuring organizational culture using a quantitative approach. Many scholars, (Denison, 1990; Rousseau, 1990; Schein, 1985; 1992; Sheridan, 1992) have made it clear that the concept is, by nature, very ambiguous, personal and deep-rooted which restricts a researcher's ability to gain a full understanding. Conclusions drawn from the

data in this study need to be tempered slightly to acknowledge any potential methodological shortcomings. The qualitative data received pertaining to organizational culture reinforced the need for caution. Much of the qualitative data pertaining to organizational culture indicated a strong link to relationships of the staff members to the Volunteer Board of Directors. Since the Volunteer Board of Directors was not included in this study, the data could indicate a one-sided account of the culture of the organization. This notion is reinforced by previous research within the O.S.R.C. that uncovered significant discrepancies in satisfaction and direction between Volunteer Board members and salaried staff members (Inglis, 1994). The results of this study support the contentions of researchers who believe that organizational culture is a variable that is best understood through longitudinal, in-depth qualitative inquiry (Rousseau, 1990; Schein, 1985; 1992).

An example of the qualitative data pertaining to the "managing change" culture scale was given by an Executive Director of an ineffective organization who stated that "...overall the organization is not quick to change. We react well to small problems but in terms of overall direction I believe too many staff members are threatened by it." An effective organization staff member gave the following example of qualitative data with regards to the "achieving goals" culture scale: "We try to put our efforts in the context of the overall organizational direction. We constantly try to evaluate whether or not we are meeting our priorities in terms of media coverage, etc.....striving towards and

meeting set out short term goals is something that is stressed greatly in this organization."

An example of the qualitative data pertaining to the "coordinating teamwork" culture scale would include the following statement by a staff member from an effective organization who noted that: "Teamwork is not only stressed but it is very much a reality. I think that with our limited resources we know that we need to band together and help each other to make sure that things get done whether it is in your area or not." Both effective and ineffective Provincial Sport Organizations in this study indicated a strong "customer orientation". One Executive Director from an effective organization stated that "to a great extent all of what we do is customer driven." A staff member from an ineffective organization noted that "...the members are our primary customers and it is their needs that the organization focuses primarily on satisfying."

A summary of the results of research question four is presented in Table 13.

Conclusions

Some theorists have suggested that leadership and organizational culture have strong links to organizational effectiveness (Bass & Avolio, 1994; Bennis & Nanus, 1985; Blake & Mouton, 1986; Deal & Kennedy, 1982; Denison, 1990; Kotter and Heskett, 1992; Peters & Waterman, 1982; Schein, 1985; 1992; Smircich, 1983). Others (Bryman, 1992; Pettigrew, 1987; Pfeffer,

Table 13

<u>Research Question Four and Decision Rendered</u>

<u>Research Question</u> <u>DECISION</u>

4. Is their a significant difference between the organizational
culture of effective Provincial Sport Organizations **YES**
and the organizational culture of ineffective Provincial
Sport Organizations?

. . . .

<u>Hypothesis # 5</u> <u>ACCEPTED</u>

H5. Provincial Sport Organizations rated as highly effective will have a **YES**
higher organizational culture score than Provincial Sport
Organizations rated as highly ineffective.

<u>Hypothesis # 6</u>

H6. Provincial Sport Organizations rated as highly effective will have **YES**
higher achieving goals culture scores than Provincial Sport
Organizations rated as highly ineffective.

<u>Hypothesis # 7</u>

H7. Provincial Sport Organizations rated as highly effective will have **YES**
higher managing change culture scores than Provincial Sport
Organizations rated as highly ineffective.

<u>Hypothesis # 8</u>

H8. Provincial Sport Organizations rated as highly effective will have **NO**
higher coordinating teamwork culture scores than Provincial Sport
Organizations rated as highly ineffective.

<u>Hypothesis # 9</u>

H9. Provincial Sport Organizations rated as highly effective will have **YES**
higher customer orientation culture scores than Provincial Sport
Organizations rated as highly ineffective.

1977; Weese, 1995) have suggested that more tempered opinions are appropriate.

More recently, the notion has been put forth that the congruence of perception of style between the leader and follower will be a better indicator of leader effectiveness (Bass & Yammarino, 1991; Weese, 1994b). While not discounting that organizational culture is an important variable for organizational effectiveness, some theorists have suggested that the only way to gain a true indication of an organization's culture is through in-depth qualitative analysis (Rousseau, 1990; Schein, 1985; 1992). The results of this investigation prompted the researcher to align with the latter group of theorists.

This study found no difference in either transformational or transactional leadership behaviours exhibited by Executive Directors of effective Provincial Sport Organizations compared to the same measures of ED's in ineffective PSO's. There was a significant difference uncovered between the "self" and "other" assessments of leadership style in ineffective organizations which indicates the presence of low congruent Executive Directors. There was no difference between "self" and "other" assessments of leadership style in effective organizations which indicates the presence of high congruent Executive Directors.

There was a significant difference uncovered between the organizational cultures of effective and ineffective Provincial Sport Organizations and significant differences were found for three of the four scales of organizational

culture measured by the quantitative instrument used in this study.

The results of this study prompted the researcher to make the following eight conclusions:

1. There is no evidence of transformational leadership at the Executive Director level within the Provincial Sport Organizations.

2. There is evidence of transactional leadership at the Executive Director level within the Provincial Sport Organizations.

3. There is evidence of transactional leadership at the Executive Director level within both effective Provincial Sport Organizations and ineffective Provincial Sport Organizations.

4. There is evidence of highly effective and highly ineffective Provincial Sport Organizations.

5. No significant difference exists in leadership style between the Executive Directors of effective Provincial Sport Organizations and the Executive Directors of ineffective Provincial Sport Organizations.

6. No significant difference exists in assessment of leadership style between Executive Directors and staff members within effective Provincial Sport Organizations.

7. A significant difference exists in assessment of leadership style between Executive Directors and staff members within ineffective Provincial Sport Organizations. Executive Directors of ineffective PSO's rate themselves significantly lower than do their staff members.

8.   A significant difference exists between the organizational cultures of

      effective Provincial Sport Organizations and the organizational cultures of

      ineffective Provincial Sport Organizations.

Implications for Sport Management

      This study was designed to add to the limited research base that exists

in the sport management field (Olafson, 1990; Paton, 1987). This section

includes the six implications of this research with regards to organizational

effectiveness, leadership and organizational culture for the field of sport

management.

