

A College Leader's Transformational Leadership

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Abstract

The purpose of this paper is to assess the tendency of leadership for the selected leaders in terms of transformational and transactional leadership. Participants in the study included the Chairman of the Department of Educational Leadership and Policy (ELP) in one selected university in the United States, identified in the study as Dr. B (pseudonyms); the Dean of Graduate School of Education; two professors and three secretaries in ELP. The following questions are examined in this study. Are the data from the study connected with the domains and categories of behaviors of Dr. B with Bass and Avolio's (1994) transformational behaviors? Do respondents attribute idealized influence to the chair? Does the chair use transactional behavior? Does the chair practice Laissez-Faire or avoidant leadership? Findings are interpreted in terms of the nine leadership categories of Bass and Avolio's Full range of Leadership (Bass & Avolio, 1994; Avolio, Bass, & Jung, 1995). Findings indicate that respondents' report increased effort and this effect is distributed across two domains of the chair behavior. In the chair domain, articulating professional values and beliefs, increased effort is attributed to the chair's values, equity and practice is student-focused. In the chair domain, developing collaborative culture, increased effort is attributed to the chair behavior of building the learning capacity of schools.

Keywords: Transformational leadership, Transactional leadership, Leadership behavior

1. Introduction

All of higher education institutions are facing a time of change. Abelson (1997) stated that the quality of universities and colleges depends on how well they respond to evolving realities in the world. Namely, the success of the higher education institution can attribute to how department leaders lead their faculty through the change and their style of leadership. The leadership of department leaders will be an essential factor to determine whether the department can successfully and effectively manage the change. In today's complex world, leaders can't solve problems alone but combine expertise of multiple resources and assistants to guide their organization. Given the facts, leaders must solve problems efficiently and make the most of available resources.

Good leadership fosters change that is both transformative and sustainable.

The chair's role may be multifaceted from department to department or university to university, yet there is one role that all chairs must face: dealing with "change." While undergoing change, researchers have found that followers have to be empowered so that they are willing to work for new change. Researchers (Shamir et al., 1993; Yukl, 1999) found that leaders with transformational leadership need to facilitate followers to transform from one situation to another. Transformational leadership may motivate people to go beyond their own self-interest and to pursue goals and values of the collective group. Leadership requires the development of a vision, communication of that vision, and the ability to set purpose or direction (Bedeian & Hunt, 2005).

Transformational leadership involves the ability to inspire and motivate followers.

It is important to provide followers opportunities to participate by having the chance to present their thoughts and opinions. These thoughts and opinions can then be considered and incorporated into management decisions. Followers are more willing to accept change when they have input in the change process.

Northouse (2001) summarized the definitions as, "Leadership is a process whereby an individual influences a group of individuals to achieve a common goal" (p.3.) Lussier and Achua (2004) defined leadership as "...the influencing process of leaders and followers to achieve organizational objectives through change" (p. 5). They emphasize a dynamic relationship among multiple favors. This doesn't mean that leadership is haphazard, but it does mean that a person who is a leader in one situation may not be a leader in another and that care must be taken to match people with situations and tasks.

As Bass (1990) noted, leadership can be roughly divided into two types: the autocratic and democratic. The autocratic type correlates with a detective leadership style and the democratic type with a participate style. A second distinction is that which can be made between transactional and transformational leadership. Bass observed that this is very important to any discussions of leadership.

According to current theory, it is important to consider the culture in which leadership both merges and is applied. Bass (1990) argued that "it is clear that external environment and the

complex organization exert important effects on the leader's behavior in his or her group" (p.565). In fact, the more varied the external environment, the more varied the organization needs to be. Within the organization, leadership is determined by the organization's principles, culture, and social structure (Bass, 1990).

The purpose of this study was to determine if academic program leaders in colleges use transactional, transformational and/or laissez-faire leadership styles in performing their duties. Specifically, the following questions were examined in this study. Are the data from the study connected with the domains and categories of behaviors of Dr. B with Bass and Avolio's (1994) transformational behaviors? Do respondents attribute idealized influence to the chair? Does the chair use transactional behavior? Does the chair practice Laissez-Faire or avoidant leadership?

2. Literature Review

2.1 Transformational leadership

The strength of the transformational leader arises from the alignment of leader and followers. Burns (1978) asserted that transforming leadership seeks to "convert followers into leaders" and "leaders and followers raise one another to higher level of motivation". Lincoln (1989) stated that the "role of the transformational leader in a postmodern world may be to recognize the invisible and the voiceless, and to grant them the space to speak and the discovery of their own means to snare and share power". Transformational leaders "empower their followers to take charge of their lives" (Tierney, 1989, p.166). Leitwood (1992) observed that the

Collective action that comes from transformational leadership empowers those who participate in it. There is hope, optimism, and energy is a kind of leadership that facilitates redefinition of a people's mission and vision, renewal of their commitment, and restructuring of their systems for accomplishing goals (p.18).

Empowerment occurs as transformational leaders "strengthen followers by raising their needs perspectives and by providing opportunities for them to develop their capabilities" (Kirby, Paradise, & King, 1992, p.304). Snowden and Gorton (2002) concluded that transformational leadership was composed of three elements: (a) a collaborative, shared decision-making approach; (b) an emphasis on [followers] professionalism and empowerment; and (c) an understanding of change, including how to encourage change in others.

2.2 Transformational Leadership Operationalized

Bass & Avolio (1994) stated that transformational leadership is seen when leaders

- 1) Stimulate interest among colleagues and followers to view their work from new perspectives.
- 2) Generate awareness of the mission or vision of the team and organization
- 3) Develop colleagues and followers to higher levels of ability and potential, and
- 4) Motivate colleagues and followers to look beyond their own interests toward those that

will benefit the group. (p.2)

Northouse (2001) mentioned that effective transformational leadership was more concerned about changing and uniting followers' beliefs and values and exhibited four interrelated characteristics:

Idealized Influence: Transformational leaders behave in ways that result in their being role models for their followers.

