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**THE DIMENSIONS OF MARKETING LEADERSHIP: EXPLORING  
HERTEROGENEITY AND RELATIONSHIP WITH PERCEIVED  
EFFECTIVENESS**

A Thesis in

Business Administration

by

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## ABSTRACT

There are various aspects of marketing that require top management support and influential leadership, such as customer orientation and product development, but the concept of leadership is rarely discussed in the marketing literature. As the number of new marketing vice-presidents and chief marketing officer positions continue to grow it is clear that developing effective leadership in the marketing organization is increasingly important. This dissertation project seeks to examine the dimensions of leadership that lead to perceptions of high performing leadership in marketing contrasted with other those in other business functions such as engineering, human resources, and R&D. We then explore how these dimensions of leadership relate to perceptions of effectiveness importance. The objective is to determine if heterogeneity exists in leadership perceptions across business functions in the organization. We collect data from seven business functions (Marketing, Engineering, Human Resource, Information Technology, Manufacturing, Research & Development, and Sales). The research uncovered eight dimensions of leadership across. Marketing is significantly different from other business functions on three of these dimensions (Vision, Drive, and Charisma). The results confirm that heterogeneity in leadership perceptions indeed differ across business function. Implications from these results may lead to improved leadership training programs for marketing organizations and management of cross-functional teams.

**TABLE OF CONTENTS**

LIST OF FIGURES .....	v
LIST OF TABLES .....	vi
ACKNOWLEDGEMENTS .....	vii
Chapter 1: Introduction .....	1
Chapter 2: Integration of the Relevant Literature on Leadership .....	24
Chapter 3: Description of Sample.....	44
Chapter 4: Leadership Perceptions across Business Function.....	83
Chapter 5: Explanation of Heterogeneity .....	112
Chapter 6: Discussion and Conclusions.....	137
Bibliography .....	151
Appendix A: Leadership Survey.....	179
Appendix B: Attribute Rankings By Business Function .....	191

## LIST OF FIGURES

Figure 3-1: Gender .....	47
Figure 3-2: Age .....	48
Figure 3-3: Education Level .....	48
Figure 3-4: Years with Current Company .....	49
Figure 3-5: Organizational Level.....	50
Figure 3-6: Business Function .....	50
Figure 4-1: Scree Plot for the rotated solution.....	84
Figure 4-2: 'Supportive' by Business Function .....	98
Figure 4-3: 'Responsible' by Business Function .....	99
Figure 4-4: 'Intelligent' by Business Function .....	100
Figure 4-5: 'Charisma' by Business Function .....	102
Figure 4-6: 'Integrity' by Business Function.....	103
Figure 4-7: 'Drive' by Business Function.....	104
Figure 4-8: 'Vision' by Business Function .....	105
Figure 4-9: 'Risk Taking' by Business Function .....	106
Figure 4-10: 'Challenges the Process' by Business Function.....	108
Figure 4-11: Summary of Leadership Dimension and Business Functions.....	109
Figure 6-1: Summary of Leadership Dimension and Business Functions.....	139

## LIST OF TABLES

Table 1-1: Leadership Traits.....	22
Table 1-2: Leadership Traits.....	23
Table 2-3: Summary of Leadership Dimensions .....	25
Table 3-1: Summary of Leadership Dimensions .....	45
Table 3-2: Summary of Leadership Dimensions .....	52
Table 3-3a: Descriptive Statistics: 47 Leadership Attributes .....	55
Table 3-3b: Descriptive Statistics: 47 Leadership Attributes .....	56
Table 3-3c: Descriptive Statistics: 47 Leadership Attributes .....	57
Table 3-3d: Descriptive Statistics: 47 Leadership Attributes .....	58
Table 4-1: Factor Loadings.....	85
Table 4-2: VAF for rotated factors .....	86
Table 4-3: ANOVA TABLE.....	92
Table 4-4: Multiple Comparisons: Supportive .....	85
Table 4-5: Multiple Comparisons: Responsible .....	86
Table 4-6: Multiple Comparisons: Intelligent.....	92
Table 4-7: Multiple Comparisons: Charisma.....	85
Table 4-8: Multiple Comparisons: Integrity .....	86
Table 4-9: Multiple Comparisons: Drive.....	92
Table 4-10: Multiple Comparisons: Visions.....	85
Table 4-11: Multiple Comparisons: Risk Taking .....	86
Table 4-12: Multiple Comparisons: Challenges the Process .....	92
Table 5-1: Regression Results of Leadership Dimensions and Background Variables .....	121

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## **Chapter 1**

### **INTRODUCTION**

“There are almost as many definitions of leadership as there are persons who have attempted to define the concept.” (Stogdill, 1974 p.7)

Effective leadership is essential to the viability of any firm as evidenced by the vast number of corporate training and executive education programs with leadership development training aimed at middle managers and supervisory personnel. Social scientists and the popular press alike have attempted to determine the personality traits, behaviors, situations, and abilities that give rise to leadership effectiveness. As a result, there are many theories of leadership and many definitions of the term. Given the vast amount of research on the topic, it has been noted that leadership is often defined according to the individual perspectives of the researcher and the aspects of most interest to them (Yukl 1998).

Leadership is not a well-researched concept in the marketing literature although several key marketing initiatives require the support of leadership or upper management for effective implementation (Slater & Narver 1994, Day 1994, Jaworski & Kohli 1993, Kennedy, Goolsby, & Arnould). This shortcoming in the marketing literature is understandable given that leadership is a construct more germane to the management literature and the study of organizations. Arguably, the most relevant and researched issues in marketing are the product and the consumer. The marketing literature is replete with research in speed of product diffusion, product innovation and adoption. Similarly,

much has been written about customer satisfaction and loyalty, developing relationships with consumers, as well as consumer input in product development, and the creation of customer value. Organizations successful in these areas are often considered better positioned for long-term success in their respective fields (Deshpandé, Farley, & Webster 1993, Srivastava, Shervani, & Fahey 1999). It is also noted that carrying out these organizational tasks requires a designated leader with vision and the ability to transform the culture.

Hambrick and Mason (1984) suggested that the effectiveness of organizations and their strategies “reflect the values and perceptions of powerful actors in the organization”. Research has shown that upper management involvement in product development is associated with positive product performance, market share, and profitability (Henard & Szymanski 2001). Similarly, it is widely recognized in the marketing literature that the establishment and adoption of a customer-focused organization takes support from top management (Kohli & Jaworksi 1990, Kennedy, Goolsby, & Arthur 2003). However, the marketing literature is relatively silent on the role management and leadership behaviors play in successful product development and achieving a customer-centric organization.

The marketing concept, an expression that refers to putting the customer first, is often carried out in terms of market orientation. While Narver and Slater (1990) considered market orientation as a culture, Kohli and Jaworski (1990) conceptualized the construct as a set of activities and behaviors that must be implemented by employees in the organization. Additional findings in both conceptualizations show that leadership behaviors are important to developing and fostering a market orientation. Kohli and

Jaworski's (1990) qualitative findings suggest that managers must be willing to communicate their support to junior employees, take risks, and support reward systems in the support of a market orientation. Narver and Slater's (1990) cultural view, as echoed by Deshpandé and Webster (1998), requires management to transmit the culture of a market orientation throughout the organization.

Although the above cited marketing literature related to leadership presents some evidence of relevance to the topic, existing theories of leadership have not been considered in marketing though several functions like product development, market orientation, and relationship marketing depend on effective leadership in the marketing organization. In light of the demand for marketing departments to show a return on investment, their susceptibility to budget cuts, and the dispersion of the marketing business function across the organization, it seems that the leadership of the marketing organization should garner some scholarly attention.

### **Purpose and Objectives of the Study**

The present study is designed to examine the dimensions of leadership deemed important for the business function of marketing. We also examine the dimensions of leadership deemed important for high performance in other functional areas, such as engineering and manufacturing, and contrast the findings with those of marketing. This research takes a contingency approach to leadership by considering aspects of the work environment, such as business function, characteristics of the individuals performing the task, and the relationship between the leader and subordinate. Contingency theories of leadership suggest that the effect of a leader's behavior may vary across environments.

The contingency investigated in this research is the business function of the individual. Thus, the intended contributions of this work are (1) determine the dimensions of leadership in the marketing organization, (2) contrast these findings with the dimensions of leadership in other business functions, and (3) consider the role of heterogeneity in leadership perceptions, and uncover the determinants of heterogeneity. The paper begins with an overview of leadership theories that outline traits, attributes, and behaviors of leaders. In chapter 2 we construct a list of the dimensions of leadership used in the study. The third chapter describes the sample employed in the study, and Chapter 4 presents the analyses. Results are discussed in Chapter 5, and a summary discussion is provided in Chapter 6.

### **Overview of Leadership Theories**

In order to determine how leadership fits into a marketing context, we must first review the leadership literature in management. The research on leadership is over 100 years old, with different classifications, dimensions, and definitions. For our purposes here it is difficult to find one absolute definition. After defining leadership in terms of personality, power, influence, persuasion, goal achievement, and several other processes, Bass (1990) finally concludes “The search for the one and only proper and true definition of leadership seems to be fruitless, since the appropriate choice of definition should depend on the methodological and substantive aspects of leadership in which one is interested”. He explains that if one is making extensive use of observation then they would define leadership in terms of behaviors, acts, and roles played. Conversely, if one was interested in the impact of leadership, then leadership might be defined in terms of

perceived influence and power relations. The goal of this paper, however, is not to offer a definition of leadership. The goal is to determine the underlying dimensions of leadership, examine perceptions of leadership across business function, and explore possible sources of heterogeneity in the importance of these dimensions across business functions.

In determining the dimensions of leadership, it is important to consider the theories of leadership that describe leader traits, behaviors, and the characteristics in which a follower might use to describe a leader. At this point, we should distinguish leadership from management. The word “leader” is reported to have appeared in the English language as early as 1300 while the word “leadership” did not appear until 1800 (Stogdill 1974). The concept of “management” emerged around the turn of the 20<sup>th</sup> century with the advent of the industrial society (Northouse 2004). Kotter (1990) maintains that both management and leadership are necessary for the success of an organization. A manager’s main job is to maintain order, stability, and to deploy resources in terms of people, time, and materials. Leaders are said to deliver vision, direction, and inspire people. Although there are clear differences between the tasks of leaders and managers, there is a considerable amount of overlap. A manager can inspire his or her team and communicate goals. Likewise, a leader may become involved with planning and budgeting. However, the particular level of management has not been identified as influencing management’s similarity to leadership. Bennis and Nanus (1985) also maintain that leadership and management are different. They explain that management is about accomplishing activities and mastering routines, while leading is

influencing others and creating visions for change. For the purposes of this research, we do not emphasize the differences between management and leadership. The discussion presented is focused on the aspect of leadership but we treat the role of manager and leader similarly.

One of the earliest approaches to a systematic understanding of leadership was the trait approach. These theories were developed with the belief that some people have innate traits and skills that made them great leaders. Thus, these theories were called the “great man” theories. After years of studying traits, findings by Stogdill (1948) suggested that traits were not the only determinant of who becomes a leader, but rather aspects of the situation in which the leaders are functioning must be taken into account. These findings ushered in a new approach to leadership that focused on leadership behaviors and situations. In this chapter, we present a chronological overview of leadership theories beginning with the Trait Approach.. We follow this with Contingency Theory and the more recent theories of Charismatic and Transformational/Transactional leadership covering leadership skills and behaviors. The last section focuses on leadership research popular in industry. Table 1-1 and Table 1-2 summarize these theories and are provided at the end of this section.

### **A. Trait Approach**

There are two thorough reviews of trait research by Stogdill (1948, 1974) spanning much of the work done in this area of the 20<sup>th</sup> century. In 1948, Stogdill reviewed over 100 studies on leadership traits conducted from 1904 to 1948. His survey identified the following traits that distinguished leaders from non-leaders: (a)

intelligence, (b) alertness, (c) insight, (d) responsibility, (e) initiative, (f) persistence, (g) self-confidence, and (h) sociability. In his review, he found that while there was a common pattern among traits across leader perceptions, the strength and relevance of these traits varied across situations. It was determined that an individual who emerges as a leader in one situation may not be a leader in a different situation. After this 1948 review by Stogdill, researchers began focusing on contingency theories that considered the context of the situation as influencing the emergence of leadership.

In his second survey, Stogdill (1974) analyzed 163 studies that were completed between 1948 and 1970. In his previous 1948 survey, Stogdill argued against the importance of traits and focused on the situational aspects of leader emergence. This second survey, however, confirmed that traits were indeed important. Other researchers (Mann 1959, Kilpatrick and Locke 1991; Lord et al. 1986) confirmed Stogdill's second survey. Table 1-1 provides a summary of the key traits and characteristics that emerged during the study of the trait approach. The table also identifies theories presented in the next few sections of this paper. From the vast work in trait research five key characteristics central to leadership emerged: intelligence, self-confidence, determination, integrity, and sociability (Northouse 2004).

The trait approach has been around for over a century. Although hundreds of studies have been conducted the findings have not lead to a definitive list of leadership traits. There is no way to isolate a set of traits that would make a leader successful in certain situations. The research has not put forth how traits might vary in importance over time or in terms of what is important in society. Theories that emerged after

Stogdill's research on traits focused on aspects of the situation and other possible contingency variables. They are known as Contingency Theories of Leadership.

## **B. Charismatic Leadership**

Over the past twenty years, a new genre of organizational leadership theories has evolved, including charismatic, transformational, and visionary emphasizing leadership having incredible effects on followers and organizations (House 1977, Bass 1985, and Sashkin 1988). As seen in Table 1-1 and Table 1-2 these theories move away from *traits* and personal characteristics and focus more on the behaviors of the leader. Max Weber, a German sociologist, is credited with the first use of the term 'charisma' to describe leaders in a secular setting. Weber's work ([1922, 1924] 1947, 1963) on the concept of charisma was adapted from theology, where charisma means 'endowment with the gift of divine grace'. He believed that for the charismatic leader to appear there must be a crisis, the leader must have a solution for this crisis, and followers are attracted to this extraordinary individual. Weber's work from the early 1920's was later translated in the later 1940's as political scientists and sociologists begin to take his ideas seriously. Organizational theorists would later use Weber's writings on charisma as a springboard for investigating personal attributes of the leader and the relationship between leader and follower. Below, we summarize three theories of charismatic leadership: (1) House 1977, (2) House & Shamir 1993, and (3) Conger & Kanungo 1987.

(1) The earliest work on charismatic leadership in organizations is the 1977 book chapter by Robert House titled "*A 1976 theory of charismatic leadership*". Before this time, charisma rarely appeared in the organizational literature. Instead of considering



charisma as a “special gift”, House (1977) argued that charismatic leaders are distinguished from others by their need to dominate, a need to influence others, high self-confidence, and a strong conviction in their own beliefs. These leaders provide an appealing vision of the future, and their followers admire and identify with them. House and Baetz (1979) defined charismatic leadership as “leaders who by the force of their personal abilities are capable of having profound and extraordinary effects on followers”. These leaders are able to motivate followers and encourage high levels of achievement and task accomplishment.

(2) Since 1977, House and others have made revisions to this early theory. House and Shamir (1993) refer to the new leadership theories, like transformational, visionary, and inspirational as charismatic because charisma is a major concept to all of them (House 1977, Bass 1985, & Sashkin 1988). They extend Houses’ 1977 theory by examining how charismatic leaders affect their followers and bring about a change in attitude and performance. House and Shamir (1993) argue that these leaders tap into the self-concept of their followers and by doing so activate the self-esteem, self-expression, and self-worth of their followers. They identify two leader behaviors, role modeling and frame alignment, responsible for these motivational effects. Role modeling refers to taking risks, making personal sacrifices, and demonstrating conviction in the organizational mission. Frame alignment concerns the linkage of follower’s beliefs and values to the leader’s activities and organizational goals. The leader achieves this alignment by articulating a vision and encouraging followers to share the values of this vision. In this manner, the leader provides a sense of collective identity for followers and a sense of

self-efficacy by belonging to the collective membership. House and Shamir's (1993) revised theory of leader behaviors is shown in Table 1-2.

(3) Conger and Kanungo (1987, 1988) proposed a behavioral theory of charismatic leadership in terms of an attribution based on follower perceptions. They believed that the leader's behavior, skill, and aspects of the situation determine charisma. In their 1998 book, *Charismatic Leadership in Organizations*, Conger and Kanungo defined the observed behavior leading to such attribution from followers in terms of three stages: (1) evaluation of status quo (concern for follower needs), (2) formulation and articulation of goals (vision and inspirational communication), and (3) means to achieve goals (empowering and showing confidence to followers). As shown in Table 1-1 and Table 1-2, the Conger-Kanungo and House/Shamir theories of charismatic leadership appear to show a considerable amount of overlap.

#### *Support for Charismatic Leadership*

In a study of charismatic leadership, Podsakoff (1990) found that articulating a vision, exhibiting desirable behavior, and communicating high performance expectations resulted in higher leader ratings. These followers were more loyal, trusted the leader more, and displayed more organizational citizenship behaviors such as taking on extra work (Yukl 1998). An experiment conducted by Kilpatrick and Locke (1996) also found that followers of leaders expressing a vision found their task more interesting, trusted their leader more, and perceived their leader higher in charisma, inspiration, and intellectual stimulation.

### **C. Transformational and Transactional Leadership**

Transformational leaders transform the beliefs, values, and inspirations of their followers. They have a vision, create excitement, and motivate their followers to perform beyond expectations in order to meet the collective goals and objectives communicated by the leader. These leaders succeed in transforming the aspirations of followers from self-interest to collective interest and are able to generate high levels of performance from their employees.

Transactional leadership, first identified by Burns (1978) and later advanced by Bass (1985), involves an exchange relationship such that followers receive rewards and recognition, often in the form of wages or prestige, for complying with the leader's wishes. Like transformational leadership, this leadership style also appeals to values, but the values are surrounding an exchange process. Transactional leadership is defined by two sub-dimensions: contingent reward and management-by-exception. Contingent reward refers to an agreement between the leader and follower as to what is expected and what will be rewarded if performance expectations are met. Management-by-exception is considered as two distinct sub-dimensions: active and passive. Management-by-exception (active) involves the leader monitoring the task and correcting any problems as they arise in order to maintain desired performance levels. Management-by-exception (passive) refers to the leader taking no action at all until after problems arise.

According to Burns (1978), transformational leaders appeal to the moral values and higher order needs of followers. He believed that leadership styles existed as a continuum with transformational at one end and transactional at the other. Bass (1985) built on Burn's model of transformational leadership, applying it to an organizational

setting as a means to explain performance. Unlike Burns, Bass considered transformational and transactional leadership as separate dimensions. In his 1985 book, *Leadership and Performance Beyond Expectations*, Bass develops the framework of his transformational leadership model. According to Bass (1985, p.31) ‘...charisma is a necessary ingredient of transformational leadership, but by itself it is not sufficient to account for the transformational process’. Transformational leadership differs from charismatic leadership in that its goal is to transform the organization and bring about change. Charismatic leadership does address bringing about a transformation. From this work four distinct dimensions of transformational leadership were identified (Avolio, Bass & Jung 1999):

- (1) *Idealized influence*. Leaders behave in ways that make them role models to their followers. These leaders are admired, respected and trusted. In Bass’ earlier model this component was known as charisma, and explained the most variance in his model.
- (2) *Inspirational motivation*. Leaders provide inspirational motivation when they encourage creativity, motivate and inspire those around them.
- (3) *Intellectual stimulation*. Leaders solicit new and creative ideas and followers are encouraged to try new things.
- (4) *Individualized consideration*. Leaders are aware of employees’ individual strengths and weaknesses, needs and desires, and recognizes individual differences.

The Multifactor Leadership Questionnaire (MLQ) developed by Bass and Avolio (1985) is the most widely used measurement of leadership style to date. Their “full range of leadership model” includes transformational leadership, transactional leadership with two factors (contingent reward and management by exception), and *laissez-faire* leadership, the avoidance of leadership or a tendency to act only once

serious problems arise requiring corrective action. Avolio, Bass, and Jung (1999) provide a review of the development and refinements of the multifactor leadership questionnaire. One particular criticism of the MLQ was that it includes both attributes and behaviors to represent charismatic leadership. Authors argue that there are some characteristics of charisma that are certainly behavioral but more than likely some are attributed by the rater (Avolio et al. 1999). An additional criticism is that the four dimensions of transformational leadership are highly intercorrelated, making it difficult to clearly determine effects (Yukl 1998). The MLQ Form 5X - Short contains 20 items, four items for each of the five subdivisions: idealized influence (attributed), idealized influence (behavioral), inspirational motivation, intellectual stimulation, and individual consideration.