1.   Congruence is emerging as an important paradigm for validly measuring

      Executive leadership relative to organizational effectiveness. Sport

      managers should be aware that being congruent with staff members in

      terms of their assessment of leadership style is critical to influencing staff

      members and promoting effectiveness in the organization.

2.   Executive Directors within the provincial sport setting should be

      cognizant of the influences of their leadership congruence on

      organizational outcomes such as organizational effectiveness.

3.   Organizational effectiveness within the Provincial Sport Organizations is

      determined by factors other than the leadership style of the Executive

      Director.

4.   Effective Provincial Sport Organizations were characterized by higher

      scores for organizational culture and for three of four culture building

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activities. The field of sport management should be cognizant of the important role that organizational culture and its components play in developing and maintaining an effective organization.

5. Future sport managers should be aware of the structure of the government sport system and the roles that individuals in different positions are asked to assume.

6. Sport management scholars should continue to investigate the variables of organizational culture and leadership to identify emerging themes in these areas as the environment within which the sport delivery system functions goes through a period of change.

Implications for Provincial Sport Organizations

Ontario's Provincial Sport Organizations operate under the umbrella of the Ontario Sport and Recreation Centre as non-profit organizations to provide a sport delivery system for the Province of Ontario. This section includes four implications that emerge from this research for these organizations.

1. Qualitative data from this study aligns with previous research within the Provincial Sport Organizations that uncovered frustration and tension arising from the relationship between the salaried staff and the volunteers (Inglis, 1994). PSO's should address this problem and investigate solutions to improve this working relationship so as to facilitate effective organizational functioning in the future.

2. Executive Directors within the Provincial Sport Organizations should

strive to understand the indirect influences of their leadership styles on organizational culture and exhibit behaviours which facilitate effective organizational functioning.

3. Communication problems have been cited as a source of concern within the Provincial Sport Organizations (Inglis, 1994). Executive Directors should be aware that effective communication is an important factor for achieving high leadership congruence, which has been shown in this study to be a factor in organizational effectiveness.

4. People working within the Provincial sport system need to be aware of the various roles that individuals in each position are asked to fulfil. Ineffective PSO's should identify whether or not restructuring the roles within their organizations has potential to make them more effective for the long term.

Recommendations for Future Research

Based upon the results of this study, the researcher generated 17 recommendations for future research:

1. This research was restricted to the study of Ontario's provincial sport organizations. Future studies analyzing the relationship of leader congruence to outcome measures such as organizational effectiveness should be done in other settings such as National Sport Organizations, universities, colleges, professional sports, and recreational programs.

2. Future researchers investigating the relationship of leader congruence to

other variables (e.g., organizational effectiveness, organizational culture, job satisfaction, cohesion, etc.) should begin to focus on not only if these relationships exist, but why these relationship might exist.

3. This research was conducted in a descriptive, exploratory manner. Future research should be conducted in a more experimental setting (i.e., cause and effect analysis) to more precisely examine the relationship of transformational, transactional, and congruence of leadership to outcome measures such as organizational culture and organizational effectiveness.

4. Qualitative data from this study indicated that Provincial Sport Organizations have relatively frequent rates of turnover at the Executive Director level. Future researchers should take this opportunity to study a variable such as organizational culture using alternative research methodologies (i.e., longitudinal studies, leadership succession studies) to determine the influence or changes that an incoming Executive Director will elicit.

5. Many scholars have noted that leaders tend to overestimate their abilities and will rate themselves more highly than will others, based on their inflated personal perceptions of themselves (Atwater & Yammarino, 1992; Bass & Yammarino, 1991; Yammarino & Atwater, 1993). In this study Executive Directors of ineffective Provincial Sport Organizations rated themselves significantly lower than their staff members. An

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investigation of why this phenomenon exists within the PSO's (e.g., unrealistic staff or low confidence level of ED) would give insight into this rare situation.

6. Evaluations of Executive Director leadership within the Provincial Sport Organizations should be reconsidered to account for the fact that in most PSO's, direction comes from the Volunteer Board of Directors. In most PSO's the Executive Director acclimatizes more to the role of a manager, than that of a transformational leader. Thus, future researchers analyzing a population similar in structure to the Provincial Sport Organizations should measure leadership at the Volunteer President or Volunteer Board Member level.

7. Future research analyzing a population similar in structure to the Provincial Sport Organizations should measure transformational and transactional leadership at the Volunteer Board and Executive Director levels to determine if there is a desirable type and amount of leadership behaviour present at each level that combine to produce heightened organizational effectiveness.

8. Future research should investigate the cascading effect that transformational leaders might have on organizational outcomes such as employee empowerment, job satisfaction and organizational effectiveness.

9. Future research within the Provincial Sport Organizations should include

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a longitudinal study to examine whether PSO's hire transactional leaders in Executive Director positions or whether they dictate to people they hire as ED's the type of behaviour they must exhibit.

10. Future studies should address the variable of leader congruence from the perspective of refining the analysis of the discrepancies present in organizations with low congruence. These studies could be inclined to examine why certain leaders have low congruence with their followers and what factors contribute to the occurrence of this situation.

11. The Organizational Culture Assessment Questionnaire has been shown to have questionable psychometric properties for some scales. Future research in the area of organizational culture should be undertaken to strengthen the psychometric properties of the instrument.

12. Future researchers should investigate the organizational culture construct by delineating the culture building activity scales for the purpose of in-depth qualitative analysis of each of these scales independent of one another.

13. Future researchers investigating a potential relationship between organizational effectiveness and organizational culture should identify "start-up" organizations as the population for analysis to investigate whether or not (and in which direction) there may be a causal link between the two variables.

14. Future research pertaining to organizational culture in a population such

as the Provincial Sport Organizations should include all members of the organization (i.e., staff members and volunteers) to elicit an accurate portrait of the entire organization.

15. The design of this study allows for replication in other fields such as business, social service, and volunteer organizations. Studies in these settings would prove valuable in producing generalizable results regarding leadership congruence and organizational effectiveness.

16. Future researchers should continue to have leadership as a dependant variable to give a different perspective and to ensure the taking of multiple measures of other variables such as organizational effectiveness.

17. High response rates in this study were attributed to personal delivery of questionnaire packages and rigorous follow-up. Future researchers should, where possible, attempt to make personal contact with individuals completing questionnaires to increase the likelihood of completion and return.