Inspirational motivation: Transformational leaders behave in ways that motivate and inspire those around them by providing meaning and challenge to their followers' work.

Individualized consideration: Transformational leaders pay special attention to each individual's needs for achievement and growth by acting as coach or mentor.

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

Bass & Avolio (1994) combined these transformational leadership behaviors with transactional Contingent Reinforcement behaviors of Contingent Reward, seen as positive, Management-by-Exception, active or passive; and Laissez-faire or leadership to form their Full Range of Leadership Model. Leaders use all leadership behaviors, but effectiveness is related to greater use of the more active transformational leadership behaviors.

Additionally, Bass (1985) claimed to demonstrate that "transformational leadership contribute in an incremental way to extra effort, leader effectiveness and satisfaction with the leader as well as to appraised subordinate performance beyond expectations that are attributable transactional leadership." Transformational Leadership is a value-added factor (Bass & Avolio, 1994) in producing extra effort from subordinates as well as subordinate perceptions of leader effectiveness and self-reported satisfaction of the subordinate.

Since transformational leadership is a value-added factor in producing extra effort from subordinates, it would be critical to assess the leader's leadership in terms of transformational and transactional leadership. Therefore, this study tended to assess the tendency of leadership for the selected leader in terms of transformational and transactional leadership. Below is the research question:

To what extent, if any, does the selected leader's leading style and behavior contribute to transformational leadership?

3. Method

3.1 Participants

Participants in the study included the Chairman of the Department of Educational Leadership and Policy (ELP) in one university in the United States, identified in the study as Dr. B (pseudonyms); the Dean of Graduate School of Education; two professors and three secretaries in ELP.

3.2 Data Collection

Data collection activities included individual interview with Dr. B and some open-end questions with other participants. In addition, the participants were asked to complete the TLP (The Leading Profile) scale form to do further study in terms of Dr. B's leading style and behavior except Dr. B's self-assessment.

3.3 Background of the Chairman, Dr. B

Dr. B is from Australia. He got his master and doctorate degrees for Curriculum Development in USA. He used to be a Math teacher in high school for 4 years in Australia. He has no academic background in leadership. He has been in the university for more than 12 years. Dr. B is in the third year of the position as the Chairman of ELP.

4. Results

Findings were generalized to transformational leadership (Burns, 1978; Bass, 1985; Bass & Avolion, 1994; Avolio, Bass & Jung, 1995); and the Chairman's role in the development of school relations. Findings are interpreted in terms of the nine leadership categories of Bass and Avolio's Full range of Leadership (Bass & Avolio, 1994; Avolio, Bass, & Jung, 1995).

Transformational leadership, as formulated by Bass & Avolion (1994), represents a "full range of leadership" behavior, composed in nine categories. Four of these leadership behaviors are designated as "transformational". They are Idealized—Behaviors, Inspirational Motivation, Individual Consideration, and Intellectual Stimulation. Idealized influence—attributed or "Attributed Charisma" is transformational but not a behavior, but rather idealized influence attributed by followers to the leader as a result of his /her behavior (Avolio, Bass & Jung, 1995). Three behaviors are transactional: contingent reward; management-by-exception active, and management-by exception passive. The last, Laissez-faire, is the avoidance of leadership. Bass & Avolio (1994) contended that every leader displays each of the nine styles, with effective leaders relying more heavily on transformational behaviors than on other leadership styles. Followers reported effects include greater satisfaction with transformational than transactional leadership; greater effectiveness is attributed to the transformational leader than transactional leader; and extra effort is attributed to transformational leadership behaviors (Bass, 1985).

The results showed that Dr. B articulated an understanding of society in great turmoil, threatened with social chaos. First, the chair's domains and categories of behaviors are compared with the four transformational behaviors formulated by Bass & Avolio (1994). Each of the domains of chair behaviors: articulating professional values and beliefs and developing a collaborative culture are assessed against the four transformational behaviors: Idealized Influence—behaviors, inspirational motivation; individual consideration; and intellectual stimulation. Tables 1-6 distribute the chair behaviors across these categories of transformational behaviors. In each table an "x" represents the intersection of the chair behaviors and transformational behaviors. Empty cells indicate no correspondence between the chair behavior and transformational behaviors. The chair behaviors appear in the left-hand column, transformational behavior comprise column headings. Analysis follows each table.

On the other hand, TLP assess four of the most important leadership skill or behaviors. The TLP results consist of two types of information. The first type of information is Dr. B's self-assessment results; the second reports the average results of the group participants the researcher chose to describe Dr. B's leadership style. All of the results are shown in average score based on the distribution of raw scores among a group of people who completed the TLP.

4.1 Idealized Influence---Behaviors

Bass and Avolio (1994) define Idealized Influence—Behaviors as

The leader considers the needs of others over his or her own personal needs. The leader shares risks with followers and is consistent rather than arbitrary. He or she can be counted on to do the right thing, demonstrating high standards of ethical and moral conduct. He or she avoids using power for personal gain and only when needed (p.3).

(I.a) Idealized Influence—Behaviors are compared with the first chair domain: Articulating Professional Values and Beliefs. Dr. B articulated four values and beliefs that ground his practice. These values and beliefs were (a) equity (b) quality program (c) professional practice is student-focused (d) professional practice is collaborative and research-based. The interaction of these values and beliefs with descriptors of Idealized Influenced—Behaviors is presented in Table 1.