#### *Support for Transformational and Transactional Leadership*

Several studies have shown that transformational leaders were more effective and satisfying as leaders than were transactional leaders. Transformational leadership has been positively correlated with managerial performance ratings (Hater & Bass 1998), research and development project team innovations (Keller 1992), satisfied and motivated followers (Bono & Judge 2003), and achievement of business unit financial goals (Howell & Avolio 1993). Meta-analyses have also confirmed a positive link between transformational leadership and performance (Lowe, Kroeck, & Sivasubramabiam 1996). Likewise, transactional contingent reward has been positively related to follower's performance, commitment, and organizational citizenship behavior (Goodwin, Wofford, & Whittington 2001). However, the best leaders are said to possess

more transformational qualities than transactional but in some settings both transformational and transactional leadership predicted performance (Bass, Avolio, Jung, & Berson 2002, Avolio & Bass 2003).

#### **D. Contingency Theories**

##### *Situational Approach*

The situational approach to leadership was developed by Hersey and Blanchard (1969) and asserts that leaders must adapt their styles and behaviors to the demands of different situations. The situational view consists of two major parts. (1) leadership style and (2) subordinates development (e.g. competence and commitment). The first part, leadership style pertains to the directive and supportive behaviors aimed at subordinates. In different situations, leaders should use varying levels of direction and support to aid subordinates in completing tasks. In some tasks an employee might need high support and low direction, but for other tasks low support and low direction may be all that is required.

The second part of situational leadership is concerned with the development level of subordinates and considers competence and commitment. Blanchard and colleagues (1993) describe subordinate development as whether a person has the skills to do a particular job and if they have a positive attitude regarding the task. The situational approach has been used extensively in Fortune 500 training programs and is seen as a credible model of leadership (Hersey and Blanchard 1993, Northouse 2004). This approach to leadership has been so embraced because it is practical and prescriptive, telling a manager what to do in different contexts with different employees. For example, if a subordinate is very low in competence, the situational view suggests a directive style

of leadership; or, if there is high competence but low confidence, this leadership style suggests behaviors that are more supportive. The situational view considers employees as individuals with different needs and responding to different styles of leadership.

### *Path Goal Theory*

Path-goal theory explains the type of leader behavior that will best help subordinates achieve their goals by considering the subordinate's needs and the nature of the task. The theory was developed by Evans (1970) and elaborated upon by House (1971). This theory rests on the assumptions of the expectancy theory of motivation, which suggests that if there is goal, a reasonable manner in which to attain the goal, and a desirable outcome, then an individual will be motivated towards that goal. The leader's job is to motivate subordinates by using the appropriate style of leadership, which clears the path to goal obtainment, hence the name, 'path-goal' theory. The four leadership styles are:

1. *Supportive leadership: Leaders are friendly, approachable and try to make the work environment pleasant for subordinates.*
2. *Directive leadership: Leaders inform subordinates of expectations and provide guidance.*
3. *Participative leadership: Leaders seek subordinate opinions and invite them to participate in decision making*
4. *Achievement-oriented leadership: Leaders challenge subordinates, set high goals and emphasize excellence in performance.*

Aspects of the situation that influence which leadership style to use are defined in terms of task/environment characteristics and subordinate characteristics. Path-goal

theory is not often used in management training programs because it is complex, incorporating many different aspects of leadership (Northouse 2004). Variables that must be considered for use of this theory include, structure, subordinate ability, goal clarity, and organizational formalization. If a task is stressful, boring, or tedious *supportive leadership* has been found to increase subordinate effort and self-confidence. When the task is unstructured with little formal rules, if there is role ambiguity or subordinates are inexperienced *directive leadership* provides the necessary guidance to increase the expectancies for success, performance-reward and thus, subordinate effort (Yukl 1998). Participative leadership works best when the task is ambiguous and subordinates have a strong need for control in the decision-making. Achievement-oriented leadership performs best when tasks are complex and subordinates have a high need to excel.

### *Fiedler's Contingency Theory*

Although various works in leadership may be considered contingency based, the work by Fiedler (1964, 1967) is presumably best known and is called the Least Preferred Coworker (LPC) contingency theory of leadership. Contingency theory suggests that a leader's effectiveness is contingent on how well the leader's style fits to the context or situation. Like the situational approach, leader's style in the contingency theory refers to task motivations and relationship motivations. Fiedler developed the LPC scale describing those leaders who are relationship motivated, on one end of the scale, versus those who are task motivated, at the other end of the scale. The situations in the theory are characterized by three factors: leader-member relations, position power, and task structure. Leader member relations refer to the extent the leader has the support and



loyalty of followers. Position power is the amount of authority the leader has to evaluate performance and administer rewards and punishments. Finally, task structure refers to the degree that there are standard procedures for the task, objectives for task completion and indicators of how well the task is performed. Together with leadership style as measured by the LPC and consideration of situational factors, Fiedler's contingency theory determines which style of leadership behavior is most effective in different situations. All of the contingency theories prescribe different behaviors for different situations. Fiedler's theory differs in that it is predictive of leader effectiveness and stresses that leaders will not be effective in all situations. The contingency theories presented here are represented in Table 1-2.

#### E. Various Leadership Theories used in Industry

Kouzes and Posner (1987) developed a survey, *The Leadership Practices Inventory* (LPI) that is currently the best-selling and most trusted leadership tool of its generation. In their 1987 book, *The Leadership Challenge*, they outline five practices, each consisting of two basic strategies that are key for successful leadership and "getting extraordinary things done in organizations":

1. Challenging the process
  - a. Search for opportunities
  - b. Experiment and take risks
2. Inspiring a shared vision
  - a. Envision the future
  - b. Enlist others
3. Enabling others to act
  - a. Foster collaboration
  - b. Strengthen others
4. Modeling the way
  - a. Set the example
  - b. Plan small wins

5. Encouraging the heart
  - a. Recognize the contributions
  - b. Celebrate accomplishments

Their five identified leadership practices were compiled through in-depth interviews with managers in middle- to senior-level positions. Additionally, they administered a “personal best” survey, in which managers were to describe a “personal best”, a time when they got something extraordinary done in their organization. The findings from the interviews and surveys are described in the five leadership practices and ten strategies listed above. Their practices, including risk taking, vision, and role modeling, align with the behaviors identified in transformational and charismatic leadership theories reviewed earlier.

Kouzes and Posner (1987) also researched followers to determine what they wanted in a leader. In a two-year series of executive seminars, the authors asked over 2,600 top-level managers to complete a checklist of superior leader characteristics. From this exhaustive list they compiled, respondents were asked to identify the top seven things they admire in a leader and willingly follow. Kouzes and Posner (1987) have conducted this study for over twenty years and have asked over 75,000 people what they look for and admire in a leader. Out of their extensive research we list the top seven here: honesty, competent, forward-looking, inspiring, intelligent, fair-minded and broad-minded. The top twenty leader characteristics from their findings are listed in Table 1-1 and Table 1-2 along with their leadership practices previously described. In every survey they conducted, honesty was selected more often than any other leadership characteristic. While Kouzes and Posner’s (1987) work is not widely published in the academic

literature, their *Leadership Practices Inventory* has been used in scholarly research and widely used in industry by companies interested in improving leadership skills at all levels of the organization.

The Korn/Ferry Report (Hambrick et al. 1989) is another such study known for its' wide industry appeal. In 1989, Hambrick and his colleagues published the *21<sup>st</sup> Century Report on Reinventing the CEO*. In the late 1980's, they researched what the 21<sup>st</sup> century CEO needed to do to adapt in the year 2000. The report called upon 1500 top executives in 20 countries to think about what their successor must do to adapt to the 21<sup>st</sup> century. They also queried these top executives on their expectations of business and competition, as well as the type of background, experience, and personal traits the 21<sup>st</sup> century CEO should possess. In terms of personal traits, from a list of 21 personal characteristics (shown in Table 1-2) these executives found ethics to be the most important, followed by creative, enthusiastic, open-minded, intelligent, inspiring, energetic, and encouraging as the highest ranked attributes. The next set of personal traits rating slightly lower than the previous list but above the "moderately important" rating was: analytic, loyal, physically fit, organized, risk-taking, diplomatic, intuitive, and collaborative. Although these traits are rated in terms of what the future CEO should look like we include them in our study realizing that many companies are interested in leadership at all levels of the organization and that some of these traits could describe department directors, middle managers, or line supervisors. Hambrick et al. (1989 p.7) note that although their study focuses on the changing role of the CEO, the survey results have broad implications for executive staffing. They assert that human resource

executives working in conjunction with the CEO can work to develop executive staffing for the future.

The *Dimensions of Leadership Profile* (Kragness 1994) is another tool used by organizations to assess and improve leadership skills of its members. As put forth by the publisher of the *Profile*, the instrument was not created using theoretical assumptions but the authors assert that their empirical findings may be confirmed in the literature on leadership. Their research uncovered 12 dimensions, four groups with three dimensions each. The four groupings are called ‘focus of attention’. The focus of attention and dimensions are given below and shown in Table 1-1 and Table 1-2. The definitions for the dimensions are taken from the Dimensions of Leadership Profile (Kragness 1994).

I. Focus on Character

1. *Enthusiasm* – loves life, maintains optimism in the face of challenges
2. *Integrity* – models the values he/she believes in, emphasizes honesty in communication
3. *Self-Renewal* – strives to learn, grow, and increase his or her competence

II. Focus on Analysis

4. *Fortitude* – endurance and self-confidence
5. *Perceiving* – ability to understand complex and confusing information
6. *Judgment* – ability to act based on analysis

III. Focus on Accomplishment

7. *Performing* – leaders use his or her competence to achieve organizational effectiveness
8. *Boldness* – faces challenges head on and persists undaunted toward the objective
9. *Team Building* – focuses on getting others to work together through effective cooperation.

IV. Focus on Interaction

10. *Collaboration* – the leader shares responsibilities and rewards, and achieves success with others as a member of the group

11. *Inspiring* – builds support for a cause by listening to and understanding what motivates people and stimulate them to act
12. *Serving Others* – the leader represents the interests of a group without regard to self interest

This chapter presented the many different approaches to leadership, covering academic theories from the early 1900's to industry practices of today. It is clear from the detail covered in this chapter that leadership is a complex topic. The tables on the following pages highlight the traits, behaviors, and skills reviewed in this chapter. Table **1-1** includes leadership traits and Table **1-2** lists leadership behaviors and skills. However, the contingency theories all have situational moderator variables, such as task difficulty, which make their theories contingent in nature. We capture the leader behaviors from these contingency theories but do not include the moderator variables. The contingency theories are revisited in later chapters of this dissertation when the dimensions of leadership across business function are discussed. In the next chapter we summarize and integrate the material presented here.





## **Chapter 2**

### **Integration of the Relevant Literature on Leadership**

In the last chapter we reviewed leadership theories and noted the attributes, traits, and behaviors that make up perceptions of leadership. There is considerable overlap in these attributes, for example, ethical, honesty, and integrity from Table 1-1 and Table 1-2 have been combined given how they are defined in the individual theories. Considering the various theories of leadership reviewed, we offer a comprehensive list (Table 2-1) of forty-seven leadership attributes with background and descriptions of each below. All of the attributes from Table 1-1 and Table 1-2 are not listed here given their overlap with other traits and behaviors such as ‘persistence’ and ‘challenging the process’, or they are outdated compared to the newer theories (e.g. masculinity). For instance, attributes that did not show up outside of Stogdill’s 1948 research, such as ‘alertness’, were eliminated. ‘Fosters collaboration’ was dropped in favor of just ‘team oriented’. Contingent reward was dropped as it was specific to transactional research only, thus, we opted instead for rewards/recognition. The attribute list provided reflects the leadership literature’s most relevant and cited leadership theories as covered in the last chapter. We follow this table with citations and a description of each.



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**Table 2-1: Summary of Leadership Dimensions**

1. Ambitious	18. Enthusiasm	34. Physically fit
2. Analytic	19. Extroverted	35. Rewards / Recognition
3. Caring	20. Fair-minded	36. Role Model
4. Challenges the process	21. Honesty/Integrity	37. Self-confidence
5. Challenging expectations	22. Imaginative	38. Self-controlled
6. Charismatic	23. Independent	39. Self-renewal
7. Competent	24. Intelligence	40. Sensitivity to the Environment
8. Concern for individual needs	25. Inspirational / Motivational	41. Sociable
10. Cooperative	26. Intellectually stimulating	42. Straightforward
11. Courageous	27. Intuitive	43. Supportive
12. Creative	28. Judgment	44. Takes Personal Risk
13. Dependable	29. Loyal	45. Team Oriented
14. Diplomatic	30. Mature	46. Unconventional Behavior
15. Determination	31. Open-minded	47. Vision (articulation)
16. Effective	32. Organized	
17. Energetic	33. Perceiving	

---

### 1. **Ambitious**

Ambitious is defined as the desire to excel at performances. This attribute is ranked number 16 in the list to top 20 attributes that managers admire in superior leaders (Kouzes & Posner 1987). Bass (1990) cites studies showing that the level of aspiration of leaders is higher than that of non-leaders. Ambition is closely associated with achievement, one of the traits noted in the reviews by Stogdill (1974) and Yukl (1998).

### 2. **Analytic**

Analytic is one of the characteristics that executives felt a successful CEO in the year 2000 should possess (Hambrick, et al. 1989). It is defined as someone who uses logical reasoning, examines pieces of information, and is skilled in analysis.

### 3. **Articulate**

Stogdill (1948, 1974) identifies fluency of speech as characteristic to leadership. Effective leadership is difficult to maintain in an organization without an adequate system of communication. In this study articulate is defined as the ability to communicate well and possessing good verbal skills.

### 4. **Caring**

Caring is defined as offering support and sympathy, listens and asks questions. Over a quarter of the managers responding to Kouzes & Posner's (1987) survey selected caring as quality they admire in their superiors. Caring is an attribute that might correlate with Bass' (1985) 'Concern for individual needs'. The satisfaction of group members is enhanced when leaders show they care and demonstrate their consideration (Bass 1990). Northouse defines sociability as a manager's sensitivity to others' needs and showing concern for their well-being.

### 5. **Challenges the process**

Taken from the work of Kouzes and Posner (1987), challenging the process involves seeking new challenges, taking risks, and finding new and better ways of doing things. As defined in their book, *The Leadership Challenge*, leaders are not always the creators or originators of new products or processes. The leader's contribution is the recognition of good ideas, supporting those ideas and the willingness to challenge the system in order to get new products, processes, and services adopted (Kouzes & Posner 1987, pg 8).

## **6. Challenging expectations**

According to Shamir, House, and Arthur (1993), leaders motivate their followers with high expectations that tap into a follower's self-concept. Challenging expectations is defined as showing confidence in others and having high performance expectations. One such process is by expressing high expectations of the followers and confidence in the follower's ability to achieve such expectations.

## **7. Charismatic**

Charismatic is defined as a leader's ability to inspire allegiance and devotion from followers. As discussed above, research on charismatic leadership is well established in the management literature. Conger & Kanungo (1998) provide an in-depth view of the theoretical history and components of charismatic leadership. Their theory of charismatic leadership found that charisma was attributed to leaders who behaved in certain ways, such as advocating and communicating an appealing vision, leaders who made self-sacrifice and took personal risks to achieve goals, and appear confident. Charisma is a dimension of Bass' 1985 transformational leadership known as idealized influence. Charismatic leaders have also been found to influence external support for their organizations (Flynn & Staw 2004).

## **8. Competence**

According to the work by Kouzes and Posner (1987), competent is the second highest ranked admired characteristic of superior leaders, it is second to honesty. It is defined as demonstrating sufficient skills to perform his/her job. In order for followers to get behind their leader they must believe that person knows what he or

she is doing. The leader must be seen as capable and demonstrating the sufficient skills to perform his/her job.

**9. Concern for individual needs**

Bass (1985) and Conger & Kanungo (1993) include concern for follower needs as part of their leadership theories. Bass (1985) labeled this dimension as individualized consideration, defined as attention to employee's unique needs and support for their individual growth. Leaders show respect for their subordinate's feelings and consider employees' individual needs.

**10. Cooperative**

Twenty-five percent of managers surveyed selected cooperative as a characteristic they look for and admire in their superiors (Kouzes & Posner 1987). Northouse (2004) relates cooperative managers to sociability stating that social leaders create cooperative relationships with their followers. Here it is defined as promoting people working together to ensure each other's success.

**11. Courageous**

Twenty-seven percent of surveyed managers selected courageous as a trait they look for and admire in their own superiors (Kouzes & Posner 1987). This trait ranks 12<sup>th</sup> in their list of twenty. Courage is defined as the quality of being brave and the attitude of facing or dealing with anything considered dangerous or difficult.

**12. Creative**

Creative is among the top characteristics rated extremely important for CEO success in the 21<sup>st</sup> century. Creative thinking is defined as developing insights and solutions and fostering innovation among others. This rating is not surprising given senior

executives participating in the study were projecting important skills for CEOs in the 21<sup>st</sup> century. These respondents described business in the year 2000 as a complex environment, requiring new strategic plan creations and new management styles to integrate domestic goals with global markets.

### **13. Dependable**

Dependable is the 10<sup>th</sup> highest ranked attribute selected by 33% in Kouzes and Posner's (1987) study in terms of admired characteristics. It's defined as the quality of being reliable.

### **14. Diplomatic**

Diplomatic is defined as the skill of dealing with people and possessing tact. In Hambrick's (1989) survey of what skills are necessary for a CEO to compete in the 21<sup>st</sup> century, diplomatic was rated by then current executives somewhere between moderately and extremely important.

### **15. Determination**

Northouse (2004) defines determination as the desire to get the job done and includes characteristics as initiative, persistence, dominance, and drive. Determined is ranked 17<sup>th</sup> and selected by 20% of managers surveyed in Kouzes and Posner's 1987 study.

### **16. Effective**

An effective leader is defined as someone who is productive and capable of bringing about the desired result. This attribute is included as it is often the result of leadership. In Bass' revised version of Stogdill's work he notes that there is a functional dependency between leadership and group performance. Effective task performance is said to be dependent upon the presence of one or more leadership

roles in the group. Bass (1960) writes, “an individual’s effort to change behavior of others is *attempted* leadership. When the other members actually change, this creation of change is successful leadership. If the others are reinforced or rewarded for changing their behavior, this evoked achievement is *effective* leadership”.

### **17. Energetic**

Trait research has found that energy level is associated with managerial effectiveness (Bass, 1990). In Yukl’s (1998) review of trait research he states that a high energy level helps managers deal with the hectic pace, long hours, and demands of most managerial jobs. Energetic is rated highly important in the 21<sup>st</sup> Century report by Hambrick and colleagues (1989). For this research it is defined as possessing a high energy level.

### **18. Enthusiastic**

The *Dimensions of Leadership Profile* notes that leaders high in enthusiasm are optimistic and passionate about their goals. These leaders are often able to spark excitement among their followers even among those who might be cynical, given the leader’s ideas are seen as relevant and realistic. Enthusiasm is one of the traits considered important to the 21<sup>st</sup> Century CEO (Hambrick 1989). For this research enthusiastic is defined as displaying optimism and passion toward goals; sparks excitement in others.

### **19. Extroverted**

Trait research uncovered extroversion, one of the Big Five personality traits, as a way to discriminate leaders from nonleaders (Mann 1959). Extroverted is defined as behavior directed outward towards others. Extroverts tend to be social and

gregarious as well as ambitious and assertive. They are more likely to take on leadership roles.

**20. Fair-minded**

Fair-minded is the act of being just, unbiased, and impartial. It is ranked among the top ten (sixth) traits that managers look for and admire in superiors (Kouzes & Posner 1987). Forty-percent of the 1500 managers taking their survey selected this characteristic.

**21. Honesty / Integrity**

Kouzes and Posner (1987) found honesty to be selected more often than any other leadership characteristic. Over 80% of managers taking their survey selected honesty as an admired leadership characteristic. The *Dimensions of Leadership Profile* defines this trait as leaders who are honest with themselves and true to their own beliefs and values. It is defined here as demonstrating truthfulness, ethics, and principles. Ethical is rated most highly among the 21 personal characteristics needed by CEOs in the 21<sup>st</sup> century (Hambrick et al. 1989).

**22. Imaginative**

Kouzes and Posner's (1987) top 20 list of leader characteristics that followers admire has imaginative ranked at number nine, with 34% of respondents selecting this personal trait. A leader showing imagination is defined as having the ability to form mental images of what is not actually present and often are skilled in communicating these images to followers.