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APPENDICES

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APPENDIX A

PANEL OF EXPERTS

PANEL OF EXPERTS

NAME	POSITION
Gayle Andrews	Member, Board of Directors Ontario Sports and Recreation Centre
Bill Crothers	Chair, Board of Directors Ontario Sports and Recreation Centre
Terry Fink	Recreation Consultant Ministry of Culture, Tourism & Recreation
Paul Finley	Sport Consultant Ontario Sports and Recreation Centre
Bill Hallett	Vice President/General Manager Mississauga Y.M.C.A.
Joe Halstead	Director North York Parks & Recreation
Bob Hedley	Private Consultant
Peter Jones	Member, Board of Directors Ontario Sports and Recreation Centre
Marj Keast	Team Leader, Policy Branch Ministry of Culture, Tourism & Recreation
Jean Kennedy	Campus Recreation Coordinator Ryerson Polytechnical University
Sandra Levy	Member, Board of Directors Ontario Sports and Recreation Centre
Edmund Lo	Manager, Accounting & Systems Services Ontario Sports and Recreation Centre
Paddy Mallen	Consultant Ministry of Culture, Tourism & Recreation
Annette Markvoort	Manager, Reprographic Department Ontario Sports and Recreation Centre

Rose Mercier	Tait Mackenzie Institute
Jim Olmstead	Member, Board of Directors Ontario Sports and Recreation Centre
Kevin Penny	Sport Consultant Ontario Sports and Recreation Centre
John Restivo	Vice President, Marketing National Sport Centre
Doug Rosser	Acting Chief Executive Officer/ Manager, Sport Services Division Ontario Sports and Recreation Centre
Dr. Anne Smith	Member, Board of Directors Ontario Sports and Recreation Centre
John Smyth	Sport Consultant Ministry of Culture, Tourism & Recreation
Dr. Dan Soucie	Member, Board of Directors Ontario Sports and Recreation Centre
Linda Stapleton	Director of Intramurals Seneca College
Rick Turnbull	Executive Director Canadian Intramural and Recreation Association
Sue Vail	Associate Professor, Sport Management York University
Jean Van Dette	Manager, Human Resources Ontario Sports and Recreation Centre
Wilf Wedman	President Canadian Sport and Fitness Administration Centre

APPENDIX B

PSO EFFECTIVENESS
RATING FORM

FAX

Total # of Pages: 3   DATE: March 20, 1995

TO: NAME

FROM: Aubrey Kent
           E-mail: kent1@server@uwindsor.ca
           Master's Candidate, Department of Kinesiology
           University of Windsor
           401 Sunset Ave, Windsor, Ont., N9B 3P4

By way of this letter allow me to introduce myself as a sport management graduate student from the University of Windsor. I am doing my thesis research under the direction of Dr. Jim Weese and Dr. Bob Boucher in the areas of organizational effectiveness, transformational leadership, and organizational culture within the Ontario Sports and Recreation Centre (O.S.R.C.). It promises to be an exciting study.

You have been identified as an expert in the sport delivery system and as someone who has some valued opinions about the effectiveness of Provincial Sport Organizations (P.S.O.'s) within the O.S.R.C. I would be pleased if you would offer your confidential opinion of the effectiveness of 47 resident P.S.O.'s on the basis of the criteria presented on the next page.

For your convenience, I've listed the P.S.O.'s (in alphabetical order) to rate, and have prepared a rating form that you can fax back to me upon completion. Your fax will be sealed upon arrival and put into my mailbox. If you wish to mail your reply please use the address above. I have included my E-mail address if you wish to respond electronically. Please be assured that confidentiality of both your participation and your information will be maintained at all times. The response sheet has been coded for researcher identification only.

I thank you in advance for your assistance,

Aubrey Kent

Please make your ratings of the 47 P.S.O.'s listed based upon the following blended effectiveness criteria: (Please note that no one area should be given more weight than another. What I am seeking from you is your general perception of the effectiveness of these P.S.O.'s).

-Productivity
-Correct decision making
-Volunteer and professional
     interaction and cooperation
-Consistent efforts regarding
     mission and mandate
-effective interaction with both private
     and public sectors

-Informed decision making
-Competent personnel
     -Efficient day-to-day operations
     -Efficient organizational
       structure
     -Worker satisfaction a priority
-effective at securing resources

Please make your ratings according to the following scale:

Highly effective PSO - give a score of ———— (1)

Neither highly effective - give a score of ——— (0)
nor highly ineffective PSO

Highly ineffective PSO - give a score of ———— (-1)

Thank you once again for your contribution to this important research. Your prompt reply is crucial to the success of this study, and is appreciated.

PLEASE REPLY WITHIN FIVE DAYS.

FAX COVER SHEET

Number of Pages: _____   Date: _____

FAX #: (519) 973 7056

TO: AUBREY KENT
       c/o Dr. Jim Weese
       Department of Kinesiology
       University of Windsor
       Windsor, Ont.   N9B 3P4
       Home Phone # (519) 258-9070
       Office Phone # (519) 253-4232 x2460

Based upon the criteria for effectiveness presented to me, I have rated the 47 resident PSO's as follows:

Please circle one response for each organization.
(Scale: 1 - highly effective, 0 - neither highly effective nor highly ineffective, -1 - highly ineffective)

Provincial Sport Organizations

Badminton	1	0	-1	Equestrian	1	0	-1	Soccer	1	0	-1
Ball Hockey	1	0	-1	Field Hockey	1	0	-1	Softball	1	0	-1
Basketball	1	0	-1	Figure Skating	1	0	-1	Special Olympics	1	0	-1
Bowling - 5 pin	1	0	-1	Football	1	0	-1	Speed Skating	1	0	-1
Bowling - Masters	1	0	-1	Gymnastics	1	0	-1	Squash	1	0	-1
Boxing	1	0	-1	Hockey	1	0	-1	Swimming	1	0	-1
Broomball	1	0	-1	Judo	1	0	-1	Synchronized Swimming	1	0	-1
Canoeing	1	0	-1	Lacrosse	1	0	-1	Table Tennis	1	0	-1
Cricket	1	0	-1	Ladies Golf	1	0	-1	Tennis	1	0	-1
Curling	1	0	-1	Masters Athletics	1	0	-1	Track & Field	1	0	-1
Cycling	1	0	-1	Orienteering	1	0	-1	Underwater (Scuba)	1	0	-1
Disabled Sports - Blind	1	0	-1	Ringette	1	0	-1	Volleyball	1	0	-1
D. S. - Amputee	1	0	-1	Rowing	1	0	-1	Waterpolo	1	0	-1
D. S. - Cerebral Palsy	1	0	-1	Rugby	1	0	-1	Water Skiing	1	0	-1
D. S. - Wheelchair	1	0	-1	Sailing	1	0	-1	Wrestling	1	0	-1
Diving	1	0	-1	Skiing	1	0	-1				

ADDITIONAL COMMENTS:

135

APPENDIX C

MULTIFACTOR LEADERSHIP QUESTIONNAIRE (SELF)

MULTIFACTOR LEADERSHIP QUESTIONNAIRE - SELF

This is a questionnaire developed by Bernard Bass and Bruce Avolio at the University at Binghampton, to provide information about your leadership. Please answer the questions by circling the letter that agrees with your opinion. When the item is irrelevant or does not apply, or where you are uncertain or don't know, leave the answer blank. Make no more than one mark for each question.