(I)

Table.1. Interactions of the Chairman behavior identified with the domain of Articulating Professional Values and Beliefs and Transformational leadership Behaviors of Idealized-Influence--Behaviors

	Considers others	Share risks	consistent	Do the right things	Avoid using power for personal gain
Equity	x	x	x	x	x
Quality program	x	x	x		
Student-focused	x	x			x
Educational practice needs to be collaborative and research-based.	x				x

Considers others. Dr. B considered the needs of others as he focused on the need of equity to respect and treat everyone in the same way and benefit student and the wider society. Dr. B worked to provide research-supported practice by which followers can succeed. As Dr. B implemented the norm that practice is student-focused, he elevated the focus of all the organization beyond self-interest and shifts it to the interests of all students.

Shares risks. As he involved followers in the change process, Dr. B was sharing the risks of creating democratized educational systems in the society.

Consistent. Dr. B is “consistent” rather than arbitrary. With the adoption of the norm that research-based and student-focused practice is the standard for continued employment, Dr. B created a “consistent” standard against which practice is judged.

Does the right thing. Respondents indicated that the chair was doing the right thing by focusing followers on equity, and by raising the standard for quality program in the organization. Respondents indicated that these behaviors were sources of respect for the chair.

Avoids using power for personal gain. Dr. B avoided using power for personal gain. Dr. B emphasized that the equity in education benefits the society, students and followers. Students benefited because they have opportunities to develop the ability to be productive and contributing members of the community. Followers benefited because they were provided with tools to facilitate student achievement; they were given means to succeed. As students achieve, teachers gain confidence in their ability. Dismissal of unwilling or unable followers is based on what’s best for student-focused, research-based, not on what’s best for the chair.

(I.b) Idealized-Influence—Behaviors is compared with the second domain of the chair behaviors: Developing a Collaborative Culture. Dr. B demonstrated three behavior categories: (a) building the learning capacity of schools; (b) developing communication channels; (c) developing organization perspectives. The intersection of these behaviors with descriptors of Idealized Influence—Behaviors is presented in Table 2.

Table 2. Interactions of the Chairman behavior identified with the domain of Developing a Collaborative Culture and Transformational leadership Behaviors of Idealized-Influence---Behaviors

	Consider others	Share risks	consistent	Do the right things	Avoid using power for personal gain
Building the learning capacity of schools	x		x	x	
Developing communication channels	x	x		x	x
Developing the organization perspective of members	x				x

Considers others. Dr. B considered the needs of others by recognizing that each student body is unique and that schools needed to make decisions reflecting the interests of unique student populations. As he developed communication channels, Dr. B included followers in dialogue around the problems of practice and demonstrates respect for others’ views by listening and “borrowing” ideas from followers. In developing an organization perspective, he provided followers with knowledge of expectations, incorporating those expectations in systems of accountability that provided followers with a means of knowing the progress of students.

Shares risks. By encouraging dialogue throughout the organization, Dr. B involved followers in problem solving and provided support through peer dialogue.

Consistent. Dr. B was consistent that department engaged in informed decision-making.

Does the right things. Respondents reported respect for the chair’s willingness to listen to followers’ criticisms and for the chair’s willingness to engage members of the community in frank discussions about their responsibility in helping students.

Avoids using power for personal gain. Dr. B listened to members to allow enough opportunity for community in-put to shape institution direction.

4.1.1 Inspiration-Motivation

Bass & Avolio (1994) define Inspirational Motivation.

Transformational leaders behave in ways that motivate and inspire those around them by providing meaning and challenge to their followers’ work. Team spirit is aroused. Enthusiasm and optimism are displayed. The leader gets creates clearly communicated expectations that followers want to meet and also demonstrates commitment to goals and the shared vision. (p.3).

(II.a) Inspiration Motivation is compared with the first chair domain: Articulating professional values and beliefs. Dr. B articulated four values and beliefs which grounded his practice. The intersection of these values and beliefs with descriptors of

Inspirational Motivation is presented in Table 3.

Table 3. Interactions of the Chairman behavior identified with the domain of Articulating Professional Values and Beliefs and Transformational leadership Behaviors of Inspirational Motivation

	Providing meaning challenge	Arouse team spirit	Display optimism & enthusiasm	Gets followers to envision attractive future states	Communicates expectations that followers want to meet	Demonstrates commitment to shared goals
Equity						
Quality program			x	x	x	
Student-focused	x		x	x	x	x
Educational practice needs to be collaborative and research-based				x		x

Provides meaning and challenge. Dr. B’s vision focused the attention of followers to create and sustain a change process designed to produce significantly different student outcomes “provides meaning and challenge” to followers’ practice.

Displays optimism & enthusiasm. Dr. B articulated an optimistic message that the goal of expanding programmatic program would succeed in making a difference and support in the lives of students. He was also optimistic that equity for faculties and staff was strong to produce effective outcomes.

Gets followers to envision attractive future states. Respondents reported Dr. B described the goal of student learning created by knowledgeable professional, thereby creating an ‘attractive future state’ for followers.

Demonstrates expectations that followers want to meet. Dr. B consistently “communicates expectations” for followers. Respondents reported effects of increased effort, motivation, commitment and confidence indicate that at least some followers are responding positively to Dr. B’s expectations.

Demonstrates commitment to shared goals. Dr. B demonstrated his commitment to the creation of the knowledge work organization by attempting to establish norms that support student-focused, research-based practice.

(II.b) Inspirational Motivation is compared with the second of the chair behaviors, developing a collaborative culture. Dr. B demonstrated three behavior categories (a) building the learning capacity of schools. (b) developing communication channels; (c) developing an organization perspective. The intersection of these behaviors and descriptors of Inspirational Motivation is presented in Table 4.

Table 4. Interactions of the Chairman behavior identified with the domain of Developing a Collaborative Culture and Transformational leadership Behaviors of Inspirational Motivation

	Providing meaning challenge	Arouse team spirit	Display optimism & enthusiasm	Gets followers to envision attractive future states	Communicates expectations that followers want to meet	Demonstrates commitment to shared goals
Building the learning capacity of schools	x	x				
Developing communication channels					x	
Developing the organization perspective of members		x			x	

Provides meaning & challenge. The chair emphasized to develop research-based on collaboration and student-focused plans for students.