**23. Independence**

Independence was ranked by 10% of managers as an admirable characteristic in their superiors and comes in as the last trait on their list of top 20 (Kouzes & Posner 1987).

It is defined as showing freedom from the influence of others.

**24. Intelligence**

As shown in Table 1-1 and Table 1-2, intelligence is deemed important in trait research and industry practice. Several studies and reviews of trait research confirm intelligence, possessing high intellectual ability, as related to perceptions of leadership (Stogdill 1948, Bass 1990, Lord et al. 1986, and Northouse 2004).

**25. Inspirational / Motivational**

Inspirational motivation is a dimension of transformational leadership Bass (1985) defined as encouraging creativity, motivating, and inspiring others. Charismatic leaders use inspirational and emotional appeals to motivate followers. Yukl (1999) referred to inspiration as the way in which leaders stimulated enthusiasm in their followers. Inspiring is also a part of the Dimensions of Leadership Profile (Kragness 1994).

**26. Intellectually stimulating**

Intellectually stimulating is soliciting new ideas and encouraging others to try new things. This attribute is a dimension from Bass' 1985 transformational leadership theory. He indicates that leaders who are intellectually stimulating encourage followers to think about old problems in new ways. According to Podsakoff, et al. (1990), intellectual stimulation encourages followers to find creative ways to improve their performance. In a study of leadership and executive influence on



innovation, leaders found to be intellectually stimulating had a positive effect on organizational innovation (Elkenov, Judge, and Wright 2005).

**27. Intuitive**

Intuitive is ranked among the moderate to extremely important characteristics deemed important to a CEO in the year 2000 (Hambrick et al. 1989). Intuitive is defined as the act of being perceptive and having the ability to see outside of the box.

**28. Judgment**

Judgment is among the 12 characteristics defined in the *Dimensions of Leadership Profile* (Kragness 1994). A leader with good judgment possesses the ability to evaluate potential problems, assess potential risks, and make decisions. Followers who define leaders as having good judgment believe that the leader's ability to evaluate potential problems and assess potential risk is better than most. They feel their interests will be protected by the decisions made by that leader.

**29. Loyal**

Eleven percent of managers in Kouzes and Posner's 1987 study rated loyal as a characteristic they admire in their superiors. Loyal appears 19<sup>th</sup> in their list of top 20. Respondents to Hambrick et al.'s (1989) 21<sup>st</sup> Century report rate loyal as important characteristic for CEO's in the 21<sup>st</sup> century. Here, loyalty refers to faithful adherence to the organization and others.

**30. Mature**

Mature is ranked 15<sup>th</sup> and was selected by 23% of the managers surveyed in the Kouzes and Posner's 1987 study of leader characteristics. In Yukl's (1998) review he identifies emotional maturity as a trait that predicts leadership effectiveness. He

defines the term broadly, ranging from not having severe psychological disorders to the awareness of strengths and weaknesses and an orientation toward self-improvement. In this research mature is defined as having accurate awareness of strengths and weaknesses, oriented toward self-improvement instead of denying weaknesses.

### **31. Open-minded**

Open-minded is an attribute identified in Hambrick et al.'s 1989 study of characteristics needed by the 21<sup>st</sup> century CEO. An open-minded leader is defined as someone open to new ideas and free from prejudice and bias.

### **32. Organized**

Organized is ranked among the moderate to extremely important characteristics deemed important to a CEO in the year 2000 (Hambrick et al. 1989). For this leadership research, organized defines a leader who displays efficiency and methodological coordination.

### **33. Perceptive**

Perceptive is defined as the ability to mentally grasp issues and become aware of situations. Leaders high in perceiving, a focus on analysis as defined by the *Dimensions of Leadership Profile*, are able to see the big picture and think outside of the box. These people are not limited by tradition or current methods of doing things. They are said to solve problems intellectually.

### **34. Personal Risk-Taking**

Personal risk is an item on Conger & Kanungo's (1998) refined scale of charismatic leadership. Personal risk is measured with three items: (1) the leader incurring

personal risks for the organization, (2) incurs high personal cost of the good of the organization and (3) in pursuing organizational objectives, engages in activities involving high personal risk. Sashkin (1988) identifies 'taking risks' as one of his five behaviors used by effective visionary leaders. Risk-taking is among the characteristics selected as important to the 21<sup>st</sup> century CEO (Hambrick, et al. 1989). In this study, personal risk is defined as making personal sacrifices and taking personal risks for the sake of the organization.

### **35. Physically fit**

The 21<sup>st</sup> century report (Hambrick et al. 1989) identified two groupings of personal characteristics identified by executives as important for a CEO to possess in the year 2000. Physically fit was listed in the 2<sup>nd</sup> grouping of important characteristics for the 21<sup>st</sup> Century CEO. In Yukl's (1998) discussion of energy level as important to leadership effectiveness he mentions that physical vitality is also important in dealing with stressful situations that managers might face.

### **36. Rewards / Recognition**

Rewards and recognition is defined by a leader that recognizes contributions and celebrates accomplishments. A formal reward system is a situational variable known to increase subordinate effort (Yukl 1998). In the theory of transformational leadership (Bass 1985), contingent reward refers to rewards and recognition given to those who carry out their roles and achieve their goals. Bass argued that contingent reward clarified responsibilities and expectations for followers. Previous research (Bass et al. 2003, Bycio, Hackett, & Allen 1995) has shown contingent reward to be positively related to follower satisfaction and performance. Bass et al. (2003) suggest

exploring the higher and lower forms of contingent reward and their relationship to performance. Kouzes and Posner (1987) suggest recognizing contributions and celebrating accomplishments as a way to motivate and encourage workers to keep up the effort. We see this in the salesforce literature. Contingent reward has the strongest impact on salespeople leading to greater role clarity, self-esteem, and job satisfaction (Kohli 1985)

### **37. Role Model**

Providing an example for followers is an element of Bass' (1985) idealized leadership dimension. Conger & Kanungo (1987) and Sashkin (1988) include role modeling and setting personal examples as elements in their theories of charismatic and visionary leadership, respectively. Likewise, in Kouzes and Posner's (1987) study of "how leaders get extraordinary things done in their organizations", they identified setting the example and modeling the way as important to earning the respect of the followers. They explain that leaders must act in a way that is consistent with the things they say, in other words they must "walk the talk".

### **38. Self-confidence**

Self-confidence is displaying certainty about one's competences and skills. Several theories suggest boosting the self-confidence in others by believing in their abilities to meet objectives (Shamir, House & Arthur 1993 and Conger & Kanungo 1987). Other theories suggest that leaders need to appear self-confident, having certainty about one's competencies and skills, so that followers will have faith in their leader's ability and have a sense of security.

**39. Self-controlled**

Self-controlled is defined as having control over one's own emotions, desires, and actions. It is listed as the 18<sup>th</sup> most highly rated characteristic admired by managers in their superiors, 13% of respondents selected this trait (Kouzes & Posner 1987).

**40. Self-renewal**

According to the *Dimensions of Leadership Profile*, a leader high in self-renewal is open to learning from his or her mistakes and does not mind admitting when they may not have the answers. These leaders are flexible and seek to acquire wisdom from their experiences.

**41. Sensitivity to the Environment**

Sensitivity to the environment is defined as a leader's assessment of constraints in the environment or the availability of resources (Conger & Kanungo's 1998). They argue that a leader's realistic assessment of the environment is crucial if his or her strategies and organizational objectives are to be effective. In Sashkin's (1998) theory of visionary leadership, dealing with a change in the environment is key in assessing new markets or new products.

**42. Sociable**

A sociable leader is defined as someone inclined to seek out pleasant social relationships, someone friendly, outgoing and courteous. Stogdill's (1948) first survey identified sociability as a way to discriminate the individual in a leadership role from the average group member. Social leaders are inclined to seek out pleasant social relationships. They are typically friendly, outgoing, and courteous (Northouse 2004).

**43. Straightforward**

Straightforward ranks 8<sup>th</sup> in Kouzes & Posner's (1987) top 20 list of superior leader characteristics. Straightforward is defined as a leader who communicates directly and openly.

**44. Supportive**

Supportive was selected by 32% of the managers in the Kouzes and Posner (1987) survey and ranks 11<sup>th</sup> among their top twenty. A supportive leader is patient and possesses sympathy for followers.

**45. Team Oriented**

A team oriented leader fosters collaboration of group goals and encourages employees to be "team players". Fostering the acceptance of group goals is one of the six transformational leadership dimensions from Podsakoff et al.'s (1990) transformational leadership index. Fostering group goals was found to positively affect general satisfaction, performance, and trust in leader. In a study by Den Hartog et al. (1999) team-oriented leadership was found to be universally important to outstanding leadership across several different cultures. Fostering collaboration and strengthening individuals is identified by Kouzes and Posner (1987) as enabling others to act, which empowers team members and builds stronger teams. Team building is one of the twelve dimensions of leadership (Kragness 1994), defined as organizing people into teams to accomplish goals, motivating others to work together and resolving conflicts.

#### **46. Unconventional Behavior**

Unconventional Behavior is defined as using unique behavior that often surprises other members of the organization in order to things done and meet objectives (Conger & Kanungo 1988). The leader is willing to take paths not well established and potentially risky to achieve organizational goals.

#### **47. Vision (articulation)**

Articulating a strategic vision is one of the behaviors identified in House's (1977) theory charismatic of leadership. It is defined as the ability to create a shared vision for the organization; articulating an ideological goal that describes a better future for followers. According to House these leaders are said to provide an appealing vision of what the future could be like. Podsakoff et al. (1990) used vision as one of three charismatic behavior variables to research managers and employee relationships. Kilpatrick and Locke (1996) also used visioning as one of their three leadership behaviors and determined that visioning had a positive effect on the quality of follower performance. In Conger & Kanungo's (1987) attributional theory of charisma, leaders who advocated a vision and acted in unconditional ways to achieve their vision were considered charismatic by followers. Sashkin (1992) described visionary leadership as, "the ability to create and articulate a realistic and credibly attractive vision of the future for an organization or organizational unit that grows out of and improves upon the present". Podsakoff et al.'s (1990) transformational leadership behavior inventory (TLI) was designed to measure six key dimensions of leadership, articulating a vision was one of the six which led to increased trust and loyalty in the manager and more organizational citizenship behaviors. The authors

assert that the role of the transformational leader is to make organizational followers embrace a unified vision. Inspiring a shared vision is one of the five practices outlined by Kouzes and Posner (1987) and taught in their seminars. This leadership behavior involves not only a forward-looking orientation or long-term vision for the organization but the ability to enlist others and make followers adopt and value that vision.

### **Contingencies Theories**

This research proposes that employees in different business functions will have different perceptions of the necessary attributes and traits for leadership in their functional area. As defined in Chapter 1, our approach takes a contingency view of leadership by considering business functions as influencing the perceptions of leadership attribute importance. We suggest that a single set of leadership traits and behaviors will not be relevant across differing business functions such as marketing, finance, research & development, human resources, sales, etc. The contingency view of leadership has recognized leader style and situations or contexts as influencing leader perceptions. In the following paragraphs, we review various *contingency theories* of leadership in terms of leader style and situation. In these next sections we use ‘business function’, ‘functional specialty’ and ‘functional area’ interchangeably.

#### *A Contingency Theory of Managerial Work*

Given we are examining perceptions of leadership across business function, we review Mintzberg’s (1980, p. 102) framework for a managerial work contingency theory of managerial work. Mintzberg noted that the manager’s job is influenced by the



‘function it oversees (such as marketing or production)’. Mintzberg (1980) suggests that the ‘functional specialty’ supervised accounted for a large part of the variance in managers’ work. In his book, *The Nature of Managerial Work*, Mintzberg suggests that all managerial work may be described in ten roles and that these ten roles are divided into three groups – three *interpersonal* roles (figurehead, leader, liason), three *informational* roles (monitor, disseminator, spokesman), and four *decisional* roles (entrepreneur, disturbance handler, resource allocator, negotiator). Mintzberg hypothesized that informational roles are more important to staff managers, production managers attend to more decisional roles and that interpersonal roles are more important to sales managers. This was the first management theory that considered functional area as a contingency, however specifics about the attributes and traits necessary for a manager’s particular position are not explored in Mintzberg’s framework.

Lau and Pavett (1983) take Mintzberg’s (1980) work a step further by examining the influence of functional specialty on managerial roles as well as the required skills, knowledge, and abilities. They found human skills to be more important to General Managers than R&D managers. Human skills include listening skills, verbal communication skills, patience, understanding subordinate needs and written communication skills. A General Manager is defined as having broad, overall responsibility for a business or organization. Whereas a manager may be responsible for one functional area, the General Manager may be responsible for various areas.

The research on skills and leadership is further defined by a classic article published by Robert Katz in the Harvard Business Review (1974), titled “Skills of an Effective Administrator”. At the time, Katz’s approach was an attempt to get away from

the trait perspective and consider leadership as a set of skills. Katz (1974) proposes three skills that are important to all managers: (1) human, (2) technical, and (3) conceptual. Technical skills involve competency in a specialized area, analytical ability, and facility in the tools and techniques of the specific discipline. Conceptual skills involve the ability to work with ideas and concepts and to see the organization as a whole. A leader with conceptual skills is good at putting the company's goals into words and comfortable talking about the ideas that shape the organization (Northouse 2004).

This study asserts that perceptions of leadership attribute importance are contingent on an individual's business function (such as marketing or engineering). The assertion is that the leadership traits and behaviors deemed as important in marketing will differ from those perceived as important in other business functions such as research & development or engineering. The belief is that individuals hold *their own* theories of leadership that drive their perceptions of high performance for their functional area. Although the academic literature has struggled with a uniform definition of leadership, individuals tend to have their own understanding of what makes a leader. These individualized beliefs about the attributes and behaviors of leaders are known as "implicit leadership theories" (ILT). These belief systems help individuals process and interpret information so that they might distinguish leaders from non-leaders. ILT has been studied in terms of "social cognition theory applied to leadership and "categorization theory". While implicit leadership theory has been studied in terms of the information processing of *individuals*, our research suggests that individuals *within* a business function will have a similar belief system about what constitutes a leader for their specific functional area. Thus, our belief is that leadership perceptions will be contingent on an

individual's business function. The research put forth here is largely exploratory and we seek to uncover the dimensions of leadership related to perceptions of high performing leadership. The next chapter describes the methodology used to examine the dimensions of leadership across business functions.

## Chapter 3

### Description of Sample

This chapter outlines the study variables and scales used for our analysis. There are two studies described in this section, a pre-study which looks at importance ratings for the list of 47 leadership attributes, and a second study that explores the dimensionality and considers heterogeneity in leadership perceptions across business functions.

#### **Pre-Study: Importance Measures of Leadership Attributes**

##### *Participants*

Using the 47 attributes from Table 3-1, we asked Executive MBA Students from a major eastern university to rate their perceived importance of each attribute to high performing leadership in their current business function. Business function refers to their organizational functional area such as sales, human resources, marketing, or finance. We ask respondents to identify their industry, functional area, and years with their company. Because we consider a contingency approach, we assume that perceptions of leadership attribute importance will vary by functional area. A modest sample of 23 students, 30% female, participated in the study. Their years of work experience ranged from 1-20 years with an average of 7 years. Over half were at the Director or VP level in their organizations. They represented various industries: Healthcare, Sales/Marketing, Manufacturing, and Financial Services.

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**Table 3-1: Summary of Leadership Dimensions**

1. Ambitious	18. Enthusiasm	34. Physically fit
2. Analytic	19. Extroverted	35. Rewards / Recognition
3. Caring	20. Fair-minded	36. Role Model
4. Challenges the process	21. Honesty/Integrity	37. Self-confidence
5. Challenging expectations	22. Imaginative	38. Self-controlled
6. Charismatic	23. Independent	39. Self-renewal
7. Competent	24. Intelligence	40. Sensitivity to the Environment
8. Concern for individual needs	25. Inspirational / Motivational	41. Sociable
10. Cooperative	26. Intellectually stimulating	42. Straightforward
11. Courageous	27. Intuitive	43. Supportive
12. Creative	28. Judgment	44. Takes Personal Risk
13. Dependable	29. Loyal	45. Team Oriented
14. Diplomatic	30. Mature	46. Unconventional Behavior
15. Determination	31. Open-minded	47. Vision (articulation)
16. Effective	32. Organized	
17. Energetic	33. Perceiving	

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The pre-study conducted was very informal. During one of the Executive MBA program monthly weekend sessions, students were asked by their professor to complete a survey on leadership perceptions. The purpose of this study was to pare down the list of attributes outlined in Chapter 2. The students were asked to rate the perceived importance of each leadership attribute as it pertained to high performance in their particular business function. They used a 10-pt scale where 10 referred to “very important” and 1 “very unimportant”. The 40+ attributes on the list are positive in nature and we expected ratings to be high for all attributes. The ratings ranged from an average of 9.65 (Integrity) to 6.04 (physically fit). This result is consistent with other importance measures of leadership attributes with integrity/honesty topping the list as the most important leadership trait. Both Kouzes and Posner’s (1987) Leadership Practices Inventory (LPI) and Hambrick’s *21<sup>st</sup> Century Report* discussed in Chapter 2 report this result. Given the high ratings on all of the attributes only one, ‘physically fit’, which had

the lowest rating was dropped from subsequent data collection. Customer orientation was added given it was suggested by members in Executive MBA preliminary study and its obvious relationship to marketing which is the focal point of this research effort.

### *Directional Findings*

Given the small sample of this pre-study, significance tests between business functions were not performed. However, directional findings identified differences between Sales/Marketing and Manufacturing in terms of unconventional behavior, enthusiasm, and verbal skills. All three attributes were rated as more important to the sales/marketing function as compared to manufacturing.

Since the ratings of all of the attributes in Study 1 were so high, it was decided to move forward with the original list of 40+ attributes except for the attribute physically fit. There appeared to be some overlap in integrity and honesty, therefore these two attributes are combined in Study 2. Given our interest in perceptions of effectiveness we add effectiveness to our leadership battery. We move to the next analysis with 47 leadership attributes.

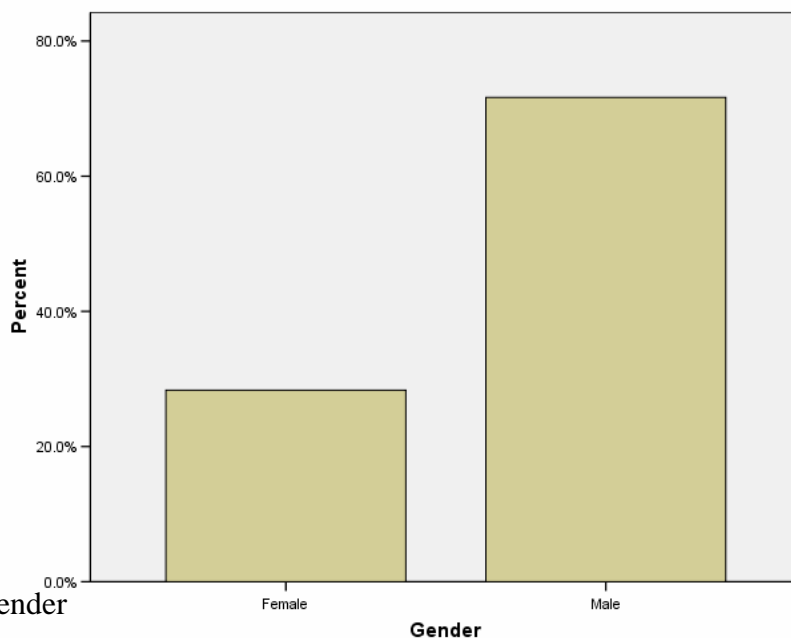
### **Study 2: Importance of Leadership Attributes by Business Function**

The objective of this study is to determine the leadership attributes, behaviors, and traits that lead to perceptions of high performing leadership across business functions. Because our emphasis is on the effects of leadership, we seek responses from the targets of leadership (perceivers) rather than the sources of leadership (top management). While conducting this research, we learned that for organizations involved in the study, a Vice President or Executive Vice-President did not oversee a particular business function but

rather several business functions. Thus, to be consistent, we asked all respondents to consider the leadership traits and behaviors in terms of the ‘Director’ level for their particular business function.

### *Participants*

The sample for this study is a large multi-national company in the Midwest. The total number of usable surveys is N=862, 70% are male and 40% have been employed in their current company for more than 20 years. Employees’ highest education level was distributed as follows: 10% (85) had Ph.D.’s, 26.8% (231) hold master degrees, and 43.9% (378) had bachelor’s degrees. The remaining participants had a trade school degree, associates degree, or high school diploma. The following graphs (Figure 3-1, Figure 3-2, Figure 3-3, Figure 3-4, Figure 3-5, and Figure 3-6) illustrate the dataset statistics.