Directions: Listed be ow are descriptive statements about leaders. For each statement, I would like you to judge how frequently you have displayed the behaviour described.

Using the following for the five possible responses:

A	B	C	D	E
Frequently, if not always	Fairly often	Sometimes	Once in a while	Not at all

Could you please return this questionnaire directly to me in the self addressed stamped envelope provided. If you have any questions, please contact me or my advisor Dr. Jim Weese.

Aubrey Kent: Phone 519-258-9070
Dr. Jim Weese: Phone 519-734-6116 (home)
519-253-4232 x2460 (office)

THANK YOU VERY MUCH FOR COMPLETING THIS QUESTIONNAIRE

MLQ FORM 5X-SELF

1. I make personal sacrifices for the benefit of others.
2. I avoid getting involved when important issues arise.
3. I talk to those I lead about my most important values and beliefs.
4. It requires failure to meet an objective for me to take action.
5. I set high standards.
6. I focus attention on irregularities, mistakes, exceptions, and deviations from standards.
7. I emphasize the value of challenging assumptions.
8. I give those I lead what they want in exchange for their support.
9. I treat those I lead as individuals rather than just members of a group.
10. I take no action even when problems become chronic.
11. I remain calm during crises situations.
12. The work of those I lead has to fall below minimum standards for me to try to make improvements.
13. I emphasize the importance of being committed to our beliefs.
14. I closely monitor the performance of those I lead for errors.
15. I envision exciting new possibilities.
16. I make clear to those I lead what they can expect to receive, if their performance meets standards.
17. I re-examine critical assumptions to question whether they are appropriate.
18. I am absent when needed.
19. I listen attentively to the concerns of those I lead.
20. I fail to intervene until problems become serious.
21. I instill pride in those I lead in being associated with me.
22. I spend my time looking to "put out fires".
23. I specify the importance of having a strong sense of purpose.
24. I work out agreements with those I lead on what they will receive if they do what needs to be done.
25. I talk optimistically about the future.
26. I fail to follow-up requests for assistance.
27. I encourage those I lead to rethink ideas which have never been questioned before.
28. I tell those I lead what they have done wrong rather than what they have done right.
29. I provide useful advice for the development of those I lead.
30. I keep track of the mistakes of those I lead.
31. I go beyond my own self-interest for the good of our group.
32. I negotiate with those I lead about what they can expect to receive for what they accomplish.
33. I consider the moral and ethical consequences of my decisions.
34. I resist expressing my views on important issues.

35. I express my confidence that we will achieve our goals.
36. Things have to go wrong for me to take action.
37. I question the traditional ways of doing things.
38. I enforce rules to avoid mistakes.
39. I focus those I lead on developing their strengths.
40. I provide assistance to those I lead in exchange for those for their effort.
41. I provide reassurance that we will overcome obstacles.
42. I avoid making decisions.
43. I display conviction in my ideals, beliefs, and values.
44. I show that I am a firm believer in "If it ain't broke, don't fix it".
45. I provide continuous encouragement to those I lead.
46. My attention is directed toward failure to meet standards.
47. I seek differing perspectives when solving problems.
48. I tell those I lead what to do to be awarded for their efforts.
49. I spend time teaching and coaching those I lead.
50. I delay responding to urgent questions.
51. I display extraordinary talent and competence in whatever I undertake.
52. Problems must become chronic before I will take action.
53. I take a stand on difficult issues.
54. I search for mistakes before commenting on the performance of those I lead.
55. I focus the attention of those I lead on "what it takes" to be successful.
56. I make sure that those I lead receive appropriate rewards for achieving performance targets.
57. I suggest a new ways of looking at how we do our jobs.
58. I divert the attention of those I lead away from addressing work-related problems.
59. I treat each of those I lead as individuals with different needs, abilities, and aspirations.
60. I motivate those I lead to do more than they thought they could do.
61. My actions build respect from those I lead.
62. Those I lead earn credit with me by doing their tasks well.
63. I clarify the central purpose underlying our actions.
64. I talk enthusiastically about what needs to be accomplished.
65. I encourage those I lead to express their ideas and opinions.
66. I teach those I lead to identify the needs and capabilities of others.
67. I display a sense of power and confidence.
68. I talk about how trusting each other can help us overcome our difficulties.
69. I arouse in those I lead an awareness of what is essential to consider.
70. I heighten the motivation to succeed of those I lead.
71. I emphasize the importance of having a collective sense of mission.
72. I articulate a compelling vision of the future for those I lead.
73. I get those I lead to look at problems from many different angles.

74. I promote self-development among those I lead.
75. I behave in ways that are consistent with my expressed values.
76. I show determination to accomplish what I set out to do.
77. I encourage non-traditional thinking to deal with traditional problems.
78. I give personal attention to those I lead who seem neglected.
79. I get those I lead to do more than they expected they could do.
80. I express satisfaction when those I lead do a good job.
81. I encourage addressing problems by using reasoning and evidence, rather than unsupported opinion.

For questions 82 through 85, please answer according to the following format:

A	B	C	D	E
Not effective				Extremely effective

82. The overall effectiveness of your group made up those you lead and yourself can be classified as _____?
83. How effective are you in representing your group to higher authority?
84. How effective are you in meeting the job-related needs of those with whom you work?
85. How satisfied are you with your leadership abilities?