Arouses team spirit. Dr. B encouraged the faculties with the responsibility to develop consensus at the school level. Involving teachers in the planning arouses team spirit.

Communicates expectations. The chair communicated expectations to followers by informal as well as formal communication channels. Informally, he communicated his expectations by individual dialogues. Formal meetings with faculties and administrators also provided an opportunity to communicate expectations. In developing an organization perspective, systems of accountability became a reflection of the shared goals of the organization.

Individual Consideration

Bass and Avolio (1994) define individual consideration.

Transformational leaders pay special attention to each individual's needs for achievement and growth by acting as coach or mentor. Followers and colleagues are developed to successively higher levels of potential. Individual consideration is practiced as follows: New learning opportunities are created along with a supportive climate. Individual differences in terms of needs and desires are recognized. The leader's behavior demonstrates acceptance of individual differences. A two-way exchange in communication is encouraged, and "management by walking around" work spaces is practiced. Interactions with followers are personalized. The individually considerate leader listens effectively. The leader delegates tasks as a means of developing followers. Delegated tasks are monitored to see if the followers do not feel they are being checked on (p.3-4).

(III.a) Individual Consideration is compared with the first domain of the chair behaviors: Articulating professional values and beliefs. The intersection of this domain and descriptors of individual Consideration is presented in Table 5.

Table 5. Interactions of the Chairman behavior identified with the domain of Articulating Professional Values and Beliefs and Transformational leadership Behaviors of Individual consideration

	Coaching and mentoring	Develops followers & colleagues	Supports new learning	Recognizes individual differences	Personalizes communication	Delegates & supports
Equity		x				
Quality program			x			
Student-focused			x	x	x	
Educational practice needs to be collaborative and research-based		x	x	x	x	

Develops followers & colleagues. Dr. B provided support for faculties and staffs to get resources they need in terms of equity. His insistence that “dialogue” be research-based is another means of developing followers as they incorporate new learning in their practice and engage in discussions about the problems of practice.

Supports new learning. He provided research-based “new learning” to be collaborative so that the followers made them successful practitioners as they worked to improve student outcomes. But some respondents did not think so.

Recognizes individual differences. The chair challenged followers to recognize student learning style differences and models multiple teaching styles in presentations to followers.

(III.b) Individual Consideration is compared with the second domain of the chair behaviors: developing a collaborative culture. Dr. B demonstrated four behavior categories: (a) building the learning capacity of schools; (b) developing communication channels; (c) developing organization perspective. The intersection of this domain and description of Individual Consideration is presented in Table6.

Table 6. Interactions of the Chairman behavior identified with the domain of Developing a Collaborative Culture and Transformational leadership Behaviors of Individual consideration

	Coaching and mentoring	Develops followers & colleagues	Supports new learning	Recognizes individual differences	Personalizes communication	Delegates & supports
Building the learning capacity of schools		x				
Developing communication channels					x	
Developing the organization perspective of members		x				

Develops followers & colleagues. In building the learning capacity of schools, Dr. B provided leaning opportunities for school facilities in collaborative decision making.

Personalizes communication. In developing communication channels, respondents reported that the chair personalized communication by inquiring about problems.

4.1.3 Intellectual Stimulation.

Bass and Avolio (1994) define Intellectual Stimulation.

Transformational leaders stimulate their followers’ efforts to be innovative and creative by questioning assumptions, reframing problems, and approaching old situations in new ways.

Creativity is encouraged. There is no public criticism of individual members' mistakes. New ideas and creative problem solutions are solicited from followers, who are included in the process of addressing problems and finding solutions. Followers are encouraged to try new approaches, and their ideas are not criticized because they differ from the leaders' ideas. (p.3).

(IV.a) Intellectual Stimulation is compared with the first domain of the chair behaviors: Articulating Professional Values and Beliefs. The values and beliefs articulated by the chair are (a) equity (b) quality program (c) Student-focused (d) researched-based and collaborative. The intersection of the domain and descriptors of Intellectual Stimulation is presented in Table 7.

Table 7. Interactions of the Chairman behavior identified with the domain of Articulating Professional Values and Beliefs and Transformational leadership Behaviors of Intellectual Stimulation

	Questions assumptions & reframes problems	Encourages & creativity	No public criticism	Solicits & solutions from followers	Encourages followers to try new approaches
Equity					x
Quality program					x
Student-focused	x				x
Educational practice needs to be collaborative and research-based	x				x

Questions assumptions & reframes problems. Dr. B was focusing the energy of followers on the adoption of research-based, and student-focused.

Encourages followers to try new approaches. Dr. B encouraged followers to try new approaches in the creation of the knowledge-work organization. He believed that promoting great equity in the society in terms of outcomes and opportunities for students to do what we do is important. Respondents reported his indicating greater student-focused, enriching student learning opportunities and improving student outcomes.

(IV.b) Intellectual Stimulation is compared with the second domain of the chair behaviors: developing a collaborative culture. Dr. B demonstrated three behavior categories: (a) building the learning capacity of schools (b) developing communication channel (c) developing an organization perspective. The intersection of this domain and descriptors of Intellectual Stimulation is presented in Table 8.

Table 8. Interactions of the Chairman behavior identified with the domain of Developing a Collaborative Culture and Transformational leadership Behaviors of Intellectual Stimulation

	Questions assumptions & reframes problems	Encourages & creativity	No public criticism	Solicits & solutions from followers	Encourages followers to try new approaches
Building the learning capacity of schools	x				
Developing communication channels	x			x	
Developing the organization perspective of members					x

Questions assumptions & reframes problems. In building the learning capacity of schools and emphasizing the unique character, Dr. B challenged the notion of equality of treatment. In developing communication channels, Dr. B engaged followers in dialogue,, frequently challenging old assumptions and providing new solutions to old problems.