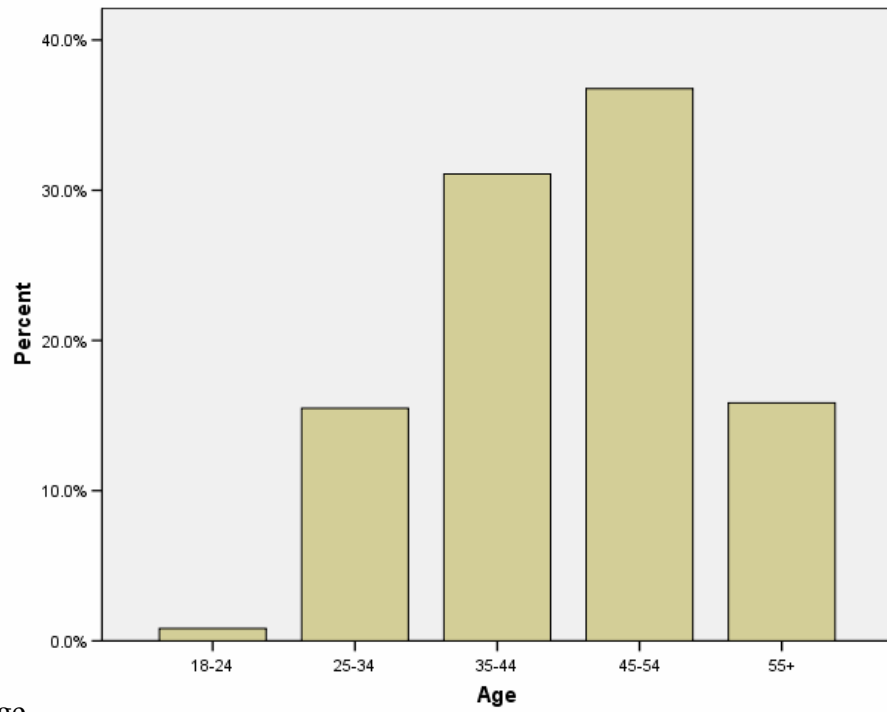


Figure 3-2: Age

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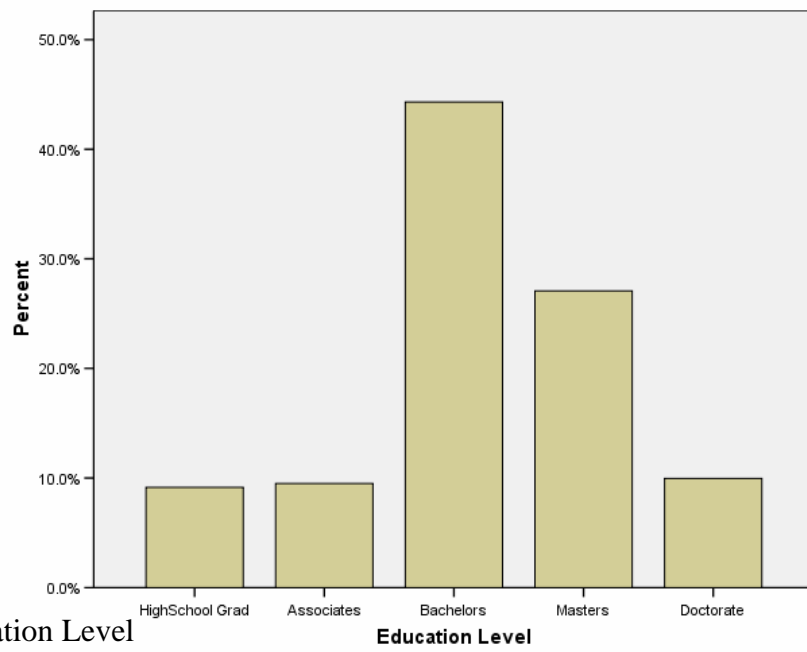


Figure 3-3: Education Level

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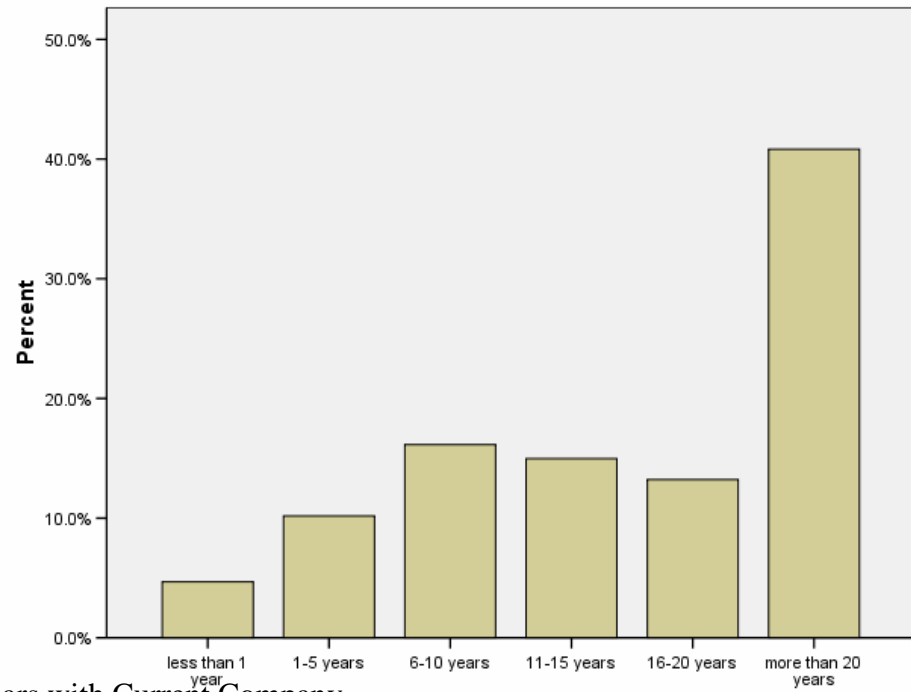


Figure 3-4: Years with Current Company

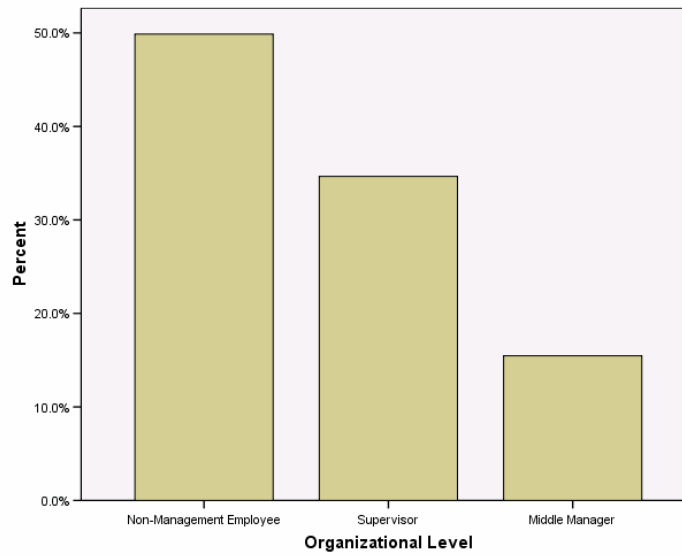


Figure 3-5: Organizational Level

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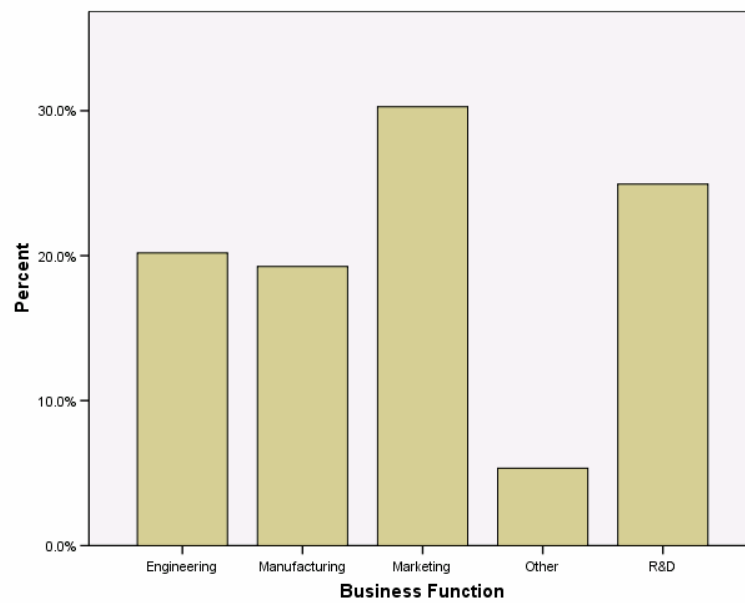


Figure 3-6: Business Function

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### *Procedure*

We used an online survey to assess the importance of various leadership traits and behaviors across business functions. We sent the company contact person an email explaining the study and a test link for the online survey. The survey was administered by a third party on a secured website. The link was forwarded to the contact person with an introductory email that could be sent out as a letter of introduction to respondents. The online survey opened with a consent agreement where respondents could select 'I Agree' to participate and continue with the survey or select 'I Disagree' and opt out of the study. The survey was available for 2 weeks and a reminder email was sent after one week. Over 1,000 people accessed the survey, less than 1 percent disagreed to participate. The introductory email was sent from a Vice-President in the organization which prompted the high percentage of agreement to participate. We also promised anonymity to all respondents, their individual responses would not be available to their management. Almost 900 respondents completed the entire survey. After cleaning the file (deleting responses that had missing data on the attributes), the data used for this study consisted of 862 individuals. Respondents were insured that no identifying information would be collected and that their individual responses would not be shared with their Company.

### *Measures*

The full-length version of the survey used can be found in Appendix A. A description of the content and measures is presented below.

*Leadership Traits.* The 47-item battery of leadership attributes, behaviors, and traits are listed in Table 3-2 below. The attribute list was generated from the major

research theories including the trait approach, behavior approach, and situational approach which includes contingency theories. The work of Stogdill (1948, 1974) , Bass (1985), Yukl (1994), and Northouse (2004) provided excellent reviews of the academic leadership literature. These academic theories were augmented with industry measures such as the Leadership Practices Inventory (Kouzes & Posner 1987), the Korn Ferry Report (Hambrick et al. 1989) and the Dimensions of Leadership Profile (Kragness 1994).

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**Table 3-2: Summary of Leadership Dimensions**

1. Ambitious	17. Effective	33. Organized
2. Analytic	18. Energetic	34. Perceiving
3. Articulate	19. Enthusiasm	35. Rewards / Recognition
4. Caring	20. Extroverted	36. Role Model
5. Challenges the process	21. Fair-minded	37. Self-confidence
6. Challenging expectations	22. Honesty/Integrity	38. Self-controlled
7. Charismatic	23. Imaginative	39. Self-renewal
8. Competent	24. Independent	40. Sensitivity to the Environment
9. Concern for individual needs	25. Intelligence	41. Sociable
10. Cooperative	26. Inspirational / Motivational	42. Straightforward
11. Courageous	27. Intellectually stimulating	43. Supportive
12. Creative	28. Intuitive	44. Takes Personal Risk
13. Customer Oriented	29. Judgment	45. Team Oriented
14. Dependable	30. Loyal	46. Unconventional Behavior
15. Diplomatic	31. Mature	47. Vision (articulation)
16. Determination	32. Open-minded	

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These items were measured on a 1-7 importance scale with anchors ranging from 1 - “Not at all Important” to 7 - “Extremely Important”. The directions called for respondents to think about their own business function (i.e. marketing, engineering, etc.) and consider how important they feel it is for a Director in their own business function to

possess the particular trait listed as it relates to *high performance* in their particular business function. Sample items include: “Is Caring – Offers support and sympathy, listens and asks questions” and “Is Enthusiastic – Displays optimism and passion towards goals; sparks excitement in others. In addition to the leadership attribute ratings information was collected on employee work environment including technological changes, industry competition, and levels of job satisfaction.

The means and correlations for the 47 attributes are presented in Table 3-3a, Table 3-3b, Table 3-3c, and Table 3-3d. The means are based on a 7-pt scale where 7 = “Extremely Important” and 1 = “Not at all Important”. It is evident from these tables that there is high intercorrelation at the  $p < .01$  level for almost all of the 47 variables. The only exceptions are that ‘charismatic’ is uncorrelated with ‘analytic’ and ‘unconventional behavior’ is uncorrelated with ‘competence’ and ‘honesty/integrity’. This is indicated by the circles in Tables 3-3a, 3-3b, and 3-3c. Interestingly, those placing high importance of analytic on leadership do not feel charisma to be as important. Analytic refers to using logic and reasoning. Respondents may feel this is counter to charisma which could be seen as using charm and enthusiasm to win loyalty. Unconventional behavior has the lowest mean rating of 4.27 on the 7-pt scale. This attribute refers to a leader that uses unique behavior to get things done. However, unconventional behavior may be interpreted by some as bordering on the unethical and therefore it would not correlate with ‘competence’ and ‘honesty/integrity’.

Following the correlation tables is a description of the explanatory variables used in this study. From the marketing and management literature, variables pertaining to work environment, job satisfaction, and role clarity have all been associated with perceptions of leadership. Existing scales were used to measure these characteristics. This description is followed by tabulations on all of the study variables.

Table 3-3a: Descriptive Statistics: 47 Leadership Attributes

	Mean (Standard Deviation)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1. Ambitious	5.82 (1.06)	1.00															
2. Analytic	5.96 (0.96)	.27**	1.00														
3. Articulate	6.25 (0.82)	.22**	.14**	1.00													
4. Caring	5.58 (1.10)	.22**	.13**	.33**	1.00												
5. Challenging Expectations	5.98 (0.85)	.37**	.18**	.30**	.34**	1.00											
6. Challenges the Process	6.02 (0.90)	.19**	.23**	.17**	.21**	.40**	1.00										
7. Charismatic	5.29 (1.23)	.23**	0.028	.28**	.36**	.26**	.22**	1.00									
8. Competent	6.49 (0.72)	.21**	.29**	.24**	.12**	.22**	.24**	.16**	1.00								
9. Concern for individual needs	5.69 (1.08)	.20**	.11**	.28**	.63**	.29**	.27**	.38**	.22**	1.00							
10. Cooperative	5.89 (0.95)	.24**	.20**	.29**	.43**	.30**	.27**	.26**	.24**	.56**	1.00						
11. Courageous	5.67 (1.15)	.19**	.10**	.18**	.22**	.31**	.33**	.25**	.15**	.26**	.32**	1.00					
12. Customer Oriented	6.15 (0.97)	.35**	.15**	.27**	.23**	.36**	.30**	.23**	.24**	.26**	.32**	.23**	1.00				
13. Creative Thinking	5.83 (1.03)	.30**	.28**	.22**	.21**	.30**	.34**	.25**	.28**	.26**	.30**	.24**	.38**	1.00			
14. Dependable	6.22 (0.82)	.32**	.23**	.26**	.34**	.30**	.19**	.21**	.34**	.37**	.41**	.22**	.31**	.33**	1.00		
15. Diplomatic	5.78 (1.09)	.28**	.15**	.37**	.38**	.28**	.17**	.32**	.24**	.37**	.36**	.20**	.25**	.25**	.41**	1.00	
16. Determination	6.01 (0.85)	.51**	.29**	.26**	.24**	.45**	.26**	.25**	.26**	.25**	.31**	.33**	.35**	.38**	.41**	.39**	1.00
17. Effective	6.28 (0.74)	.34**	.25**	.23**	.15**	.36**	.23**	.17**	.39**	.24**	.29**	.21**	.38**	.30**	.37**	.30**	.50**
18. Energetic	5.50 (1.09)	.39**	.18**	.24**	.31**	.34**	.22**	.40**	.22**	.32**	.27**	.27**	.36**	.33**	.33**	.30**	.46**
19. Enthusiastic	5.89 (0.93)	.30**	.14**	.30**	.34**	.35**	.31**	.39**	.25**	.34**	.32**	.33**	.34**	.30**	.31**	.35**	.43**
20. Extroverted	4.79 (1.32)	.31**	.07*	.26**	.32**	.25**	.11**	.41**	.12**	.33**	.29**	.21**	.28**	.24**	.26**	.35**	.31**
21. Fair-minded	6.04 (0.93)	.20**	.22**	.30**	.39**	.28**	.25**	.23**	.27**	.46**	.43**	.26**	.26**	.27**	.43**	.43**	.35**
22. Honesty/Integrity	6.68 (0.63)	.17**	.16**	.26**	.25**	.29**	.23**	.13**	.33**	.30**	.30**	.19**	.30**	.24**	.42**	.28**	.30**
23. Imaginative	5.49 (1.03)	.22**	.24**	.21**	.24**	.24**	.33**	.26**	.18**	.25**	.25**	.25**	.26**	.54**	.26**	.20**	.341**
24. Independent	5.43 (1.08)	.21**	.23**	.16**	.20**	.21**	.24**	.18**	.17**	.26**	.23**	.26**	.16**	.26**	.26**	.21**	.25**
25. Inspirational/Motivational	5.80 (0.98)	.29**	.10**	.28**	.39**	.31**	.24**	.39**	.24**	.40**	.34**	.24**	.29**	.31**	.27**	.32**	.29**
26. Intellectually Stimulating	5.73 (0.99)	.22**	.30**	.26**	.29**	.32**	.36**	.26**	.33**	.35**	.33**	.28**	.26**	.41**	.32**	.31**	.34**
27. Intelligent	5.67 (1.00)	.27**	.31**	.20**	.18**	.22**	.20**	.17**	.37**	.23**	.24**	.18**	.18**	.32**	.30**	.24**	.34**
28. Intuitive	5.89 (0.92)	.28**	.24**	.26**	.24**	.26**	.31**	.26**	.28**	.31**	.32**	.23**	.28**	.41**	.33**	.26**	.37**
29. Good Judgment	6.39 (0.75)	.20**	.25**	.23**	.19**	.34**	.25**	.13**	.37**	.23**	.29**	.23**	.29**	.23**	.35**	.26**	.33**
30. Loyal	5.74 (1.11)	.23**	.13**	.25**	.36**	.24**	.14**	.29**	.20**	.38**	.34**	.21**	.24**	.19**	.48**	.34**	.34**

\* p < .05, \*\* p < .01

Table 3-3b: Descriptive Statistics: 47 Leadership Attributes

	Mean (Standard Deviation)	<i>Ambitious</i>	<i>Analytic</i>	<i>Articulate</i>	<i>Caring</i>	<i>Challenging Expectations</i>	<i>Challenges the Process</i>	<i>Charismatic</i>	<i>Competent</i>	<i>Concern for Individual Needs</i>	<i>Cooperative</i>	<i>Courageous</i>	<i>Customer Oriented</i>	<i>Creative Thinking</i>	<i>Dependable</i>	<i>Diplomatic</i>
31. Mature Emotionally	5.98 (0.98)	.24**	.19**	.24**	.33**	.30**	.204**	.250**	.26**	.34**	.35**	.24**	.25**	.27**	.40**	.41**
32. Open-minded	6.13 (0.84)	.23**	.26**	.241**	.28**	.29**	.33**	.20**	.28**	.37**	.35**	.23**	.30**	.38**	.33**	.31**
33. Organized	5.48 (1.08)	.32**	.27**	.26**	.29**	.27**	.13**	.27**	.23**	.27**	.29**	.15**	.23**	.25**	.32**	.35**
34. Perceptive	5.93 (0.86)	.28**	.27**	.27**	.23**	.29**	.26**	.22**	.31**	.31**	.33**	.23**	.27**	.36**	.36**	.33**
35. Personal Risk	5.30 (1.24)	.25**	.15**	.15**	.29**	.28**	.26**	.24**	.12**	.25**	.24**	.38**	.24**	.28**	.21**	.20**
36. Rewards/Recognition	5.98 (0.98)	.18**	.12**	.24**	.30**	.26**	.21**	.28**	.22**	.38**	.34**	.22**	.29**	.21**	.24**	.27**
37. Role Model	6.04 (0.99)	.27**	.12**	.32**	.28**	.31**	.21**	.33**	.34**	.34**	.36**	.24**	.29**	.24**	.37**	.30**
38. Self-Confident	5.76 (0.97)	.39**	.17**	.27**	.27**	.39**	.179**	.33**	.25**	.29**	.27**	.23**	.30**	.26**	.33**	.33**
39. Self-Controlled	5.71 (1.02)	.28**	.20**	.24**	.276**	.27**	.21**	.23**	.21**	.32**	.33**	.18**	.23**	.20**	.34**	.41**
40. Self-Renewal	5.81 (0.91)	.29**	.27**	.24**	.30**	.36**	.278**	.21**	.23**	.38**	.38**	.24**	.28**	.31**	.43**	.36**
41. Sensitive to the Environment	5.69 (1.01)	.30**	.20**	.25**	.30**	.35**	.23**	.24**	.20**	.33**	.33**	.18**	.31**	.29**	.36**	.36**
42. Sociable	4.89 (1.23)	.32**	.10**	.25**	.40**	.21**	.11**	.37**	.15**	.38**	.30**	.23**	.26**	.26**	.32**	.39**
43. Straightforward	6.04 (0.88)	.24**	.21**	.23**	.26**	.28**	.21**	.23**	.23**	.28**	.27**	.24**	.25**	.27**	.39**	.27**
44. Supportive Supportive	5.63 (1.08)	.23**	.09**	.26**	.54**	.20**	.16**	.30**	.21**	.56**	.44**	.25**	.25**	.23**	.36**	.39**
45. Team Oriented	5.85 (1.04)	.28**	.19**	.25**	.36**	.28**	.20**	.25**	.20**	.40**	.51**	.20**	.30**	.26**	.30**	.39**
46. Unconventional Behavior	4.27 (1.51)	.22**	.08**	.11**	.23**	.17**	.20**	.27**	0.02	.25**	.21**	.22**	.20**	.28**	.20**	.19**
47. Vision	6.16 (0.96)	.19**	.13**	.25**	.17**	.31**	.33**	.19**	.21**	.21**	.21**	.22**	.31**	.29**	.19**	.13**