---

86. In all, how satisfied are you with the methods of leadership you use to get your group's assignments completed?

    A. Very dissatisfied
    B. Somewhat dissatisfied
    C. Neither satisfied nor dissatisfied
    D. Fairly satisfied
    E. Very satisfied

87. In all, how satisfied are you with the methods of leadership you use to get your group's job done.

    A. Very dissatisfied
    B. Somewhat dissatisfied
    C. Neither satisfied nor dissatisfied
    D. Fairly satisfied
    E. Very satisfied

88.   Your position is_____. (leave blank if not applicable)

A. First-level (lowest level of supervision or equivalent)
B. Second-level (supervises first level)
C. Third-level
D. Fourth-level
E. Fifth-level or higher

89.   If the alternatives below, which is the highest level existing in your organization? (leave blank if not applicable)

A. First-level (lowest level of supervision or equivalent)
B. Second-level (supervises first level)
C. Third-level
D. Fourth-level
E. Fifth-level or higher

90.   Your primary educational background is (mark as many as apply).

A. Science, engineering or technical
B. Social Science or humanities
C. Business
D. Professional (law, health field, social services)
E. Other educational background.

APPENDIX D

MULTIFACTOR LEADERSHIP
QUESTIONNAIRE (OTHER)

MULTIFACTOR LEADERSHIP QUESTIONNAIRE-OTHER

This is a questionnaire developed by Bernard Bass and Bruce Avolio at the University at Binghampton. The questionnaire provides a description about leadership. Please answer the questions by circling the letter that agrees with your opinion. When the item is irrelevant or does not apply, or where you are uncertain or don't know, leave the answer blank. Make no more than one mark for each question.

Directions: Listed below are descriptive statements about the General Manager of your organization. For each statement, I would like you to judge how frequently this person has displayed the behaviour described.

Using the following for the five possible responses:

A	B	C	D	E
Frequently, if not always	Fairly often	Sometimes	Once in a while	Not at all

Could you please return this questionnaire directly to me in the self addressed stamped envelope provided. If you have any questions, please contact me or my advisor Dr. Jim Weese.

Aubrey Kent: Phone 519-258-9070
Dr. Jim Weese: Phone 519-734-6116 (home)
519-253-4232 x2460 (office)

THANK YOU VERY MUCH FOR COMPLETING THIS QUESTIONNAIRE

MLQ FORM 5X-OTHER

1. Makes personal sacrifices for the benefit of others.
2. Avoids getting involved when important issues arise.
3. Talks to us about his/her most important values and beliefs.
4. It requires failure to meet an objective for him/her to take action.
5. Sets high standards.
6. Focuses attention on irregularities, mistakes, exceptions, and deviations from standards.
7. Emphasizes the value of questioning assumptions.
8. Gives me what I want in exchange for their support.
9. Treats me as an individual rather than just a member of a group.
10. Takes no action even when problems become chronic.
11. Remains calm during crises situations.
12. Work has to fall below minimum standards for him/her to try to make improvements.
13. Emphasizes the importance of being committed to our beliefs.
14. Closely monitors my performance for errors.
15. Envisions exciting new possibilities.
16. Makes clear what I can expect to receive, if my performance meets designated standards.
17. Re-examines critical assumptions to question whether they are appropriate.
18. Is absent when needed.
19. Listens attentively to the concerns of those I lead.
20. Fails to intervene until problems become serious.
21. Instills pride in being associated with him/her.
22. Spends his/her time looking to "put out fires".
23. Specifies the importance of having a strong sense of purpose.
24. Work outs agreements with me on what I will receive if I do what needs to be done.
25. Talks optimistically about the future.
26. Fails to follow-up requests for assistance.
27. Encourages us to rethink ideas which have never been questioned before.
28. Tells me what I've done wrong rather than what I've done right.
29. Provides useful advice for my development.
30. Keeps track of my mistakes.
31. Goes beyond his/her own self-interest for the good of our group.
32. Negotiates with me about what I about what I can expect to receive for what I accomplish.
33. Considers the moral and ethical consequences of his/her decisions.
34. Resists expressing his/her views on important issues.
35. Expresses his/her confidence that we will achieve our goals.

36. Things have to go wrong for him/her to take action.
37. Questions the traditional ways of doing things.
38. Enforces rules to avoid mistakes.
39. Focuses me on developing my strengths.
40. Provides his/her assistance in exchange for my effort.
41. Provides reassurance that we will overcome obstacles.
42. Avoids making decisions.
43. Displays conviction in his/her ideals, beliefs, and values.
44. Shows he/she is a firm believer in "If it ain't broke, don't fix it".
45. Provides continuous encouragement.
46. Directs his/her attention toward failure to meet standards.
47. Seeks differing perspectives when solving problems.
48. Tells me what to do to be awarded for my efforts.
49. Spends time teaching and coaching me.
50. Delays responding to urgent questions.
51. Displays extraordinary talent and competence in whatever he/she undertakes.
52. Problems must become chronic before he/she will take action.
53. Takes a stand on difficult issues.
54. Searches for mistakes before commenting on my performance.
55. Focuses my attention on "what it takes" to be successful.
56. Makes sure that we receive appropriate rewards for achieving performance targets.
57. Suggests new ways of looking at how we do our jobs.
58. Diverts his/her attention away from addressing work-related problems.
59. Treats each of us as individuals with different needs, abilities, and aspirations.
60. He/she motivates me to do more than I thought I could do.
61. His/her actions build my respect for him/her.
62. I earn credit with him/her by doing my job well.
63. Clarifies the central purpose underlying our actions.
64. Talks enthusiastically about what needs to be accomplished.
65. Encourages me to express my ideas and opinions.
66. Teaches me how to identify the needs and capabilities of others.
67. Displays a sense of power and confidence.
68. Talks about how trusting each other can help us overcome our difficulties.
69. Arouses awareness of what is essential to consider.
70. He/she heightens my motivation to succeed.
71. Emphasizes the importance of having a collective sense of mission.
72. Articulates a compelling vision of the future.
73. Gets me to look at problems from many different angles.
74. Promotes self-development.
75. Behaves in ways that are consistent with his/her expressed values.

76. Shows determination to accomplish what he/she sets out to do.
77. Encourages non-traditional thinking to deal with traditional problems.
78. Gives personal attention to members who seem neglected.
79. He/she gets me to do more than I expected I could do.
80. Expresses his/her satisfaction when I do a good job.
81. Encourages addressing problems by using reasoning and evidence, rather than unsupported opinion.