Solicits & solutions from followers. In engaging followers in dialogues, the chair encouraged an exchange of ideas, respecting the diversity of others; opinions and sometimes borrowing ideas from followers.

Encourages followers to try new approaches. He encouraged followers to try new approaches through the organization.

Furthermore, findings are interpreted relative to Attributed Charisma.

4.2 Attributed Charisma

In defining Idealized Influence in 1994, Bass and Avolio distinguished between Idealized Influence Behaviors and Idealized Influence attributed to the leader by followers. The authors define Idealized Influence attributes. “Transformational leaders behave in ways that result in their being role models for their followers. The leaders are admired, respected, and trusted. Followers identify with the leaders and want to emulate them” (Bass and Avolio,1994, p.3) Idealized Influence Attributed is now called “Attributed Charisma”(Bass, Avolio, & Jung, 1995).

Findings in the study indicated that respondents reported “respect” for the chair, which they attributed to specific chair values, beliefs and behaviors. The following values and beliefs elicited respect from some followers for the chair.

In the chair domain, articulating professional values and beliefs, respondents reported respect for the chair resulting from his values of collaborative research-based practice,

student-focused. For the domain of developing a collaborative culture, respondents reported respect for the chair resulting from his behavior of developing communication channels. Respondents respected the chair's tolerance for diverse views and his willingness to discuss controversial issues.

4.2.1 Contingent Reward.

In the full range of leadership (Bass & Avolio, 1994), Contingent Reward is defined as the most positive of the intersection leadership behaviors. The leader displays contingent reward behaviors by rewarding the follower for adequate performance. In the study, respondents identified the chair's behaviors in providing improved conditions.

Bass & Avolio (1994) report that Contingent Reward "has been found to be reasonably effective...in motivating others to achieve higher levels of development and performance" (p. 4). Respondents reported the rewards come from the distribution of discretionary funds so the chair tried his best to display their credit in public.

4.2.2 Management by Exception-Active and Passive.

Management by Exception-Active and Passive are classified as a negative contingent reward behavior (Bass & Avolio, 1994), distinguishes only by the degree of active involvement by the leaders. In management by Exception-Active the leader "arranges to actively monitor deviances from standards, mistakes, and errors in the follower's assignments and to take corrective action as necessary" (Bass & Avolio, 1994. P.4). In management by exception -passive, followers' mistakes come to the attention of the leader who then acts to correct followers' errors. The chair's behavior consulted with the individual in terms of followers' mistakes or failure.

4.3 *Laissez-Faire*

Findings fail to provide evidence of the chair's use of laissez-faire. However, we can know Dr. B's leadership style tended to be the organizational architect from the data in Figure 1. in TLP's measurement. The group's perception was almost the same as Dr. B's. It showed he has both leadership and management skills. There is a clear distinction between the leader and the manager. By aiming attention on a vision, the leader acted on the emotional and devotional resources of the organization along with its values, commitment, and aspiration. By contrast, the manager acted on the physical resources of the organization such as its capital, human skill, raw materials and technology. However, Dr. B didn't pay much attention to the need to develop a vision due to his short-term position. He might see himself as conservative and regulators of the existing state of the organization. He personally identified with the organization often perpetuating and strengthening the culture that exists within the organization.