\* p &lt; .05, \*\* p &lt; .01



Table 3-3c: Descriptive Statistics: 47 Leadership Attributes

	Mean (Standard Deviation)	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
17. Effective	6.28 (0.74)	1														
18. Energetic	5.50 (1.09)	.37**	1													
19. Enthusiastic	5.89 (0.93)	.34**	.58**	1												
20. Extroverted	4.79 (1.32)	.20**	.46**	.42**	1											
21. Fair-minded	6.04 (0.93)	.36**	.30**	.34**	.32**	1										
22. Honesty/Integrity	6.68 (0.63)	.33**	.16**	.29**	.14**	.47**	1									
23. Imaginative	5.49 (1.03)	.23**	.34**	.32**	.28**	.25**	.20**	1								
24. Independent	5.43 (1.08)	.18**	.27**	.22**	.28**	.27**	.15**	.27**	1							
25. Inspirational/Motivational	5.80 (0.98)	.28**	.41**	.47**	.36**	.33**	.26**	.29**	.36**	1						
26. Intellectually Stimulating	5.73 (0.99)	.31**	.32**	.40**	.26**	.32**	.26**	.38**	.32**	.51**	1					
27. Intelligent	5.67 (1.00)	.36**	.28**	.24**	.23**	.26**	.19**	.30**	.25**	.25**	.42**	1				
28. Intuitive	5.89 (0.92)	.34**	.32**	.33**	.29**	.32**	.26**	.40**	.30**	.37**	.47**	.45**	1			
29. Good Judgment	6.39 (0.75)	.43**	.22**	.24**	.16**	.38**	.33**	.24**	.20**	.28**	.31**	.38**	.42**	1		
30. Loyal	5.74 (1.11)	.28**	.31**	.28**	.38**	.41**	.28**	.18**	.281**	.30**	.29**	.26**	.34**	.31**	1	
31. Mature Emotionally	5.98 (0.98)	.34**	.33**	.30**	.27**	.45**	.36**	.23**	.27**	.32**	.32**	.29**	.35**	.40**	.49**	1
32. Open-minded	6.13 (0.84)	.38**	.30**	.34**	.25**	.46**	.30**	.33**	.30**	.36**	.43**	.28**	.42**	.37**	.32**	.52**
33. Organized	5.48 (1.08)	.30**	.38**	.26**	.34**	.30**	.13**	.19**	.26**	.26**	.24**	.37**	.28**	.27**	.40**	.37**
34. Perceptive	5.93 (0.86)	.38**	.37**	.34**	.30**	.39**	.25**	.33**	.27**	.33**	.37**	.40**	.48**	.41**	.33**	.43**
35. Personal Risk	5.30 (1.24)	.25**	.35**	.30**	.29**	.26**	.18**	.34**	.28**	.30**	.28**	.25**	.33**	.24**	.28**	.27**
36. Rewards/Recognition	5.98 (0.98)	.27**	.29**	.36**	.29**	.35**	.30**	.21**	.18**	.39**	.33**	.21**	.33**	.34**	.29**	.28**
37. Role Model	6.04 (0.99)	.35**	.34**	.38**	.30**	.37**	.30**	.18**	.20**	.44**	.36**	.27**	.37**	.33**	.36**	.40**
38. Self-Confident	5.76 (0.97)	.36**	.46**	.40**	.39**	.33**	.22**	.26**	.27**	.36**	.31**	.34**	.32**	.28**	.34**	.39**
39. Self-Controlled	5.71 (1.02)	.29**	.30**	.30**	.31**	.40**	.254**	.19**	.28**	.26**	.30**	.29**	.28**	.28**	.39**	.50**
40. Self-Renewal	5.81 (0.91)	.32**	.30**	.31**	.26**	.40**	.32**	.29**	.28**	.30**	.41**	.27**	.37**	.34**	.37**	.48**
41. Sensitive to the Environment	5.69 (1.01)	.31**	.37**	.29**	.29**	.39**	.22**	.21**	.24**	.32**	.343**	.27**	.34**	.31**	.33**	.38**
42. Sociable	4.89 (1.23)	.22**	.41**	.36**	.54**	.29**	.13**	.28**	.28**	.38**	.28**	.27**	.34**	.17**	.39**	.33**
43. Straightforward	6.04 (0.88)	.31**	.26**	.32**	.27**	.38**	.31**	.25**	.23**	.31**	.31**	.25**	.36**	.35**	.33**	.32**
44. Supportive Supportive	5.63 (1.08)	.24**	.33**	.35**	.34**	.43**	.25**	.25**	.25**	.40**	.33**	.24**	.30**	.26**	.42**	.39**
45. Team Oriented	5.85 (1.04)	.31**	.34**	.35**	.32**	.37**	.21**	.25**	.19**	.33**	.32**	.28**	.28**	.27**	.34**	.37**
46. Unconventional Behavior	4.27 (1.51)	.125**	.32**	.24**	.33**	.19**	0.06	.31**	.30**	.26**	.26**	.18**	.26**	.067*	.26**	.20**
47. Vision	6.16 (0.96)	.31**	.26**	.33**	.16**	.25**	.257**	.27**	.17**	.36**	.29**	.23**	.31**	.32**	.17**	.23**

\* p &lt; .05, \*\* p &lt; .01

Table 3-3d: Descriptive Statistics: 47 Leadership Attributes

	Mean (Standard Deviation)	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47
31. Mature Emotionally	5.98 (0.98)	1																
32. Open-minded	6.13 (0.84)	.52**	1															
33. Organized	5.48 (1.08)	.37**	.33**	1														
34. Perceptive	5.93 (0.86)	.43**	.44**	.46**	1													
35. Personal Risk	5.30 (1.24)	.27**	.28**	.26**	.34**	1												
36. Rewards/Recognition	5.98 (0.98)	.28**	.34**	.25**	.35**	.32**	1											
37. Role Model	6.04 (0.99)	.40**	.36**	.28**	.39**	.30**	.51**	1										
38. Self-Confident	5.76 (0.97)	.39**	.34**	.42**	.40**	.36**	.32**	.44**	1									
39. Self-Controlled	5.71 (1.02)	.50**	.35**	.35**	.37**	.26**	.26**	.36**	.42**	1								
40. Self-Renewal	5.81 (0.91)	.48**	.43**	.34**	.42**	.29**	.29**	.38**	.35**	.56**	1							
41. Sensitive to the Environment	5.69 (1.01)	.38**	.39**	.33**	.39**	.27**	.28**	.35**	.38**	.44**	.51**	1						
42. Sociable	4.89 (1.23)	.33**	.29**	.42**	.33**	.31**	.30**	.32**	.43**	.37**	.35**	.37**	1					
43. Straightforward	6.04 (0.88)	.32**	.32**	.31**	.36**	.24**	.30**	.33**	.29**	.30**	.37**	.32**	.37**	1				
44. Supportive Supportive	5.63 (1.08)	.39**	.36**	.32**	.30**	.32**	.39**	.37**	.31**	.36**	.37**	.36**	.50**	.41**	1			
45. Team Oriented	5.85 (1.04)	.37**	.35**	.35**	.34**	.26**	.33**	.38**	.36**	.36**	.39**	.35**	.39**	.29**	.52**	1		
46. Unconventional Behavior	4.27 (1.51)	.20**	.26**	.27**	.19**	.35**	.19**	.20**	.30**	.19**	.26**	.20**	.39**	.21**	.30**	.32**	1	
47. Vision	6.16 (0.96)	.23**	.33**	.17**	.33**	.27**	.34**	.35**	.27**	.17**	.25**	.26**	.12**	.28**	.22**	.26**	.23**	1

\* p &lt; .05, \*\* p &lt; .01

*A. Work Environment.* The literature has shown that characteristics of the environment can create considerable task demands on leaders (Henderson & Fredrickson 1996) and effect perceptions of leadership. Environments that are very dynamic, changing rapidly in terms of technical or economic conditions, or those that are risky or rapidly expanding into new markets can cause much environmental uncertainty. In the management literature, this phenomenon is often labeled industry ‘dynamism’. Dynamic industries are those that are high-growth, uncertain, and technologically intensive. When environments are uncertain organizational members often have a high degree of stress and anxiety. This type of environmental uncertainty has been shown to make organizations more receptive to charismatic effects and allows leaders more discretion in their actions. Leaders found to be charismatic generate more confidence and psychological comfort for employees (Bass 1985; House, Spangler, and Woycke 1991). Additionally, perceptions of charisma have been found to predict performance under conditions of uncertainty (Waldman, Ramírez, House and Puranam 2001). Technological turbulence is one such form of environmental uncertainty. A technological turbulence measure provided by Day (1994) and used by Song and colleagues (2005) is used in our study to tap this environmental condition. We also assess competitive intensity, using a modified four-item scale (Jaworski and Kohli 1993) that measures the behavior and resources of the organization’s competitors (e.g., “There are many ‘promotion wars’ in our industry”). Competitive intensity is seen as a major force that erodes the ability of a firm to reap the benefits of the customer value it creates (Achrol 1991, Day and Montgomery 1999). Participants responded to both technological turbulence and

competitive intensity using a seven-point scoring format ranging from “Strongly Disagree” (1) and “Strongly Agree” (7).

*B. Job Satisfaction.* Surveys since the 1920’s have reported that employee’s favorable attitudes toward their supervisors contribute to employees job satisfaction (Bass 1990). A meta-analysis by Dirks and Ferrin (2002) shows correlations between positive leader outcomes such as improved job performance, organizational commitment, and job satisfaction. Additionally, job satisfaction has been found to correlate with business-unit performance indicators including employee turnover, customer loyalty, and financial performance (Harter, Schmidt, and Hayes 2002). We collect information on job satisfaction using a six-item instrument developed by Church (1995) to determine if satisfaction levels differ among business functions and if perceptions of high performance are effected by job satisfaction. Items are rated on a seven-point scale anchored by “Strongly Disagree”(1) and “Strongly Agree” (7). Sample items include “I am satisfied with my current job overall” and “My current work has significance and meaning”.

*C. Role Clarity.* Leadership role clarity refers to the extent to which a supervisor is perceived by subordinates to provide clear task requirements and expected performance levels. The reverse of role clarity is role ambiguity, which has been shown to be an important moderator in research on leader behaviors (Howell and Dorfman 1981). The scale used to tap the construct of leadership role clarity is provided by Schriesheim (1978) and has been used in various studies in marketing (Johnston, Parasuraman, Futrell, and Black 1990; Fry, Futrell, Parasuraman, and Chmielewski

1986). Items for this measure include “I have clear expectations as to what is expected of me on my job” and “I receive clear goals to reach on my job”.

All of the tabulations for the leadership attributes, and additional variables are provided on the following pages. The rating scale is 1 to 7 where a 1 is “Not at all Important and 7 is “Extremely Important”.

### Attribute Tabulations

#### Ambitious

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	11	1.3	1.3	1.3
	3	20	2.3	2.3	3.6
	4	58	6.7	6.7	10.3
	5	216	25.1	25.1	35.4
	6	324	37.6	37.6	73.0
	7	233	27.0	27.0	100.0
	Total	862	100.0	100.0	

#### Analytic

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	13	1.5	1.5	1.5
	4	51	5.9	5.9	7.4
	5	180	20.9	20.9	28.3
	6	357	41.4	41.4	69.7
	7	261	30.3	30.3	100.0
	Total	862	100.0	100.0	

#### Articulate

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	4	.5	.5	.5
	4	24	2.8	2.8	3.2
	5	128	14.8	14.8	18.1
	6	346	40.1	40.1	58.2
	7	360	41.8	41.8	100.0
	Total	862	100.0	100.0	

**Caring**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	4	.5	.5	.5
	3	31	3.6	3.6	4.1
	4	110	12.8	12.8	16.8
	5	254	29.5	29.5	46.3
	6	269	31.2	31.2	77.5
	7	194	22.5	22.5	100.0
	Total	862	100.0	100.0	

**Challenging Expectations**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	.1	.1	.1
	2	1	.1	.1	.2
	3	6	.7	.7	.9
	4	34	3.9	3.9	4.9
	5	184	21.3	21.3	26.2
	6	411	47.7	47.7	73.9
	7	225	26.1	26.1	100.0
	Total	862	100.0	100.0	

**Challenges the Process**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	.1	.1	.1
	2	1	.1	.1	.2
	3	3	.3	.3	.6
	4	36	4.2	4.2	4.8
	5	165	19.1	19.1	23.9
	6	366	42.5	42.5	66.4
	7	290	33.6	33.6	100.0
	Total	862	100.0	100.0	

**Charismatic**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	5	.6	.6	.6
	2	14	1.6	1.6	2.2
	3	64	7.4	7.4	9.6
	4	135	15.7	15.7	25.3
	5	258	29.9	29.9	55.2
	6	257	29.8	29.8	85.0
	7	129	15.0	15.0	100.0
	Total	862	100.0	100.0	

**Competent**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	.1	.1	.1
	4	13	1.5	1.5	1.6
	5	64	7.4	7.4	9.0
	6	289	33.5	33.5	42.6
	7	495	57.4	57.4	100.0
	Total	862	100.0	100.0	

**Concern for individual needs**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	.1	.1	.1
	2	8	.9	.9	1.0
	3	21	2.4	2.4	3.5
	4	85	9.9	9.9	13.3
	5	225	26.1	26.1	39.4
	6	323	37.5	37.5	76.9
	7	199	23.1	23.1	100.0
	Total	862	100.0	100.0	

**Cooperative**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	10	1.2	1.2	1.2
	4	49	5.7	5.7	6.8
	5	221	25.6	25.6	32.5
	6	342	39.7	39.7	72.2
	7	240	27.8	27.8	100.0
	Total	862	100.0	100.0	

**Courageous**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	4	.5	.5	.5
	2	15	1.7	1.7	2.2
	3	18	2.1	2.1	4.3
	4	80	9.3	9.3	13.6
	5	210	24.4	24.4	37.9
	6	323	37.5	37.5	75.4
	7	212	24.6	24.6	100.0
	Total	862	100.0	100.0	

**Customer Oriented**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	.1	.1	.1
	2	1	.1	.1	.2
	3	11	1.3	1.3	1.5
	4	49	5.7	5.7	7.2
	5	134	15.5	15.5	22.7
	6	295	34.2	34.2	57.0
	7	371	43.0	43.0	100.0
	Total	862	100.0	100.0	

**Creative Thinking**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	.2	.2	.2
	2	4	.5	.5	.7
	3	9	1.0	1.0	1.7
	4	81	9.4	9.4	11.1
	5	183	21.2	21.2	32.4
	6	355	41.2	41.2	73.5
	7	228	26.5	26.5	100.0
	Total	862	100.0	100.0	



**Dependable**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	1	.1	.1	.1
	4	25	2.9	2.9	3.0
	5	127	14.7	14.7	17.7
	6	368	42.7	42.7	60.4
	7	341	39.6	39.6	100.0
	Total	862	100.0	100.0	

**Diplomatic**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	.1	.1	.1
	2	8	.9	.9	1.0
	3	24	2.8	2.8	3.8
	4	68	7.9	7.9	11.7
	5	230	26.7	26.7	38.4
	6	306	35.5	35.5	73.9
	7	225	26.1	26.1	100.0
	Total	862	100.0	100.0	

**Determination**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	.1	.1	.1
	2	2	.2	.2	.3
	3	1	.1	.1	.5
	4	40	4.6	4.6	5.1
	5	177	20.5	20.5	25.6
	6	400	46.4	46.4	72.0
	7	241	28.0	28.0	100.0
	Total	862	100.0	100.0	

**Effective**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	.1	.1	.1
	3	2	.2	.2	.3
	4	13	1.5	1.5	1.9
	5	99	11.5	11.5	13.3
	6	389	45.1	45.1	58.5
	7	358	41.5	41.5	100.0
	Total	862	100.0	100.0	

**Energetic**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	5	.6	.6	.6
	2	7	.8	.8	1.4
	3	25	2.9	2.9	4.3
	4	103	11.9	11.9	16.2
	5	273	31.7	31.7	47.9
	6	309	35.8	35.8	83.8
	7	140	16.2	16.2	100.0
	Total	862	100.0	100.0	

**Enthusiastic**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	2	.2	.2	.2
	3	10	1.2	1.2	1.4
	4	46	5.3	5.3	6.7
	5	208	24.1	24.1	30.9
	6	366	42.5	42.5	73.3
	7	230	26.7	26.7	100.0
	Total	862	100.0	100.0	

**Extroverted**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	15	1.7	1.7	1.7
	2	39	4.5	4.5	6.3
	3	87	10.1	10.1	16.4
	4	190	22.0	22.0	38.4
	5	289	33.5	33.5	71.9
	6	189	21.9	21.9	93.9
	7	53	6.1	6.1	100.0
	Total	862	100.0	100.0	

**Fair-Minded**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	.1	.1	.1
	2	1	.1	.1	.2
	3	10	1.2	1.2	1.4
	4	39	4.5	4.5	5.9
	5	163	18.9	18.9	24.8
	6	362	42.0	42.0	66.8
	7	286	33.2	33.2	100.0
	Total	862	100.0	100.0	

**Honesty/Integrity**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	.1	.1	.1
	4	6	.7	.7	.8
	5	37	4.3	4.3	5.1
	6	174	20.2	20.2	25.3
	7	644	74.7	74.7	100.0
	Total	862	100.0	100.0	

**Imaginative**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	3	.3	.3	.3
	2	3	.3	.3	.7
	3	23	2.7	2.7	3.4
	4	94	10.9	10.9	14.3
	5	297	34.5	34.5	48.7
	6	304	35.3	35.3	84.0
	7	138	16.0	16.0	100.0
	Total	862	100.0	100.0	

**Independent**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	.1	.1	.1
	2	7	.8	.8	.9
	3	35	4.1	4.1	5.0
	4	109	12.6	12.6	17.6
	5	287	33.3	33.3	50.9
	6	294	34.1	34.1	85.0
	7	129	15.0	15.0	100.0
	Total	862	100.0	100.0	

**Inspirational/Motivational**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	3	.3	.3	.3
	3	15	1.7	1.7	2.1
	4	59	6.8	6.8	8.9
	5	223	25.9	25.9	34.8
	6	344	39.9	39.9	74.7
	7	218	25.3	25.3	100.0
	Total	862	100.0	100.0	

**Intellectually Stimulating**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	.1	.1	.1
	2	3	.3	.3	.5
	3	15	1.7	1.7	2.2
	4	68	7.9	7.9	10.1
	5	221	25.6	25.6	35.7
	6	376	43.6	43.6	79.4
	7	178	20.6	20.6	100.0
	Total	862	100.0	100.0	

**Intelligent**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	.2	.2	.2
	2	4	.5	.5	.7
	3	16	1.9	1.9	2.6
	4	76	8.8	8.8	11.4
	5	247	28.7	28.7	40.0
	6	361	41.9	41.9	81.9
	7	156	18.1	18.1	100.0
	Total	862	100.0	100.0	