For questions 82 through 85, please answer according to the following format:

A	B	C	D	E
Not effective				Extremely effective

82. The overall effectiveness of the group made up the person you are rating, yourself, and colleagues can be classified as _____?
83. How effective is the person in presenting his or her group to higher authority?
84. How effective is the person in meeting the job-related needs of those with whom he/she works?
85. How effective is the person in meeting the requirements of the organization? _____
86. In all, how satisfied are you with the leadership abilities of the person you are rating?

   A. Very dissatisfied
   B. Somewhat dissatisfied
   C. Neither satisfied nor dissatisfied
   D. Fairly satisfied
   E. Very satisfied

87. In all, how satisfied are you with the methods of leadership used by the person you are rating to get your group's job done.

   A. Very dissatisfied
   B. Somewhat dissatisfied
   C. Neither satisfied nor dissatisfied
   D. Fairly satisfied
   E. Very satisfied

88. My position is_____. (leave blank if not applicable)

   A. First-level (lowest level of supervision or equivalent)
   B. Second-level (supervises first level)
   C. Third-level
   D. Fourth-level
   E. Fifth-level or higher

89. Of the alternatives below, which is the highest level existing in your organization? (leave blank if not applicable)

   A. First-level (lowest level of supervision or equivalent)
   B. Second-level (supervises first level)
   C. Third-level
   D. Fourth-level
   E. Fifth-level or higher

90. My primary educational background is (mark as many as apply).

   A. Science, engineering or technical
   B. Social Science or humanities
   C. Business
   D. Professional (law, health field, social services)
   E. Other educational background.

APPENDIX E

INSTRUMENT SCALES FOR
THE MLQ (FORM 5X)

Instrument Scales for the MLQ (Form 5X)

1. Attributed Charisma (Items 1, 11, 21, 31, 41, 51, 61, 67)

2. Idealized Influence (Items 3, 13, 23, 33, 43, 53, 63, 68, 71, 75)

3. Inspirational Leadership (Items 5, 15, 25, 35, 45, 55, 64, 69, 72, 76)

4. Intellectual Stimulation (Items 7, 17, 27, 37, 47, 57, 65, 73, 77, 81)

5. Individualized Consideration (Items 9, 19, 29, 39, 49, 59, 66, 74, 78)

6. Contingent Reward (Items 8, 16, 24, 32, 40, 48, 56, 62, 80)

7. Management-by-Exception (Active) (Items 6, 14, 22, 30, 38, 46, 54)

8. Management-by-Exception (Passive) (Items 4, 12, 20, 28, 36, 44, 52)

9. Laissez-faire (Items 2, 10, 18, 26, 34, 42, 50, 58)

10. Extra Effort (Items 60, 70, 79)

11. Effectiveness (Items 82, 83, 84, 85)

12. Satisfaction (Items 86, 87)

13. Biographical (Items 88, 89, 90)

APPENDIX F

ORGANIZATIONAL CULTURE ASSESSMENT
QUESTIONNAIRE

ORGANIZATIONAL CULTURE ASSESSMENT QUESTIONNAIRE

Provincial Sport Organization Name: _____

Executive Director's Name: _____

Date: _____

Instructions:

This questionnaire measures the ways that people in your organization generally think and act. The questions ask you to describe, as best you can, how people typically behave and the sorts of things that they generally believe about the organization and how it operates. Please circle your responses.

Please be as accurate as possible in describing the behaviours and attitudes of yourself and other members of the organization. There are no right or wrong answers. Your answers should indicate what actually happens as you and others view it, not what you believe should happen or how you think people should see things.

SCALE:

completely true	mostly true	partly true	slightly true	not true
CT	MT	PT	ST	NT

---

1. This organization clearly demonstrates that it can adapt to changing conditions as needed.

    CT   MT   PT   ST   NT

2. In this organization people have clearly defined goals.

    CT   MT   PT   ST   NT

3. In this organization the complexity of people's roles and tasks is so great that most managers have given up trying to coordinate with one another and have accepted as inevitable a high degree of ambiguity.

    CT   MT   PT   ST   NT

4. This organization provides personalized attention to all its clients and customers.

    CT   MT   PT   ST   NT

5. People in this organization believe in accepting one another as they are rather than trying to change one another.

CT   MT   PT   ST   NT

6. People in this organization agree that there is no point in trying to cope with conditions imposed on us from outside.

CT   MT   PT   ST   NT

7. In this organization people try to do their best, with little pressure to strive for specific goals.

CT   MT   PT   ST   NT

8. People in this organization believe in letting everyone do his or her "own thing".

CT   MT   PT   ST   NT

9. This organization is flexible and quick to respond to problems of customers, government agencies, or other stakeholders and concerned parties.

CT   MT   PT   ST   NT

10. This organization has developed a stable pattern of shared beliefs, and norms of behaviour.

CT   MT   PT   ST   NT

11. When changes are necessary, everyone in this organization has a clear idea of what sorts of activities are and are not acceptable.

CT   MT   PT   ST   NT

12. In this organization individual action is channelled into achieving the goals of the total organization rather than the goals of individual managers.

CT   MT   PT   ST   NT

13. In this organization management believes in making sure that everything happens according to the plans made at higher levels (Executive Directors).

CT   MT   PT   ST   NT

14. This organization concentrates on new products and services for which the customer demand can be developed.

CT   MT   PT   ST   NT

15. People in this organization rely on one another to understand what is really happening and why.

        CT   MT   PT   ST   NT

16. In this organization the pressure to maintain the status quo is so great that if major changes were required for the organization to survive, it might not.

        CT   MT   PT   ST   NT

17. People in this organization deal effectively with problems that involve defining and attaining goals.

        CT   MT   PT   ST   NT

18. People in this organization clearly understand their job assignments and how these relate to the job assignments of others in the organization with whom they must work.

        CT   MT   PT   ST   NT

19. This organization develops products/services that are natural extensions of existing product lines and market strengths.

        CT   MT   PT   ST   NT

20. In this organization people are expected to support their views and beliefs with concrete facts.

        CT   MT   PT   ST   NT

21. In this organization people believe they can influence, control, or work positively with important factors and forces in our environment.

        CT   MT   PT   ST   NT

22. Most people in this organization have their own goals that may or may not be compatible with one another.

        CT   MT   PT   ST   NT

23. People in this organization believe in working together collaboratively, preferring cooperation over competition.

        CT   MT   PT   ST   NT

24. In this organization people agree that when experimenting with new products or services we must first make sure that these are things that our customers and clients need and want.

        CT   MT   PT   ST   NT

25. It is accepted in this organization that people usually have their own ways of seeing and making sense of situations.