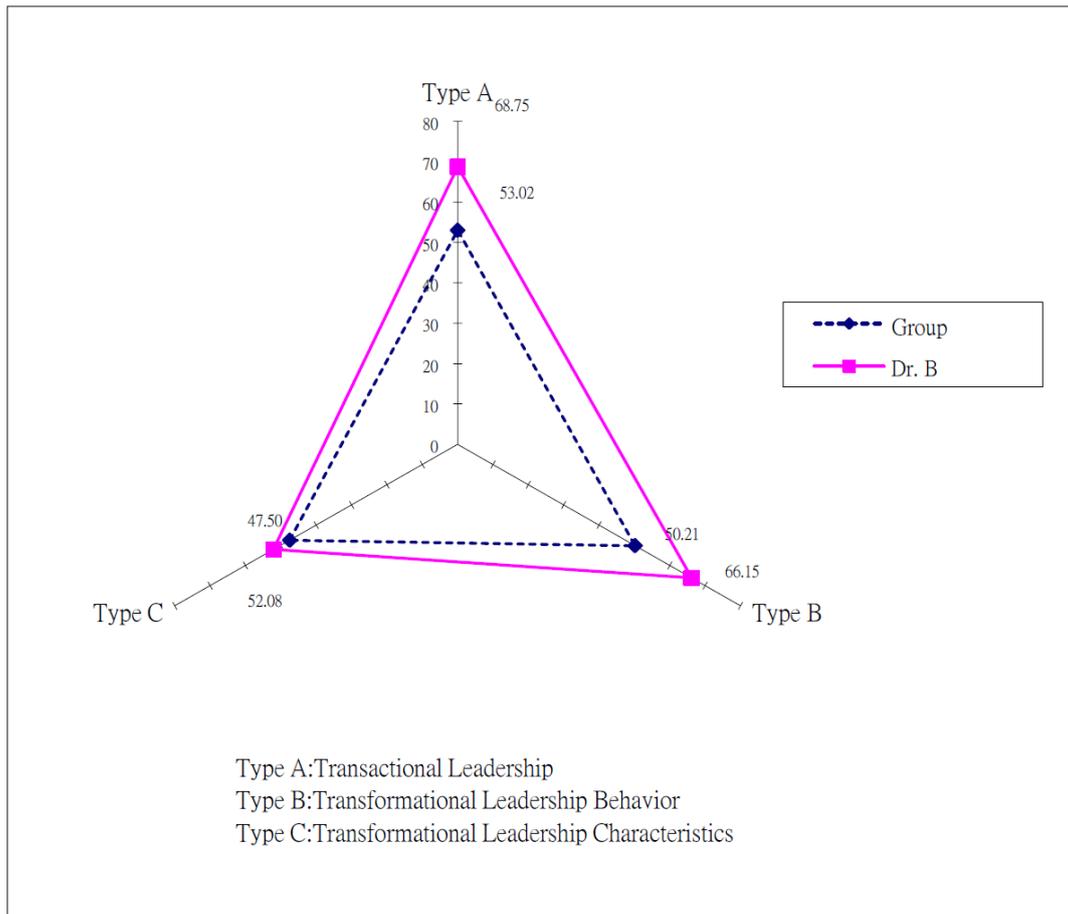


Figure 1. Dr. B's Leadership Profile

For the concept of power and leadership, Bennis & Nanus (1985) suggested that “power is the basic energy needed to initiate and sustain action or the capacity to translate intentions into reality and sustain it. Leadership is the wise use of this power”(p.17). They view effective leadership as the transforming type which can move organizations to future states, create visions of opportunities, instill within employees’ commitment to change, and introduce new cultures and strategies that mobilize and focus energy and resources. To develop a vision of the future, Dr. B hoped to have great insight into the environment which organization currently exists and in which it will exist in the future. To have a vision that is shared by others is to have power to shape the future and to transform the nonexistent into the existent. It also enabled you to reshape reality. While he may operate effectively in the organization, but is not doing transformational leadership well.

Dr. B's definition of leadership is servant leadership. He thought that leaders need to build vision and get people resources to do their work. He said,

We know that higher education is going through a difficulty, and important, period of cutting and shaping. You have already made many hard decisions, and you will be making many more. The changes you need to make will not be effective unless people understand them, and however reluctantly accept them. Colleges and universities need strong leadership and

clearly assigned responsibilities at all levels of the organization. However, colleges and universities also need to share governance and operate in a collegial fashion, with consultation, participation, and information-sharing throughout the campus community. The challenge is to achieve both strong leadership and collegial, campus wide participation.

In Figure 2, we can see Dr. B’s self-assessment about capable management is higher than the group’s. Bass (1987) and Sergiovanni (1990) consider transactional practices to be central in maintaining the organization and getting daily routines accomplished. The measurement means he accomplished the day-to-day administrative or managerial tasks that are necessary for his organization to functional well in the short term. As for the reward equity, both Dr. B and the group’s perspective were similar, that means he didn’t deliver on the rewards they promised for good performance and goal accomplishment well. He didn’t control over the incentive system and be able to reward high performance or to punish those who refuse to cooperate. Some respondents thought he had some extent of sensitivity to organizational hierarchy and standardization of practices. This showed that he tended to be a manager more than a leader in terms of leadership.

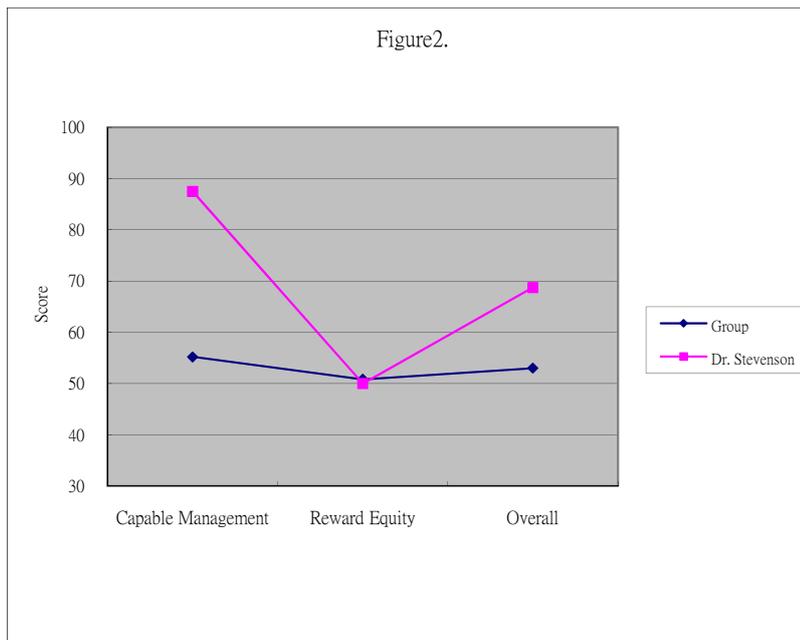


Figure 2. Dr. B’s Transactional Leadership

In Figure 3, the average score of Dr. B & the group’s perception about the communications and caring leadership were in the same range. Respondents thought Dr. B expressed respect and concern for others consistently and constantly. He was to be able to enthuse, energize, and stimulate others to take action. He was willing to take responsibility and passionately cares about the future of the organization. He also valued people’s differences and let people know it. Dr. B also focused on interpersonal communication. He listened and paid attention to those with whom they are communicating closely. At the same time, he paid attention to and appreciated followers feelings and gives them opportunities to give their voice. As for the

credible leadership, there is one controversial point between Dr. B and group. Higgerson (1996) explained that the department chair’s credibility is composed of three specific components: “the perception of the chair’s knowledge; the perception of the chair’s motive or intentions; and the perception of the chair’s trustworthiness.” Credibility is a perceived or assigned attribute. Highly credible chair find that others are more cooperative and less resistant to their suggestions for change. High credibility also gives one more freedom for being innovative and for taking risks. The assessment of one’s credibility evolves in the same way that our perceptions of individuals can change over time. Consequently, the chair must work continuously to maintain their credibility. That showed Dr. B still has to create a climate of integrity and trust by being honest, open, respectful and by keeping all promises made, although he thinks he is doing this well.