**Intuitive**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	4	.5	.5	.5
	3	8	.9	.9	1.4
	4	52	6.0	6.0	7.4
	5	182	21.1	21.1	28.5
	6	405	47.0	47.0	75.5
	7	211	24.5	24.5	100.0
	Total	862	100.0	100.0	

**Good Judgment**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	.1	.1	.1
	3	1	.1	.1	.2
	4	16	1.9	1.9	2.1
	5	82	9.5	9.5	11.6
	6	317	36.8	36.8	48.4
	7	445	51.6	51.6	100.0
	Total	862	100.0	100.0	

**Loyal**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	8	.9	.9	.9
	3	28	3.2	3.2	4.2
	4	76	8.8	8.8	13.0
	5	217	25.2	25.2	38.2
	6	303	35.2	35.2	73.3
	7	230	26.7	26.7	100.0
	Total	862	100.0	100.0	

**Mature Emotionally**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	.1	.1	.1
	2	4	.5	.5	.6
	3	10	1.2	1.2	1.7
	4	51	5.9	5.9	7.7
	5	177	20.5	20.5	28.2
	6	339	39.3	39.3	67.5
	7	280	32.5	32.5	100.0
	Total	862	100.0	100.0	

**Openminded**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	.1	.1	.1
	2	1	.1	.1	.2
	3	2	.2	.2	.5
	4	24	2.8	2.8	3.2
	5	150	17.4	17.4	20.6
	6	381	44.2	44.2	64.8
	7	303	35.2	35.2	100.0
	Total	862	100.0	100.0	

**Organized**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	.1	.1	.1
	2	11	1.3	1.3	1.4
	3	29	3.4	3.4	4.8
	4	103	11.9	11.9	16.7
	5	306	35.5	35.5	52.2
	6	277	32.1	32.1	84.3
	7	135	15.7	15.7	100.0
	Total	862	100.0	100.0	

**Perceptive**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	.1	.1	.1
	3	5	.6	.6	.7
	4	36	4.2	4.2	4.9
	5	214	24.8	24.8	29.7
	6	395	45.8	45.8	75.5
	7	211	24.5	24.5	100.0
	Total	862	100.0	100.0	

**Personal Risk**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	11	1.3	1.3	1.3
	2	19	2.2	2.2	3.5
	3	35	4.1	4.1	7.5
	4	110	12.8	12.8	20.3
	5	278	32.3	32.3	52.6
	6	280	32.5	32.5	85.0
	7	129	15.0	15.0	100.0
	Total	862	100.0	100.0	

**Rewards/Recognition**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	4	.5	.5	.5
	3	14	1.6	1.6	2.1
	4	49	5.7	5.7	7.8
	5	171	19.8	19.8	27.6
	6	331	38.4	38.4	66.0
	7	293	34.0	34.0	100.0
	Total	862	100.0	100.0	

**Role Model**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	.1	.1	.1
	2	3	.3	.3	.5
	3	9	1.0	1.0	1.5
	4	58	6.7	6.7	8.2
	5	150	17.4	17.4	25.6
	6	319	37.0	37.0	62.6
	7	322	37.4	37.4	100.0
	Total	862	100.0	100.0	

**Self-Confident**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	5	.6	.6	.6
	3	17	2.0	2.0	2.6
	4	67	7.8	7.8	10.3
	5	222	25.8	25.8	36.1
	6	383	44.4	44.4	80.5
	7	168	19.5	19.5	100.0
	Total	862	100.0	100.0	

**Self-Controlled**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	.1	.1	.1
	2	3	.3	.3	.5
	3	15	1.7	1.7	2.2
	4	85	9.9	9.9	12.1
	5	240	27.8	27.8	39.9
	6	324	37.6	37.6	77.5
	7	194	22.5	22.5	100.0
	Total	862	100.0	100.0	

**Self-Renewal**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	.1	.1	.1
	3	9	1.0	1.0	1.2
	4	60	7.0	7.0	8.1
	5	221	25.6	25.6	33.8
	6	383	44.4	44.4	78.2
	7	188	21.8	21.8	100.0
	Total	862	100.0	100.0	

**Sensitive to the Environment**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	6	.7	.7	.7
	3	18	2.1	2.1	2.8
	4	72	8.4	8.4	11.1
	5	247	28.7	28.7	39.8
	6	346	40.1	40.1	79.9
	7	173	20.1	20.1	100.0
	Total	862	100.0	100.0	



**Sociable**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	7	.8	.8	.8
	2	28	3.2	3.2	4.1
	3	86	10.0	10.0	14.0
	4	186	21.6	21.6	35.6
	5	292	33.9	33.9	69.5
	6	206	23.9	23.9	93.4
	7	57	6.6	6.6	100.0
	Total	862	100.0	100.0	

**Straightforward**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	2	.2	.2	.2
	3	6	.7	.7	.9
	4	30	3.5	3.5	4.4
	5	156	18.1	18.1	22.5
	6	385	44.7	44.7	67.2
	7	283	32.8	32.8	100.0
	Total	862	100.0	100.0	

**Supportive**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	10	1.2	1.2	1.2
	3	27	3.1	3.1	4.3
	4	80	9.3	9.3	13.6
	5	237	27.5	27.5	41.1
	6	333	38.6	38.6	79.7
	7	175	20.3	20.3	100.0
	Total	862	100.0	100.0	

**Team Oriented**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	3	.3	.3	.3
	2	6	.7	.7	1.0
	3	11	1.3	1.3	2.3
	4	74	8.6	8.6	10.9
	5	188	21.8	21.8	32.7
	6	344	39.9	39.9	72.6
	7	236	27.4	27.4	100.0
	Total	862	100.0	100.0	

**Unconventional Behavior**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	42	4.9	4.9	4.9
	2	83	9.6	9.6	14.5
	3	123	14.3	14.3	28.8
	4	231	26.8	26.8	55.6
	5	211	24.5	24.5	80.0
	6	127	14.7	14.7	94.8
	7	45	5.2	5.2	100.0
	Total	862	100.0	100.0	

**Vision**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	4	.5	.5	.5
	3	11	1.3	1.3	1.7
	4	27	3.1	3.1	4.9
	5	137	15.9	15.9	20.8
	6	300	34.8	34.8	55.6
	7	383	44.4	44.4	100.0
	Total	862	100.0	100.0	

The following Work Environment variables are based on a 1 to 7 scale where 1 is “Strongly Disagree” and 7 is “Strongly Agree”.

**1. I have opportunities to develop my skills and abilities in my current position.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	18	2.1	2.1	2.1
	2	32	3.7	3.7	5.8
	3	44	5.1	5.1	11.0
	4	61	7.1	7.1	18.1
	5	245	28.4	28.6	46.7
	6	293	34.0	34.2	80.9
	7	164	19.0	19.1	100.0
	Total	857	99.4	100.0	
Missing	System	5	.6		
Total		862	100.0		

**2. I feel a sense of ownership for the projects I work on.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	47	5.5	5.5	5.5
	5	152	17.6	17.7	23.2
	6	325	37.7	37.9	61.1
	7	333	38.6	38.9	100.0
	Total	857	99.4	100.0	
Missing	System	5	.6		
Total		862	100.0		

**3. I have clear expectations as to what is expected of me on my job.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	90	10.4	10.5	10.5
	5	243	28.2	28.4	38.9
	6	306	35.5	35.7	74.6
	7	218	25.3	25.4	100.0
	Total	857	99.4	100.0	
Missing	System	5	.6		
Total		862	100.0		

**4. I receive clear goals to reach on my job.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	32	3.7	3.7	3.7
	2	48	5.6	5.6	9.3
	3	81	9.4	9.5	18.8
	4	111	12.9	13.0	31.7
	5	237	27.5	27.7	59.4
	6	240	27.8	28.0	87.4
	7	108	12.5	12.6	100.0
	Total	857	99.4	100.0	
Missing	System	5	.6		
Total		862	100.0		

**5. I understand the level of performance that is expected of me.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	22	2.6	2.6	2.6
	2	33	3.8	3.9	6.4
	3	57	6.6	6.7	13.1
	4	86	10.0	10.0	23.1
	5	191	22.2	22.3	45.4
	6	302	35.0	35.2	80.6
	7	166	19.3	19.4	100.0
	Total	857	99.4	100.0	
Missing	System	5	.6		
Total		862	100.0		

**6. I understand the quality of work that is expected of me.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	12	1.4	1.4	1.4
	2	15	1.7	1.8	3.2
	3	37	4.3	4.3	7.5
	4	79	9.2	9.2	16.7
	5	181	21.0	21.1	37.8
	6	337	39.1	39.3	77.1
	7	196	22.7	22.9	100.0
	Total	857	99.4	100.0	
Missing	System	5	.6		
Total		862	100.0		

**7. I know where I stand with my manager... how satisfied he or she is with my work.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	38	4.4	4.4	4.4
	2	44	5.1	5.1	9.6
	3	66	7.7	7.7	17.3
	4	108	12.5	12.6	29.9
	5	197	22.9	23.0	52.9
	6	258	29.9	30.1	83.0
	7	146	16.9	17.0	100.0
	Total	857	99.4	100.0	
Missing	System	5	.6		
Total		862	100.0		

**8. My manager understands my job problems.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	57	6.6	6.7	6.7
	2	74	8.6	8.6	15.3
	3	87	10.1	10.2	25.4
	4	126	14.6	14.7	40.1
	5	174	20.2	20.3	60.4
	6	234	27.1	27.3	87.7
	7	105	12.2	12.3	100.0
	Total	857	99.4	100.0	
Missing	System	5	.6		
Total		862	100.0		

**9. My manager recognizes my potential.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	51	5.9	6.0	6.0
	2	56	6.5	6.5	12.5
	3	64	7.4	7.5	20.0
	4	126	14.6	14.7	34.7
	5	166	19.3	19.4	54.0
	6	265	30.7	30.9	84.9
	7	129	15.0	15.1	100.0
	Total	857	99.4	100.0	
Missing	System	5	.6		
Total		862	100.0		

**10. I believe my manager would use his or her power to help me solve my problems at work.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	35	4.1	4.1	4.1
	2	31	3.6	3.6	7.7
	3	47	5.5	5.5	13.2
	4	76	8.8	8.9	22.1
	5	166	19.3	19.4	41.4
	6	276	32.0	32.2	73.6
	7	226	26.2	26.4	100.0
	Total	857	99.4	100.0	
Missing	System	5	.6		
Total		862	100.0		

**11. I have an excellent working relationship with my manager.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	24	2.8	2.8	2.8
	2	31	3.6	3.6	6.4
	3	52	6.0	6.1	12.5
	4	113	13.1	13.2	25.7
	5	171	19.8	20.0	45.6
	6	255	29.6	29.8	75.4
	7	211	24.5	24.6	100.0
	Total	857	99.4	100.0	
Missing	System	5	.6		
Total		862	100.0		

**12. I am satisfied with my current job overall.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	110	12.8	12.8	12.8
	5	234	27.1	27.3	40.1
	6	328	38.1	38.3	78.4
	7	185	21.5	21.6	100.0
	Total	857	99.4	100.0	
Missing	System	5	.6		
Total		862	100.0		

**13. My current work has significance and meaning.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	58	6.7	6.8	6.8
	5	202	23.4	23.6	30.3
	6	354	41.1	41.3	71.6
	7	243	28.2	28.4	100.0
	Total	857	99.4	100.0	
Missing	System	5	.6		
Total		862	100.0		

**14. I enjoy and have fun in my current work.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	97	11.3	11.3	11.3
	5	246	28.5	28.7	40.0
	6	318	36.9	37.1	77.1
	7	196	22.7	22.9	100.0
	Total	857	99.4	100.0	
Missing	System	5	.6		
Total		862	100.0		

**15. My talents are being utilized to their fullest in my current job.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	94	10.9	11.0	11.0
	5	295	34.2	34.6	45.6
	6	292	33.9	34.2	79.8
	7	172	20.0	20.2	100.0
	Total	853	99.0	100.0	
Missing	System	9	1.0		
Total		862	100.0		

**16. Compared to our major competitors, my organization performed well last year.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	108	12.5	12.6	12.6
	5	232	26.9	27.1	39.8
	6	296	34.3	34.6	74.4
	7	219	25.4	25.6	100.0
	Total	855	99.2	100.0	
Missing	System	7	.8		
Total		862	100.0		

**17. Relative to other business functions in my organization, my business unit performed well last year.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	99	11.5	11.6	11.6
	5	236	27.4	27.7	39.3
	6	308	35.7	36.2	75.5
	7	209	24.2	24.5	100.0
	Total	852	98.8	100.0	
Missing	System	10	1.2		
Total		862	100.0		

**18. Competition in our industry is cutthroat.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	199	23.1	23.3	23.3
	5	233	27.0	27.3	50.6
	6	219	25.4	25.7	76.3
	7	202	23.4	23.7	100.0
	Total	853	99.0	100.0	
Missing	System	9	1.0		
Total		862	100.0		

**19. There are many 'promotion wars' in our industry.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	322	37.4	38.2	38.2
	5	198	23.0	23.5	61.6
	6	179	20.8	21.2	82.8
	7	145	16.8	17.2	100.0
	Total	844	97.9	100.0	
Missing	System	18	2.1		
Total		862	100.0		

**20. Anything that one competitor can offer, others can match readily.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	210	24.4	24.8	24.8
	5	206	23.9	24.3	49.1
	6	234	27.1	27.6	76.7
	7	197	22.9	23.3	100.0
	Total	847	98.3	100.0	
Missing	System	15	1.7		
Total		862	100.0		



**21. Price competition is a hallmark in our industry.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	200	23.2	23.5	23.5
	5	243	28.2	28.5	52.0
	6	216	25.1	25.4	77.3
	7	193	22.4	22.7	100.0
	Total	852	98.8	100.0	
Missing	System	10	1.2		
Total		862	100.0		

**22. In our industry, one hears of a new competitive move everyday.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	269	31.2	31.6	31.6
	5	191	22.2	22.5	54.1
	6	205	23.8	24.1	78.2
	7	185	21.5	21.8	100.0
	Total	850	98.6	100.0	
Missing	System	12	1.4		
Total		862	100.0		

**23. In our industry, customers' product/service preferences change quite a bit over time.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	194	22.5	22.8	22.8
	5	217	25.2	25.5	48.4
	6	223	25.9	26.2	74.6
	7	216	25.1	25.4	100.0
	Total	850	98.6	100.0	
Missing	System	12	1.4		
Total		862	100.0		

**24. The technology in our industry is changing rapidly.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	155	18.0	18.2	18.2
	5	216	25.1	25.4	43.6
	6	227	26.3	26.7	70.3
	7	253	29.4	29.7	100.0
	Total	851	98.7	100.0	
Missing	System	11	1.3		
Total		862	100.0		

**25. It is very difficult to forecast where the technology in our industry will be in the next 2-3 years.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	172	20.0	20.2	20.2
	5	197	22.9	23.1	43.4
	6	218	25.3	25.6	69.0
	7	264	30.6	31.0	100.0
	Total	851	98.7	100.0	
Missing	System	11	1.3		
Total		862	100.0		

**26. Technological changes provide big opportunities in our industry.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	122	14.2	14.3	14.3
	5	247	28.7	29.0	43.3
	6	256	29.7	30.0	73.4
	7	227	26.3	26.6	100.0
	Total	852	98.8	100.0	
Missing	System	10	1.2		
Total		862	100.0		

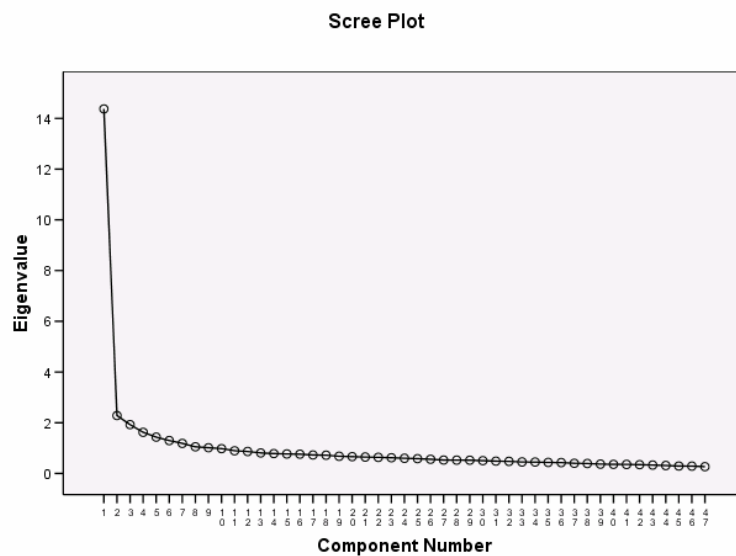
Here we described the data sample, in terms of means, standard deviations, correlations, and tabulations. The next chapter describes the analysis.

## Chapter 4

### Leadership Perceptions across Business Function

Given the high intercorrelation between attributes, as discussed in Chapter 3, I factor analyzed the 47 attributes to reduce redundancy and identify any coherent underlying patterns. Principal components factoring with varimax rotation and the eigenvalue rule  $> 1.0$  yielded a nine-factor solution. Eight of the nine factors had multiple items with strong loadings ( $>.40$ ) and were coherent enough to label. The ninth factor had a single loading of .647 and this factor was labeled as well. After examining the results the nine factors are labeled: 'Supportive', 'Responsible', 'Intelligent', 'Charismatic', 'Integrity', 'Drive', 'Vision', 'Risk Taking' and 'Challenges the Process'. The scree plot for this result is shown in Figure 4-1. The factor loadings and resulting factor names are shown in Table 4-1 and the variance accounted for by the nine factors is given in Table 4-2. Note that Supportive is the first factor and has the highest variance accounted for (VAF) at 7.8% and Challenges the Process explains 3.87% of the variance.

From Table 4-1, one may observe that the majority of the leadership attributes have strong loadings ( $>.40$ ) on their corresponding factors. Out of the 47, only five ('sociable', 'straightforward', 'articulate', 'diplomatic' and 'organized') were below .400 with loadings of .389, .374, .372, .359, and .321 respectively. Sociable loaded on the "Risk Taking" factor, 'straightforward' loaded on "Integrity", articulate and diplomatic loaded on the "Charismatic" factor, and 'organized' is one of the nine items defining "Integrity".



**Figure 4-1: Scree Plot for the rotated solution**

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Table 4-1: Factor Loadings

<b>Dimensions</b>	<b>Factor Loadings</b>	<b>Dimensions</b>	<b>Factor Loadings</b>
<u>Supportive</u>		<u>Drive</u>	
Concern for Individual Needs	0.705	Ambitious	0.660
Caring	0.675	Determination	0.560
Cooperative	0.681	Customer Oriented	0.530
Supportive	0.672	Challenging Expectations	0.479
Team Oriented	0.595	Effective	0.469
		Self-confidence	0.407
<u>Responsible</u>		<u>Integrity</u>	
Self-Controlled	0.748	Honesty/Integrity	0.684
Self-Renewal	0.644	Dependable	0.582
Sensitive to the Environment	0.567	Fair-Minded	0.563
Mature (Emotionally)	0.579	Good Judgment	0.449
Open-Minded	0.411	Loyal	0.444
		Straightforward	0.374
<u>Intelligent</u>		<u>Charismatic</u>	
Intelligent	0.649	Charismatic	0.703
Analytic	0.572	Enthusiastic	0.568
Intuitive	0.548	Extroverted	0.560
Creative Thinking	0.535	Inspirational/Motivational	0.538
Imaginative	0.507	Energetic	0.502
Competent	0.475	Articulate	0.372
Intellectually Stimulating	0.468	Diplomatic	0.359
Perceptive	0.453		
Organized	0.321		
<u>Risk Taking</u>		<u>Vision</u>	
Unconventional Behavior	0.632	Rewards/Recognition	0.633
Personal Risk	0.603	Vision	0.622
Courageous	0.423	Role Model	0.588
Independent	0.406		
Sociable	0.389	<u>Challenges the Process</u>	
		Challenges the process	0.647

Table 4-2: VAF for rotated factors

Component	Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %
1. Supportive	3.66	7.79	7.79
2. Responsible	3.37	7.18	14.97
3. Intelligent	3.33	7.09	22.05
4. Charismatic	3.19	6.79	28.84
5. Integrity	2.98	6.34	35.18
6. Drive	2.90	6.17	41.35
7. Vision	2.53	5.38	46.74
8. Personal Risk	2.39	5.09	51.83
9. Challenging the Processes	1.82	3.87	55.71

#### *Description of the Nine Dimensions*

Supportive pertains to a leader who is caring, has concern for individual needs, is cooperative, supportive, and team oriented. The literature describes supportive leadership by a number of similar names, such as Consideration (Stogdill 1974), Leader Support (Bowers & Seashore 1966), Supportive Leadership (House & Mitchell 1974) and being Relationship Oriented (Michigan Leadership Studies). Research in this area shows effective leadership to be highly correlated with relationship-oriented behaviors such as helping to develop subordinates and further their careers, acting friendly and considerate, trying to understand subordinate problems, and showing appreciation for subordinate ideas. The Path-Goal Theory of Leadership explains how the behavior of a leader influences the satisfaction and performance of subordinates. The Path Goal Theory (P-G Theory) identifies four broadly defined behaviors: supportive leadership, directive leadership, participative leadership, and achievement-oriented leadership. Supportive leadership is defined as ‘Giving consideration to the needs of subordinates, displaying

concern for their welfare, and creating a friendly climate in the work unit' (Yukl, 1994 p. 287). When a task is stressful, boring, or tedious, supportive leadership leads to increased subordinate effort and satisfaction by increasing self-confidence, lowering anxiety, and minimizing unpleasant aspects of the work. Supportive is the first and largest factor out of our nine dimensions.