                                       CT   MT   PT   ST   NT

26. In this organization we believe in making our outside stakeholders (customers, suppliers, etc.) into valued allies.

                                         CT   MT   PT   ST   NT

27. Taking action to attain new goals is valued in this organization more than maintaining the status quo.

                                         CT   MT   PT   ST   NT

28. Making sure that managers at all levels coordinate effectively is seen as the responsibility of all managers involved, not just as the responsibility of top executives.

                                         CT   MT   PT   ST   NT

29. People in this organization believe that listening to what clients and customers have to say is critical if we are to reach our goals.

                                         CT   MT   PT   ST   NT

30. In this organization everyone strongly believes in a set of shared basic values about how people should work together to solve common problems and reach shared objectives.

                                         CT   MT   PT   ST   NT

APPENDIX G

SURVEY OF PROVINCIAL SPORT
ORGANIZATIONS

Survey of Provincial Sport Organizations

Please indicate the extent to which you agree (or disagree) with each of the following statements by circling the appropriate number. These items are designed to elicit your overall perceptions regarding several aspects of the organization and administration of your organization.

		Strongly Disagree ———————— Strongly Agree
1.	In your PSO, decisions are made where the most adequate and accurate information is available.	1 2 3 4 5 6 7 8 9
2.	When decisions are being made, the people affected are asked for their ideas.	1 2 3 4 5 6 7 8 9
3.	In your PSO, information is widely shared so that those who make decisions have access to all available know-how.	1 2 3 4 5 6 7 8 9
4.	The administrators make good decisions and solve problems well.	1 2 3 4 5 6 7 8 9
5.	People in your PSO share information about important events and situations.	1 2 3 4 5 6 7 8 9
6.	The job responsibilities are sensibly organized in your PSO.	1 2 3 4 5 6 7 8 9
7.	Different units of the PSO plan together and coordinate their efforts.	1 2 3 4 5 6 7 8 9
8.	The municipal plans are consistent with the provincial plan.	1 2 3 4 5 6 7 8 9
9.	Persons in your PSO know what their jobs are, and know how to do them well.	1 2 3 4 5 6 7 8 9
10.	In your PSO, the committee structures are efficient.	1 2 3 4 5 6 7 8 9
11.	The administrative structure of the PSO is efficient.	1 2 3 4 5 6 7 8 9
12.	In your PSO, the distribution of responsibilities among the administrators is appropriate.	1 2 3 4 5 6 7 8 9

13. In your PSO, goals and objectives are clear cut and reasonable.   1 2 3 4 5 6 7 8 9

14. Your PSO is successful in fulfilling its mission and achieving its goals.   1 2 3 4 5 6 7 8 9

15. Your PSO is productive.   1 2 3 4 5 6 7 8 9

16. Your PSO is successful in securing the necessary human and financial resources.   1 2 3 4 5 6 7 8 9

17. Your PSO's operations are smooth and efficient.   1 2 3 4 5 6 7 8 9

18. Those in control are receptive to new ideas.   1 2 3 4 5 6 7 8 9

19. Your PSO is able to respond to unusual work demands placed upon it.   1 2 3 4 5 6 7 8 9

20. Your PSO is able to interact effectively with the government agencies.   1 2 3 4 5 6 7 8 9

21. Your PSO is able to interact effectively with private sector organizations.   1 2 3 4 5 6 7 8 9

22. Your PSO has a real interest in the welfare and happiness of those who work in it.   1 2 3 4 5 6 7 8 9

23. Your PSO tries to improve working conditions.   1 2 3 4 5 6 7 8 9

24. The volunteer and professional administrators plan together and coordinate their efforts.   1 2 3 4 5 6 7 8 9

25. There is complete confidence and trust among the people in your PSO.   1 2 3 4 5 6 7 8 9

26. The volunteer and professional administrators get along well.   1 2 3 4 5 6 7 8 9

27. The responsibilities of the various administrators match their skills and abilities.   1 2 3 4 5 6 7 8 9

**THANK YOU VERY MUCH FOR COMPLETING THE QUESTIONNAIRE.
PLEASE RETURN COMPLETED MATERIAL WITHIN FIVE DAYS.**

APPENDIX H

INTERVIEW SCHEDULE

Interview Schedule: Executive Director (Self)

Leadership

1. How would you describe your leadership style? What are some specific indicators of your leading in this way?
2. How would your staff members describe your leadership style?
3. What makes someone in your position an effective leader?
4. In the provincial sport setting, is it more important for the person in the Executive Director position to be a leader, a manager, or both? Why?

Organizational Culture

1. What is it like to work in your organization?
2. Is teamwork valued in this organization? If so, is it encouraged? How?
3. Is this organization flexible and adaptable or are people here more resistant to change? Why?
4. Who are your customers? How does this organization strive to satisfy them? How do you know if you are successful?
5. Are staff members focused on organizational goals? If so, how do you try to keep them focused on those goals?
6. What do staff members value in this organization (i.e. beliefs, work habits, operational codes of behaviour)?

Effectiveness

1. How effective is this organization? How do you know?
2. How, specifically, do you impact the effectiveness of this organization?

Interview Schedule: Staff Member (Other)

Leadership

1. How would you describe your Executive Director's leadership style? What are the indicators of him or her leading in this way?
2. Would he or she concur with this assessment?
3. What do you look for in your Executive Director?
4. Is it more important for the Executive Director to be a leader, a manager, or both? Why?

Organizational Culture

1. What is it like to work in your organization?
2. Is teamwork valued in this organization? If so, is it encouraged? How?
3. Is this organization flexible and adaptable or are people here more resistant to change? Why?
4. Who are your customers? How does this organization strive to satisfy them? How do you know if you are successful?
5. Are you focused on organizational goals? If so, does your Executive Director keep you focused on those goals? If so, how?
6. What do people value in this organization (i.e. beliefs, work habits, operational codes of behaviour)?

Effectiveness

1. How effective is this organization? How do you know?
2. Does your Executive Director have any impact on the effectiveness of this organization? If so, what? (be specific)

APPENDIX I

PRE-STUDY INFORMATION LETTER

By means of this letter I am writing to you to introduce myself as a Master's candidate studying in the area of Sport Management at the University of Windsor. I am writing to gain support for my Master's thesis study which has been approved by the University of Windsor Human Ethics Committee.