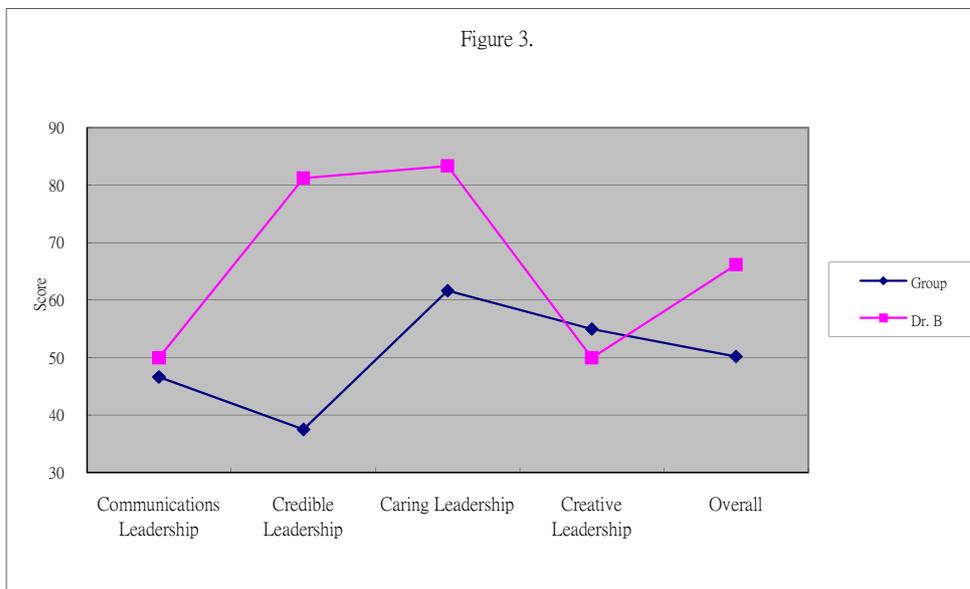


Figure 3. Dr. B’s Transformational Leadership Behavior

In addition, we can see that Dr. B’s self-assessment about principled leadership supports that certain shared values and beliefs that reflect the important and fundamental issues faced by people in groups and organizations. He liked teams work to get the job done and developed collaborative culture in his organization in Figure 4.

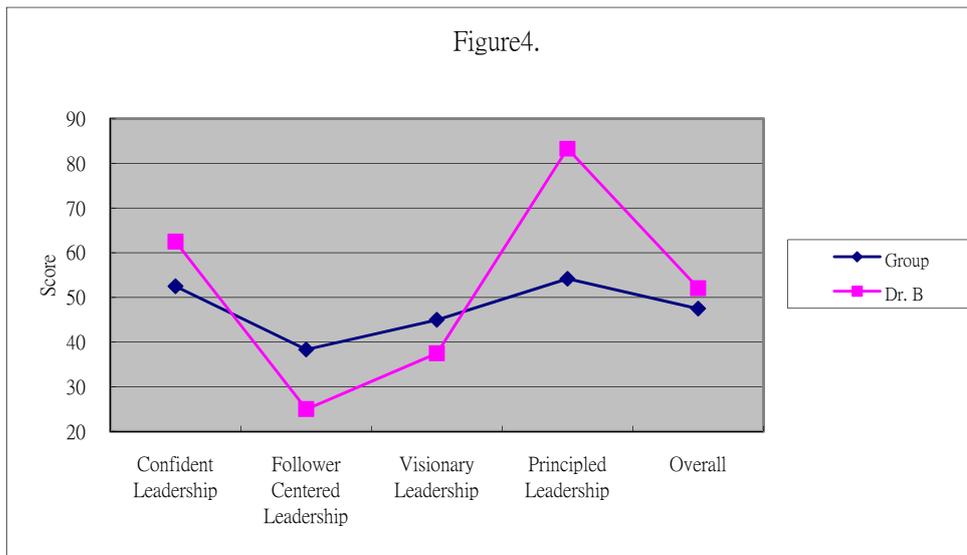


Figure 4. Dr. B’s Transformational Leadership Characteristic

The transformational leadership type relies on strong cultures to influence employees’ directions and reduce differences in the status of the members of an organization (Leithwood, 1992). This type of leadership is based on a different form of power that is consensual in nature and emphasizes participative decisions making as much as possible.

Effective leadership involves shared influences, where the responsibility shifts from a few people who are formally designated as leaders to all who participate. In plain language, Burns (1978) stated that, “leadership over human beings is exercised when persons with certain purposes mobilize, in competition or conflict with others, institutional, political, psychological and over resources so as to arouse, engage and satisfy the motives of followers. (p.18).

For the followership, Bennis & Nanus (1985) viewed trust as “the emotional glue that binds followers and leaders together. The accumulation of trust is a measure of the legitimacy of leadership” (p.153). From the followership’s perspective, Kelly (1992) indicated that

The ultimate test of leadership is the quality of the followers. Exemplary leaders attract exemplary followers. As co-adventurers, they embark on a worthwhile journey together. They rely on each other to arrive there safely and successfully (p. 15).

Through the symbolic relationship between the leader and followers, Burns (1978) claimed that “Real-leaders who teach and are taught by their followers—acquire many of their skills in every experience, in one-the-job-training, in deal with other leaders and with followers.” The flow of influence is multiple, bot simply two-way. For a successful relationship, Dr. B embraced followers as partners or co-creators and demonstrated the value that they as leaders add to followers’ productivity. The organization as a whole would benefit as group members would develop followers who are competent, credible and committed to the organization and

to a purpose beyond them.