Responsible leadership is described by self-control, self-renewal (the ability to learn from ones mistake), sensitive to the environment, emotionally mature, and open-minded. In *Stogdill's Handbook of Leadership* (1947, 1974), the author reviews, summarizes and reports on four decades of research on leadership. Stogdill states that self-control is reported by several manuals as a way to gain friends and become a leader. Emotional balance/control was seen as a positive in 11 of the studies her reviewed in 1947 studies and 14 of the 1970 studies. Also loading on 'responsible' is work by Bass (1990) who shows that key components of emotional maturity are associated with managerial effectiveness and advancement. Bennis and Nanus (1985) found that effective executives have a good understanding of their strengths and weaknesses and are oriented toward self-renewal rather than being defensive (Yukl 1994). As defined in an earlier chapter 'sensitive to the environment' describes leaders who are able to properly assess constraints in their social/physical environments and availability of resources. Leaders are better able to achieve organizational objectives when they can make realistic assessments of constraints that may impede success.

The factor labeled 'Intelligence' has nine variables loading on it, more than that of any of the other factors. Variables range from analytic to imaginative to competent. Intelligence in a leader is identified in over 30 research studies claiming that leadership

status is more often than not associated with superiority in intelligence (Bass 1981) Intelligence is also in the top 10 characteristics of Admired Leaders (Kouzes and Posner 1995). Intelligence in a business leader does not refer to an individual who understands the ins and outs of every job function but to the leader who understands the business and takes time to learn the current operations before making organizational changes. Other variables loading on this factor, such as analytic, intuitive, and competent, are often associated with high performing leadership. Competent is the 4<sup>th</sup> most admired quality in the Kouzes and Posner study. Intelligence was also used to discriminate between leaders and nonleaders in the old trait theories (Stogdill 1948, Mann 1959).

Charisma is often defined as some mystical ability that a leader possesses to influence others and encourage high levels of allegiance and devotion. The items loading on the factor labeled Charisma are charismatic, enthusiastic, extroverted, inspirational/motivational, energetic, articulate, and diplomatic. I provided background for charismatic leadership in an earlier chapter. Various academic studies have been done on charismatic leadership relating it to subordinates who were more loyal, displayed more organizational citizenship behaviors, and greater job satisfaction. Under difficult economic conditions and times of uncertainty charismatic leaders have been shown to influence external support for their organizations (Flynn and Staw 2004).

Integrity is characterized by the following variables: honesty/integrity, dependable, fair-minded, good judgment, loyal, and straightforward. In both studies carried out by Kouzes and Posner (1987, 1995) 'honest' was the number one most admired leader characteristic as judged by thousands of executives when asked "What are the values you most admire in your superiors



Drive describes a leader that is ambitious, determined, customer oriented, sets challenging expectations, is effective, and has self-confidence. Stogdill's early (1948) study of leadership related initiative, persistence, and self-confidence to effective leadership. In Northouse's 2004 review of leadership theory and practice he listed 'determination' as one of five major leadership traits. Customer oriented also loads on this factor and we might expect the marketing business function to identify with this leadership dimension.

Vision is represented by three variables: rewards/recognition (referring to a leader who celebrates accomplishments), vision, and role model. Leaders credited with transforming an organization are said to have had a clear vision of the future which was attractive, realistic, and believable (Benis & Nanus 1985). Charismatic leadership contains an element of vision in which the leader provides a collective identity for followers and a sense of self-efficacy by belonging to a collective membership. In Conger and Kanungo's 1998 book, *Charismatic Leadership in Organizations*, one of the three components they used to define their behavioral theory of charismatic leadership was 'formulation and articulation of goals (*vision* and inspirational communication)'.

Personal Risk or 'Risk Taking' refers to the leader who uses unconventional behavior to get things done, does not mind incurring personal risk for the sake of the organization, is courageous, independent, and social. As defined by Conger and Kanungo (1988), unconventional behavior refers to the leader who is willing to take paths that are potentially risky for the sake of the organization. Sociable is the lowest loading variable on this factor and could have easily loaded on the 'Charismatic' or 'Supportive' factors as all three loadings were less than .400 but more than .360.

Challenging the Process is the only factor defined by one variable, “challenging the process”. As defined in Chapter 2, this refers to seeking new challenges, taking risks, and finding new and better ways of doing things. Interestingly, this variable did not load on the risk taking factor, where the loading was a mere .110.

### *Perceptions of High Performing Leadership*

The objective of this analysis is to determine the leadership traits and attributes deemed important to perceptions of high performing leadership across five business functions (Marketing, Engineering, Manufacturing, Research & Development and Other). The category labeled ‘Other’ includes those individuals working in various fields such as accounting, law, finance, purchasing, sales, etc. We collapse them into an ‘Other’ category given their small numbers.

Here, we perform a multivariate analysis of variance (MANOVA) to determine if the means of the resulting nine factors differ across business function. MANOVA is used to see the main and interaction effects of categorical variables on multiple dependent interval variables. The nine factors listed above serve as the dependent variables in this study, and the business function with 5 levels (marketing, manufacturing, etc) is the factor of interest. The results displayed in Table 4-3 confirm that there are significant mean differences on six of the nine factors due to business function. All have significant  $p$ -values except three factors, ‘Supportive’ ( $p=.872$ ), ‘Integrity’ ( $p=.746$ ) and ‘Personal Risk’ ( $p=.880$ ). This suggests that the five business functions do not differ in their importance ratings of these three factors as they relate to high performing leadership in

their functional areas. However, we conduct Bonferroni multiple comparisons to examine how the business functions differ in their ratings of the other six factors.

The multiple comparison tests are presented in Tables 4-4 - 4-12, a discussion of the results for each leadership dimension will follow. Mean plots are provided to illustrate variation across business function. The mean plots are based on the nine resulting dimensions from the principal components analysis. Since the factors are orthogonal, due to the varimax rotation, each of the nine dimensions have mean = 0.

Table 4-3: ANOVA TABLE

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
Supportive	Between Groups	1.241	4	.310	.309	.872
	Within Groups	859.759	857	1.003		
	Total	861.000	861			
Responsible	Between Groups	21.327	4	5.332	5.442	.000
	Within Groups	839.673	857	.980		
	Total	861.000	861			
Intelligent	Between Groups	21.999	4	5.500	5.618	.000
	Within Groups	839.001	857	.979		
	Total	861.000	861			
Charismatic	Between Groups	32.462	4	8.115	8.394	.000
	Within Groups	828.538	857	.967		
	Total	861.000	861			
Integrity	Between Groups	1.951	4	.488	.486	.746
	Within Groups	859.049	857	1.002		
	Total	861.000	861			
Drive	Between Groups	40.172	4	10.043	10.486	.000
	Within Groups	820.828	857	.958		
	Total	861.000	861			
Vision	Between Groups	11.389	4	2.847	2.872	.022
	Within Groups	849.611	857	.991		
	Total	861.000	861			
Personal Risk	Between Groups	1.190	4	.297	.296	.880
	Within Groups	859.810	857	1.003		
	Total	861.000	861			
Challenging the Process	Between Groups	26.196	4	6.549	6.723	.000
	Within Groups	834.804	857	.974		
	Total	861.000	861			

**Table 4-4**  
**Multiple Comparisons: SUPPORTIVE**

Business Function (I)	Business Function (J)	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Engineering	Manufacturing	-0.0150	0.1087	1	-0.3208	0.2908
	Marketing	-0.0040	0.0980	1	-0.2799	0.2719
	R&D	0.0114	0.1021	1	-0.2761	0.2988
	Other	0.1628	0.1661	1	-0.3045	0.6302
Manufacturing	Engineering	0.0150	0.1087	1	-0.2908	0.3208
	Marketing	0.0110	0.0994	1	-0.2688	0.2909
	R&D	0.0264	0.1035	1	-0.2649	0.3176
	Other	0.1778	0.1669	1	-0.2919	0.6475
Marketing	Engineering	0.0040	0.0980	1	-0.2719	0.2799
	Manufacturing	-0.0110	0.0994	1	-0.2909	0.2688
	R&D	0.0154	0.0922	1	-0.2443	0.2750
	Other	0.1668	0.1602	1	-0.2840	0.6176
R&D	Engineering	-0.0114	0.1021	1	-0.2988	0.2761
	Manufacturing	-0.0264	0.1035	1	-0.3176	0.2649
	Marketing	-0.0154	0.0922	1	-0.2750	0.2443
	Other	0.1515	0.1627	1	-0.3065	0.6094
Other	Engineering	-0.1628	0.1661	1	-0.6302	0.3045
	Manufacturing	-0.1778	0.1669	1	-0.6475	0.2919
	Marketing	-0.1668	0.1602	1	-0.6176	0.2840
	R&D	-0.1515	0.1627	1	-0.6094	0.3065

**Table 4-5**  
**Multiple Comparisons: RESPONSIBLE**

Business Function (I)	Business Function (J)	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Engineering	Manufacturing	-0.1477	0.1074	1	-0.4500	0.1545
	Marketing	0.1125	0.0969	1	-0.1601	0.3852
	R&D	.29661664(*)	0.1009	0.034	0.0126	0.5807
	Other	-0.0856	0.1641	1	-0.5475	0.3762
Manufacturing	Engineering	0.1477	0.1074	1	-0.1545	0.4500
	Marketing	0.2603	0.0983	0.082	-0.0163	0.5368
	R&D	.44433441(*)	0.1023	0	0.1565	0.7322
	Other	0.0621	0.1649	1	-0.4021	0.5262
Marketing	Engineering	-0.1125	0.0969	1	-0.3852	0.1601
	Manufacturing	-0.2603	0.0983	0.082	-0.5368	0.0163
	R&D	0.1841	0.0912	0.438	-0.0725	0.4407
	Other	-0.1982	0.1583	1	-0.6436	0.2473
R&D	Engineering	-.29661664(*)	0.1009	0.034	-0.5807	-0.0126
	Manufacturing	-.44433441(*)	0.1023	0	-0.7322	-0.1565
	Marketing	-0.1841	0.0912	0.438	-0.4407	0.0725
	Other	-0.3823	0.1608	0.177	-0.8348	0.0703
Other	Engineering	0.0856	0.1641	1	-0.3762	0.5475
	Manufacturing	-0.0621	0.1649	1	-0.5262	0.4021
	Marketing	0.1982	0.1583	1	-0.2473	0.6436
	R&D	0.3823	0.1608	0.177	-0.0703	0.8348

**Table 4-6**  
**Multiple Comparisons: INTELLIGENT**

Business Function (I)	Business Function (J)	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Engineering	Manufacturing	0.2706	0.1073	0.119	-0.0315	0.5728
	Marketing	0.1538	0.0968	1	-0.1188	0.4263
	R&D	-0.1734	0.1009	0.86	-0.4574	0.1105
	Other	0.0625	0.1640	1	-0.3992	0.5242
Manufacturing	Engineering	-0.2706	0.1073	0.119	-0.5728	0.0315
	Marketing	-0.1169	0.0982	1	-0.3933	0.1596
	R&D	-.44405277(*)	0.1022	0	-0.7318	-0.1563
	Other	-0.2082	0.1649	1	-0.6721	0.2558
Marketing	Engineering	-0.1538	0.0968	1	-0.4263	0.1188
	Manufacturing	0.1169	0.0982	1	-0.1596	0.3933
	R&D	-.32717579(*)	0.0911	0.003	-0.5836	-0.0707
	Other	-0.0913	0.1582	1	-0.5366	0.3540
R&D	Engineering	0.1734	0.1009	0.86	-0.1105	0.4574
	Manufacturing	.44405277(*)	0.1022	0	0.1563	0.7318
	Marketing	.32717579(*)	0.0911	0.003	0.0707	0.5836
	Other	0.2359	0.1607	1	-0.2165	0.6883
Other	Engineering	-0.0625	0.1640	1	-0.5242	0.3992
	Manufacturing	0.2082	0.1649	1	-0.2558	0.6721
	Marketing	0.0913	0.1582	1	-0.3540	0.5366
	R&D	-0.2359	0.1607	1	-0.6883	0.2165

**Table 4-7**  
**Multiple Comparisons: CHARISMATIC**

Engineering	Manufacturing	-0.2875	0.1067	0.072	-0.5878	0.0127
	Marketing	-.40874335(*)	0.0962	0	-0.6796	-0.1379
	R&D	0.0415	0.1003	1	-0.2407	0.3237
	Other	-0.3053	0.1630	0.614	-0.7641	0.1534
Manufacturing	Engineering	0.2875	0.1067	0.072	-0.0127	0.5878
	Marketing	-0.1212	0.0976	1	-0.3959	0.1535
	R&D	.32903857(*)	0.1016	0.012	0.0431	0.6149
	Other	-0.0178	0.1638	1	-0.4789	0.4433
Marketing	Engineering	.40874335(*)	0.0962	0	0.1379	0.6796
	Manufacturing	0.1212	0.0976	1	-0.1535	0.3959
	R&D	.45023310(*)	0.0906	0	0.1954	0.7051
	Other	0.1034	0.1572	1	-0.3391	0.5459
R&D	Engineering	-0.0415	0.1003	1	-0.3237	0.2407
	Manufacturing	-.32903857(*)	0.1016	0.012	-0.6149	-0.0431
	Marketing	-.45023310(*)	0.0906	0	-0.7051	-0.1954
	Other	-0.3468	0.1597	0.302	-0.7964	0.1027
Other	Engineering	0.3053	0.1630	0.614	-0.1534	0.7641
	Manufacturing	0.0178	0.1638	1	-0.4433	0.4789
	Marketing	-0.1034	0.1572	1	-0.5459	0.3391
	R&D	0.3468	0.1597	0.302	-0.1027	0.7964

**Table 4-8**  
**Multiple Comparisons: INTEGRITY**

Business Function (I)	Business Function (J)	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Engineering	Manufacturing	-0.0186	0.1086	1	-0.3243	0.2871
	Marketing	-0.0665	0.0980	1	-0.3422	0.2093
	R&D	0.0481	0.1021	1	-0.2392	0.3355
	Other	0.0794	0.1660	1	-0.3878	0.5465
Manufacturing	Engineering	0.0186	0.1086	1	-0.2871	0.3243
	Marketing	-0.0479	0.0994	1	-0.3276	0.2318
	R&D	0.0667	0.1034	1	-0.2244	0.3578
	Other	0.0980	0.1668	1	-0.3715	0.5674
Marketing	Engineering	0.0665	0.0980	1	-0.2093	0.3422
	Manufacturing	0.0479	0.0994	1	-0.2318	0.3276
	R&D	0.1146	0.0922	1	-0.1449	0.3741
	Other	0.1459	0.1601	1	-0.3047	0.5964
R&D	Engineering	-0.0481	0.1021	1	-0.3355	0.2392
	Manufacturing	-0.0667	0.1034	1	-0.3578	0.2244
	Marketing	-0.1146	0.0922	1	-0.3741	0.1449
	Other	0.0313	0.1626	1	-0.4265	0.4890
Other	Engineering	-0.0794	0.1660	1	-0.5465	0.3878
	Manufacturing	-0.0980	0.1668	1	-0.5674	0.3715
	Marketing	-0.1459	0.1601	1	-0.5964	0.3047
	R&D	-0.0313	0.1626	1	-0.4890	0.4265

**Table 4-9**  
**Multiple Comparisons: DRIVE**

Business Function (I)	Business Function (J)	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Engineering	Manufacturing	-.36019059(*)	0.1062	0.007	-0.6590	-0.0614
	Marketing	-.36352695(*)	0.0958	0.002	-0.6331	-0.0940
	R&D	0.1285	0.0998	1	-0.1524	0.4094
	Other	-0.2483	0.1623	1	-0.7050	0.2083
Manufacturing	Engineering	.36019059(*)	0.1062	0.007	0.0614	0.6590
	Marketing	-0.0033	0.0972	1	-0.2768	0.2701
	R&D	.48868913(*)	0.1011	0	0.2041	0.7733
	Other	0.1119	0.1631	1	-0.3471	0.5708
Marketing	Engineering	.36352695(*)	0.0958	0.002	0.0940	0.6331
	Manufacturing	0.0033	0.0972	1	-0.2701	0.2768
	R&D	.49202549(*)	0.0901	0	0.2384	0.7457
	Other	0.1152	0.1565	1	-0.3252	0.5556
R&D	Engineering	-0.1285	0.0998	1	-0.4094	0.1524
	Manufacturing	-.48868913(*)	0.1011	0	-0.7733	-0.2041
	Marketing	-.49202549(*)	0.0901	0	-0.7457	-0.2384
	Other	-0.3768	0.1590	0.18	-0.8243	0.0706
Other	Engineering	0.2483	0.1623	1	-0.2083	0.7050
	Manufacturing	-0.1119	0.1631	1	-0.5708	0.3471
	Marketing	-0.1152	0.1565	1	-0.5556	0.3252
	R&D	0.3768	0.1590	0.18	-0.0706	0.8243

**Table 4-10**  
**Multiple Comparisons: VISION**

Business Function (I)	Business Function (J)	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Engineering	Manufacturing	-0.0549	0.1080	1	-0.3589	0.2491
	Marketing	<b>-0.29802409(*)</b>	0.0974	<b>0.023</b>	<b>-0.5723</b>	<b>-0.0238</b>
	R&D	-0.1048	0.1015	1	-0.3905	0.1810
	Other	-0.1121	0.1651	1	-0.5767	0.3524
Manufacturing	Engineering	0.0549	0.1080	1	-0.2491	0.3589
	Marketing	-0.2431	0.0988	0.141	-0.5213	0.0351
	R&D	-0.0499	0.1029	1	-0.3394	0.2397
	Other	-0.0572	0.1659	1	-0.5241	0.4097
Marketing	Engineering	<b>.29802409(*)</b>	0.0974	<b>0.023</b>	<b>0.0238</b>	<b>0.5723</b>
	Manufacturing	0.2431	0.0988	0.141	-0.0351	0.5213
	R&D	0.1933	0.0917	0.354	-0.0648	0.4513
	Other	0.1859	0.1592	1	-0.2622	0.6340
R&D	Engineering	0.1048	0.1015	1	-0.1810	0.3905
	Manufacturing	0.0499	0.1029	1	-0.2397	0.3394
	Marketing	-0.1933	0.0917	0.354	-0.4513	0.0648
	Other	-0.0074	0.1617	1	-0.4626	0.4479
Other	Engineering	0.1121	0.1651	1	-0.3524	0.5767
	Manufacturing	0.0572	0.1659	1	-0.4097	0.5241
	Marketing	-0.1859	0.1592	1	-0.6340	0.2622
	R&D	0.0074	0.1617	1	-0.4479	0.4626

**Table 4-11**

**Multiple Comparisons: PERSONAL RISK**

Business Function (I)	Business Function (J)	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Engineering	Manufacturing	-0.1178	0.1087	1	-0.4237	0.1880
	Marketing	-0.0570	0.0980	1	-0.3329	0.2189
	R&D	-0.0614	0.1021	1	-0.3489	0.2260
	Other	-0.0715	0.1661	1	-0.5389	0.3958
Manufacturing	Engineering	0.1178	0.1087	1	-0.1880	0.4237
	Marketing	0.0608	0.0994	1	-0.2190	0.3407
	R&D	0.0564	0.1035	1	-0.2349	0.3476
	Other	0.0463	0.1669	1	-0.4234	0.5160
Marketing	Engineering	0.0570	0.0980	1	-0.2189	0.3329
	Manufacturing	-0.0608	0.0994	1	-0.3407	0.2190
	R&D	-0.0044	0.0923	1	-0.2641	0.2552
	Other	-0.0145	0.1602	1	-0.4653	0.4363
R&D	Engineering	0.0614	0.1021	1	-0.2260	0.3489
	Manufacturing	-0.0564	0.1035	1	-0.3476	0.2349
	Marketing	0.0044	0.0923	1	-0.2552	0.2641
	Other	-0.0101	0.1627	1	-0.4680	0.4479
Other	Engineering	0.0715	0.1661	1	-0.3958	0.5389
	Manufacturing	-0.0463	0.1669	1	-0.5160	0.4234
	Marketing	0.0145	0.1602	1	-0.4363	0.4653
	R&D	0.0101	0.1627	1	-0.4479	0.4680