My Master's thesis focuses on the areas of transformational leadership, organizational effectiveness, and organizational culture. The area of transformational leadership is a new and exciting one. Transformational leadership centres on long range vision of the leader and the effects that this leader's behaviour may have on others within the organization. The transformational leader has the potential to influence an organization's effectiveness and make the workplace a more positive place to be. The relative small size of most Provincial Sport Organizations makes the relationships between leaders and others in the organization an especially important area of focus.

I am asking you and your staff to participate in this study. This participation will consist of completing a brief questionnaire which will be delivered to you in the near future. Although the commitment I am requesting is minimal, the results have tremendous implications for my study.

I will make an appointment to see you in approximately one week and can answer any questions you may have then. At that time I will deliver to you your questionnaire and instruction package as well as the packages for your staff members. **I guarantee that the information divulged in this research will be kept strictly confidential.** Your participation, and your staff's, is critical to the success of this study. I will happily share with you and your staff the collective findings upon the completion of this study.

Yours truly,

Aubrey Kent

YOUR PARTICIPATION IN THIS BRIEF
STUDY IS IMPERATIVE

RESPONDENT CONFIDENTIALITY ASSURED

Home Telephone:	(519) 258-9070
Graduate Supervisor:	Dr. W. James Weese
Telephone Number:	(519) 253-4232 x2460
University Fax Number:	(519) 973-7056

APPENDIX J

EXPLANATORY LETTER FOR
THE EXECUTIVE DIRECTORS

April 17, 1995

UNIVERSITY OF
WINDSOR

Executive Director Name:

By way of this letter I wish to introduce myself as a Master's candidate studying in the area of Sport Management at the University of Windsor and to gain support for my Master's thesis study. The research proposal has been approved by the University of Windsor Human Ethics Committee.

My study focuses on the areas of transformational leadership, organizational effectiveness, and organizational culture. The area of transformational leadership is a new and exciting one. Transformational leadership centres on long range vision of the leader and the effects that this leader's behaviour may have on others within the organization. The transformational leader has the potential to influence an organization's effectiveness and make the workplace a more positive place to be.

Enclosed you will find a package labelled "Director" and I am asking you to complete the questionnaire in the package within five days (if possible) and return it immediately. In addition, it would also be appreciated if the packages of your staff members are completed in the same amount of time. This study is dealing with a very small population, therefore each response is critical and your help in ensuring your staff's participation would be greatly appreciated.

All information divulged in this questionnaire will be kept strictly confidential. The questionnaire will only take about 15 minutes to complete. Although the commitment I am requesting is minimal, your involvement has tremendous implications for my study, and for our field. I will happily share with you the collective findings upon completion of this study.

I thank you in advance for your important participation in this research.

Yours truly,

Aubrey Kent

Home Telephone:	(519) 258-9070
Graduate Supervisor:	Dr. W. James Weese
Telephone Number:	(519) 253-4232 x2460
University Fax Number:	(519) 973-7056

YOUR PARTICIPATION IN THIS BRIEF STUDY IS IMPERATIVE.
RESPONDENT CONFIDENTIALITY ASSURED.

DEPARTMENT OF KINESIOLOGY

FACULTY OF HUMAN KINETICS

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FAX 519/973-7056

APPENDIX K

EXPLANATORY LETTER
FOR STAFF MEMBERS

By means of this letter I am writing to you to introduce myself as a Master's candidate studying in the area of Sport Management at the University of Windsor. I am writing to gain support for my Master's thesis study which has been approved by the University of Windsor Human Ethics Committee.

My Master's thesis focuses on the areas of transformational leadership, organizational effectiveness, and organizational culture. The area of transformational leadership is a new and exciting one. Transformational leadership centres on long range vision of the leader and the effects that this leader's behaviour may have on others within the organization. The transformational leader has the potential to influence an organization's effectiveness and make the workplace a more positive place to be.

Enclosed you will find a package. The package is personally addressed to ensure that you receive the correct package. It would be extremely helpful if you would complete the three part questionnaire in the package within five days and return it immediately. This study is dealing with a small population, therefore each response is critical.

All information divulged in filling out these questionnaires will be kept strictly confidential. The questionnaire takes approximately 20 minutes to complete. Although the commitment I am requesting is minimal, your involvement has tremendous implications for my study, and for our field.

I thank you in advance for your important participation in this research.

Yours truly,

Aubrey Kent

Home Telephone:	(519) 258-9070
Graduate Supervisor:	Dr. W. James Weese
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University Fax Number:	(519) 973-7056

**YOUR PARTICIPATION IN THIS BRIEF STUDY IS IMPERATIVE.
RESPONDENT CONFIDENTIALITY ASSURED.**

APPENDIX L

FOLLOW-UP FAX

YOUR RESPONSE IS CRITICAL

Dear _____,

Last week an important package of research materials related to leadership, organizational culture, and organizational effectiveness was forwarded to you. I trust it arrived safely and in good condition. I have received many responses from other Provincial Sport Organizations' administrators to date.

I have not as of yet received your completed materials. If you have already returned your response and forwarded the subordinate packages, please accept my sincere thanks for your help, and disregard this reminder notice. If you have not forwarded your response, this note will serve as a friendly reminder to do so today.

Your response and those of your staff members are essential to my research.

If you did not receive the package, or it has been misplaced, please call me immediately at (519) 258-9070 or contact my advisor, Dr. Jim Weese at (519) 253-4232 x2460. I will be happy to forward you another package.

Thank you.

Aubrey Kent
c/o Department of Kinesiology
University of Windsor
Windsor, Ontario, N9B 3P4

PLEASE RESPOND TODAY IF YOU HAVE NOT
ALREADY DONE SO

THANK YOU.

APPENDIX M

PRE-INTERVIEW LETTER

Dear _____,

I would like to take this opportunity first to thank you for participating in my thesis research. I owe a debt of gratitude to all of those at the O.S.R.C. who took time out of their busy schedules to complete a questionnaire.

The interview to which you have consented will help to enrich the findings of the questionnaires which were distributed a couple of months ago. The interview will have questions which are based upon the same themes that were addressed in the questionnaires, namely organizational effectiveness, leadership and organizational culture. The duration of this interview will be approximately 20-30 minutes. I will have a tape recorder with me to facilitate later transcription but please feel free to ask that it be turned off for the interview, or parts thereof, if you so desire.

Please be assured that your participation and the information divulged in this interview will be strictly **confidential**.

Once again thank you and I look forward to speaking with you in the near future.

Aubrey Kent

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Vita Auctoris

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Master of Human Kinetics
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