Transformational leadership doesn't stop with the successful elevation of followers from lower level to higher level needs and the enhancement of follower performance beyond what would be expected from contingent reinforcement. Awareness and consciousness are aroused about organizational goals. Dr. B agreed that a shared agreement is developed that bonds leader and followers in a moral commitment to a cause which goes beyond their own self-interests. Moral leadership is achieved (Burns, 1978; Sergiovanni, 1990). Transformational leadership is moral authority for Sergiovanni (1990) which unites leaders and followers in pursuit of higher level common goals. Although common purposes may start as separate aims, he concluded, "when moral authority transcends bureaucratic leadership in a school, the outcomes in terms of commitment and performance far exceed expectations"(p. 52).

In an educational context, Dr. B's general concern was to develop his school building into a learning community situated within the wider context of the general community. The vision suggested by Sergiovanni & Starratt (1993) to guide this mission should be to:

...create a value framework that enables daily, routine activities to take on a special meaning and significance, making the school a special place, instilling feelings of ownership, identity, participation, and moral fulfillment (p.193)

By instilling meaning and trust on their followers the leader enabled the organization to build a culture around the vision. The culture would be characterized by much professional reflection and constant innovative group as well as individual problem-solving. As Bennis & Nanus (1985) commented "vision animates, inspires, transforms purpose into action (p.30)" Senge (1991) concurred stating that a vision possesses powerful transformative potential because it can tap the source of creative energy itself which e

manates from the unavoidable gap between one's vision of a better future and current reality. From the data presented in Figure 4, Dr. B didn't focus on the vision in the organization. Maybe the chair can't have enough authority and power to improve organizational change so that he thought the extent of his visionary leadership is lower.

4.4 Organizational culture

Owens (1987) elaborated upon the significance of a group's shared view of the world:

This shared views enables people in the organization to, make sense of commonplace as well as unusual events, ascribe meaning to symbols and rituals and share in a common understanding of how to deal with unfolding action in appropriate ways.... Such a shared view is developed over a period of time during which the participants engage in a great deal of communication, testing, and refinement of the shared view until it is eventually perceived to have been so effective for so long that it is rarely thought about or talked about any more: it is taken for granted. This constitutes the development of an organizational culture, And it is culture that largely determines how one literally perceives and understands the world, it is the concept that captures the subtle, elusive, intangible, largely unconscious forces that shape

thought in a workplace (p. 109).

The interaction of organizational culture with the leadership exercised is significant. Organizational culture creates a powerful environment which reflects past experiences, and distills them into simplifications that help to explain the complex world of the organization for its members. Therefore, the culture of the organization represents significant thinking prior to action and is implicit in the decision-making behavior of administrators. That is, leadership processes are embedded in the culture of the organization shaping it, and in turn, being shaped by the culture.

Dr. B believed that university faculty worked as autonomous individuals so it's difficult to create collaborative culture in the institution. He supported new faculty by helping them find the resources they needed to pursue their work. He not only helped the newcomers develop professional networks, but also helped to integrate the novices into existing department projects. The same concern for individual performance is exhibited about the older faculty. When the chair saw the signs of trouble, which are likely to include dissatisfaction, lack of enthusiasm and negative attitude, Dr. B was advised to work with the individual to "explore options." The rationale for focusing on the individual is the fact that individual faculty problems that are not dealt with by the chair will spill into the department. So, the chair's primary agenda needed to be that of supporting individual growth and development--- something that can be achieved by understanding the idiosyncrasies of career stages, combined with a grounding in the "institutional and disciplinary context in which this growth occurs" (Creswell et al.1990).

4.5 Effects of transformational leadership

Bass (1985) contended that followers are more satisfied with transformational than transactional leadership behaviors, and that followers are more likely to attribute effectiveness to transformational rather than transactional leadership. Because this research didn't compare transformational leader with a transactional leader, findings can neither confirm nor dispute Bass's contention. Findings indicated that an overwhelming majority of respondents reported satisfaction with the chair's behaviors, and the same proportion of respondent's behaviors, and the same proportion of respondents characterize the chair as effective.

Bass (1985) also contended that transformational leadership contributes to greater effort by followers. Findings indicated that respondents' report increased effort and this effect is distributed across two domains of the chair behavior. In the chair domain, articulating professional values and beliefs, increased effort is attributed to the chair's values, equity and practice is student-focused. In the chair domain, developing collaborative culture, increased effort is attributed to the chair behavior of building the learning capacity of schools.

4.6 Implications

The implications of this study for the chair leadership in the change process include the following:

1) The chair's normative framework is essential to have his effectiveness as Instructional Leader and Educator. Before the chair enlisted followers in something as complex as second-order change, the chair must understand the values and beliefs that provide the "platform" (Starratt, 1995) for action.

2) The instructional leadership of the chair is significant to have his ability to bring change to the core teaching/learning activity. Understanding the dynamics of the teacher/student relationship is critical to implementing instruction in which the student is the worker, and the teacher is the motivator.

3) The chair as scholars and educator was also significant to the chair's ability to affect change. In a profession in which scholarship has not been valued, the chair as chief scholar and educator must be able to assess the quality of research in order to be selective about innovations introduced in the district. Faculty and staffs needed to have confidence in the chair's critical ability to bring only the most promising innovations forward for their implementation.

5. Conclusion

Leadership is a kind of art and science. The key to make the right decisions will come from understanding and embodying the leadership qualities necessary to succeed. Accordingly, the definition of leadership would include Bennis' ideas in addition to aspects of visionary leadership that include a strategic mission, continuous improvement, innovative culture, management of change, creativity and cooperative performance. Dr. B, after the study, exhibited some characteristics with both of transactional and transformational leadership.

Furthermore, the results of this study displayed the fact that organizations are complex systems made up of parts with great interdependence. The evidence that transformational leadership makes a positive difference in an organization is both substantial and positive in non-educational organizations. Although a leader was born by nature, he or she needs to develop their potential leadership by means of some knowledgeable understanding along with certain theories and practices in terms of leadership.

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