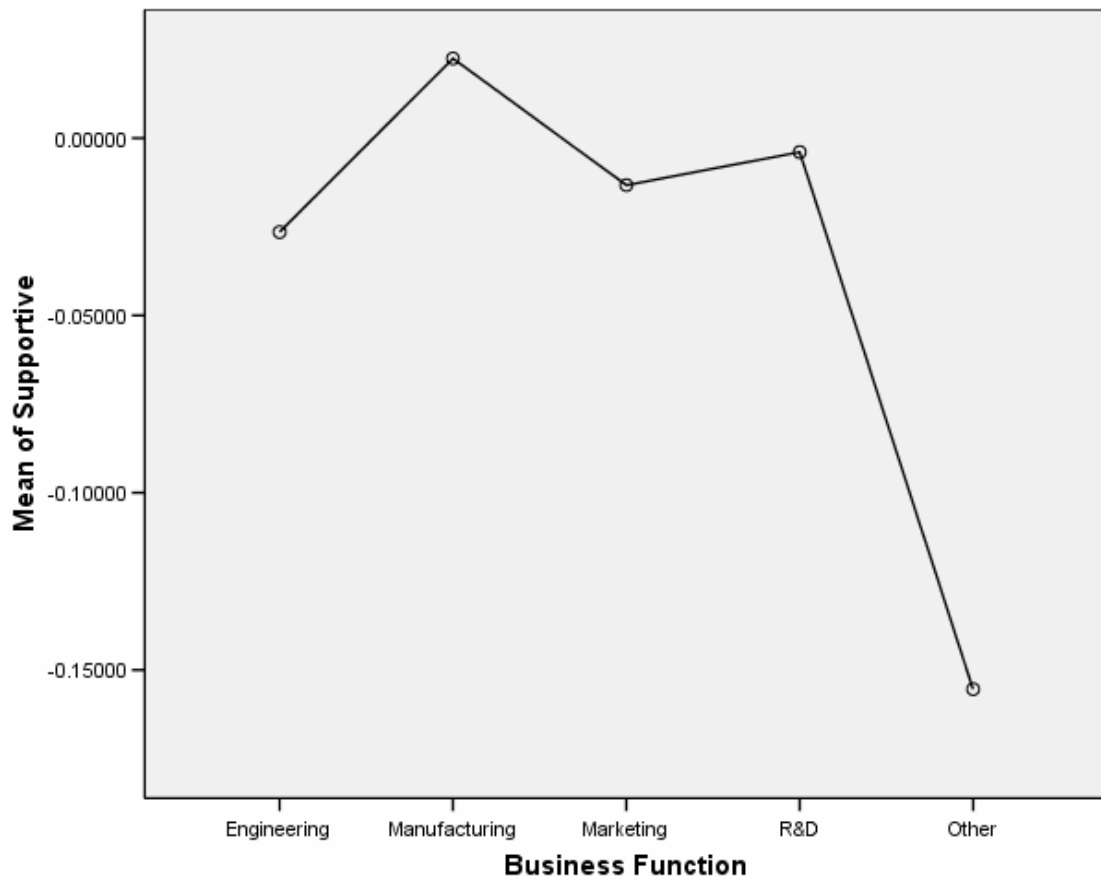
**Table 4-12**  
**Multiple Comparisons: CHALLENGING THE PROCESS**

Business Function (I)	Business Function (J)	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Engineering	Manufacturing	-0.0336	0.1071	1	-0.3350	0.2678
	Marketing	-.42106787(*)	0.0966	0	-0.6929	-0.1492
	R&D	-0.2715	0.1006	0.071	-0.5547	0.0117
	Other	-0.0674	0.1636	1	-0.5279	0.3931
Manufacturing	Engineering	0.0336	0.1071	1	-0.2678	0.3350
	Marketing	-.38747349(*)	0.0980	0.001	-0.6632	-0.1117
	R&D	-0.2379	0.1020	0.199	-0.5249	0.0491
	Other	-0.0338	0.1645	1	-0.4966	0.4291
Marketing	Engineering	.42106787(*)	0.0966	0	0.1492	0.6929
	Manufacturing	.38747349(*)	0.0980	0.001	0.1117	0.6632
	R&D	0.1496	0.0909	1	-0.1063	0.4054
	Other	0.3537	0.1578	0.253	-0.0905	0.7979
R&D	Engineering	0.2715	0.1006	0.071	-0.0117	0.5547
	Manufacturing	0.2379	0.1020	0.199	-0.0491	0.5249
	Marketing	-0.1496	0.0909	1	-0.4054	0.1063
	Other	0.2041	0.1603	1	-0.2471	0.6554
Other	Engineering	0.0674	0.1636	1	-0.3931	0.5279
	Manufacturing	0.0338	0.1645	1	-0.4291	0.4966
	Marketing	-0.3537	0.1578	0.253	-0.7979	0.0905
	R&D	-0.2041	0.1603	1	-0.6554	0.2471

*Supportive*

The multiple comparisons results for 'Supportive' are displayed in Table 4-4 and in Figure 4.2. As the aggregated ANOVA results in Table 4-3 illustrate, there are no significant differences between business function. The 'Other' category may appear to have a much lower mean but the scale shows that the means are not very different. We may conclude that the five business functions feel similarly about the importance of supportive behavior in terms of high performing leadership.

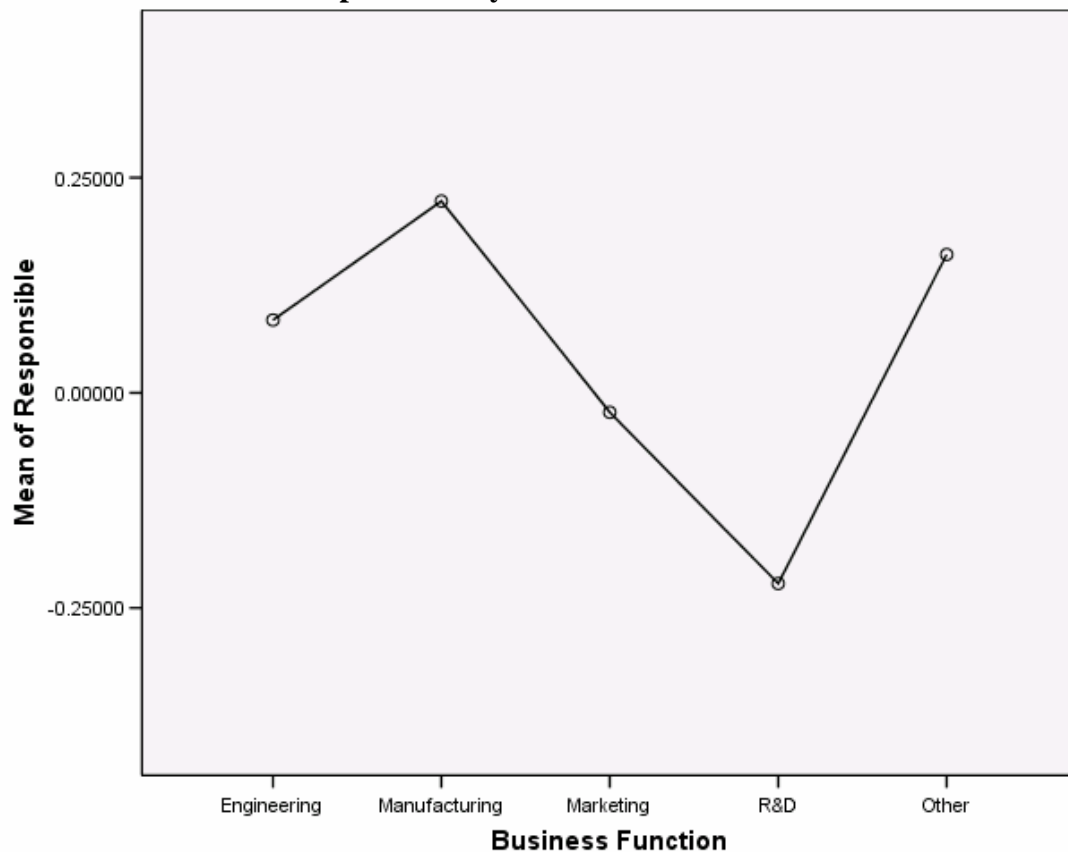
**Figure 4-2**  
**Supportive by Business Function**



*Responsible*

Table 4-5 presents the results for the factor 'Responsibility, an illustration of this factor is given below in Figure 4-3. Engineering and Manufacturing rate 'Responsible' significantly higher in importance than R&D. Marketing does not show any statistical differences compared to the other business functions. Engineering and Manufacturers are often involved the last to touch the product before the employee. If we think of the automotive industry, engineering works with manufacturing to insure a safe product that meets specifications. They are generally the first to blame, compared to R&D and marketing, when products malfunction.

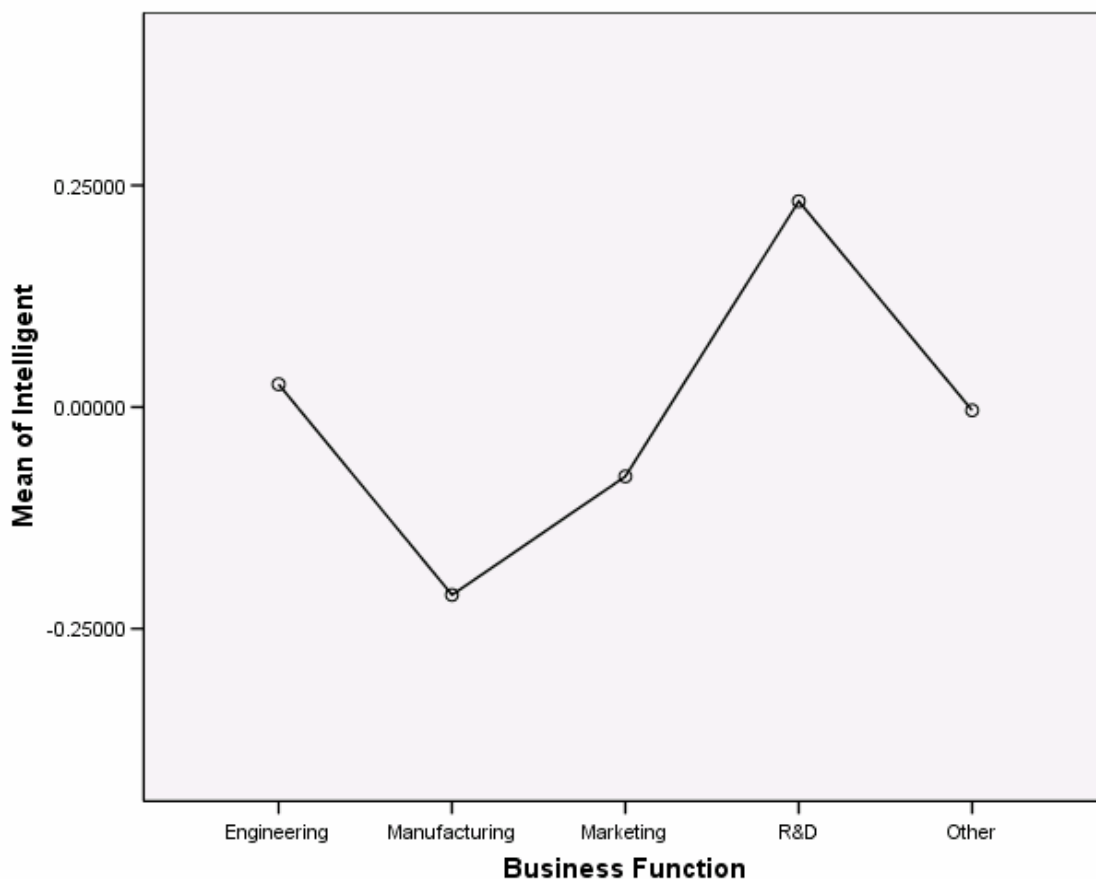
**Figure 4-3**  
**'Responsible' by Business Function**



*Intelligent*

The multiple comparison results in Table 4-6 and Figure 4-4 convey that R&D employees feel intelligence is significantly more important to high performing leadership in their functional area than do Marketers and Manufacturers. If we consider the distribution of education by business function we find over 75% of R&D employees hold PhDs while approximately 10% of employees in Engineering, 10% in Marketing and 0% in Manufacturing have doctorates. Since R&D employees have more formal education, they are likely to relate this to intelligence and believe it is more important to leadership in their functional area (R&D) than do the other business functions.

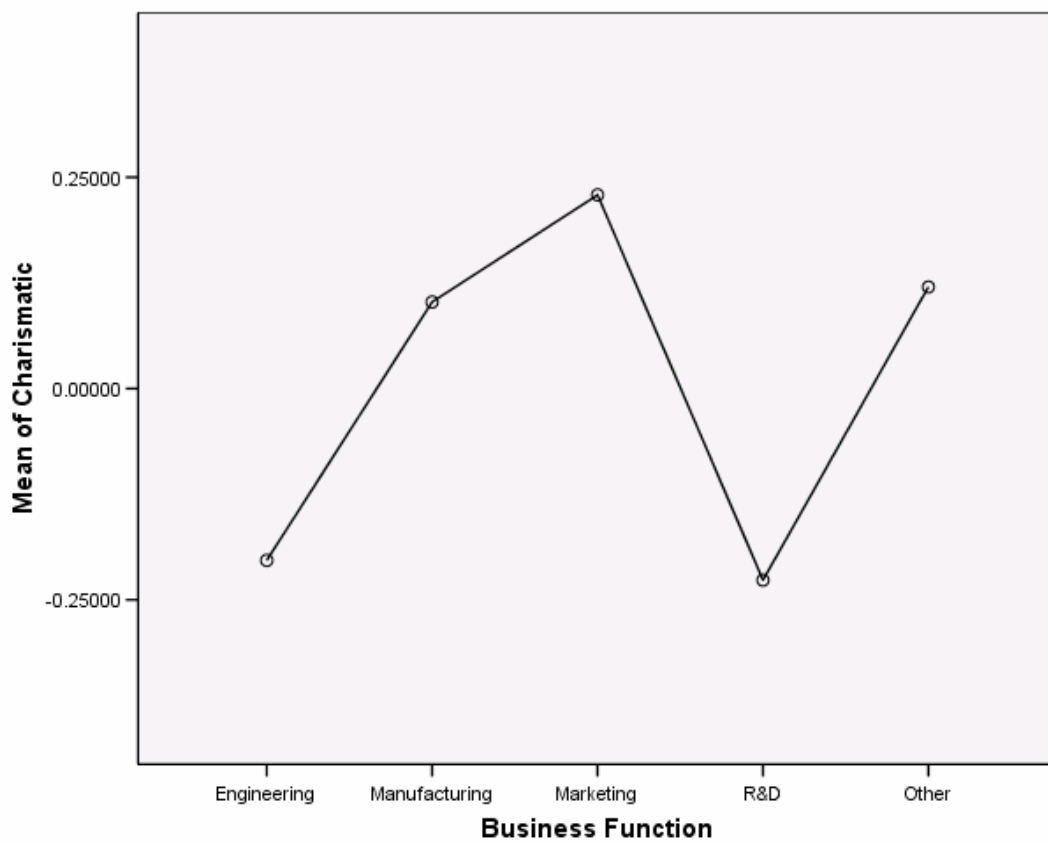
**Figure 4-4**  
**'Intelligent' by Business Function**



*Charisma*

Results for 'Charisma' are given in Table 4-7 and Figure 4-5. There are two results to report. First, Marketing rates charisma significantly more important than Engineering and Research & Development. Secondly, manufacturing has significantly higher ratings on 'Charisma' than R&D. Recall that enthusiastic and extroverted are the high loading items on the Charisma dimension. Given that extroverted loads on this dimension, the low R&D rating might be because R&D employees are considered more introverted, spending time in working in labs as opposed to more social or interactive functional areas. Engineering shows no significant difference compared to R&D. Again, this could be because Engineering and R&D employees tend to be more introverted and less extroverted. Both marketing and manufacturing must interact with other business functions in order to operate effectively. Marketing disseminates customer information to other functional areas that may not value this information. Charismatic leadership is important in this role so that marketing managers may "inspire" their subordinates to remain customer focused and influence those in other business functions. Manufacturing is charged with producing products faster and with higher quality. Thus, they must work with other business functions to insure this process is streamlined. Also, the changing economic conditions of the environment, along with production pressures, make a manufacturing manager's job quite difficult. A charismatic manufacturing manager may be better able to keep his or her team motivated in the midst of layoffs and cutbacks. This might explain why manufacturing and marketing employees rate charisma more important to leadership than those in other business functions.

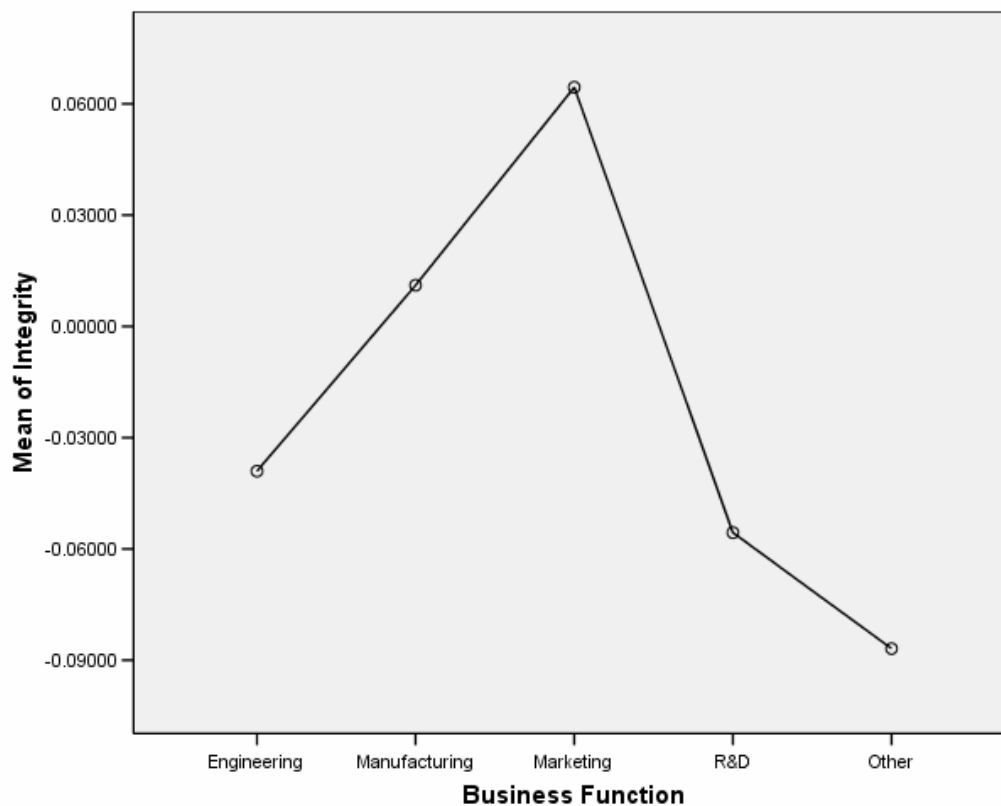
**Figure 4-5**  
**'Charisma' by Business Function**



*Integrity*

The multiple comparison results for Integrity are displayed in Table 4-8 and Figure 4-6. The business functions do not differ on their ratings of integrity and its importance to leadership. This finding supports past research (Kouzes and Posner 1985, Hambrick et al. 1989) where Honesty and Integrity were consistently rated as the number one most important characteristic of admired leaders. The attribute frequencies provided in Chapter 3 show that 95% of respondents rated honesty/integrity either a 6 or 7 on a 7-point scale of importance. Leaders who are honest are not only judged by word, but by deed as well. Followers are more willing to trust leaders whose deeds show they practice what they preach (Kouzes and Posner 1995).

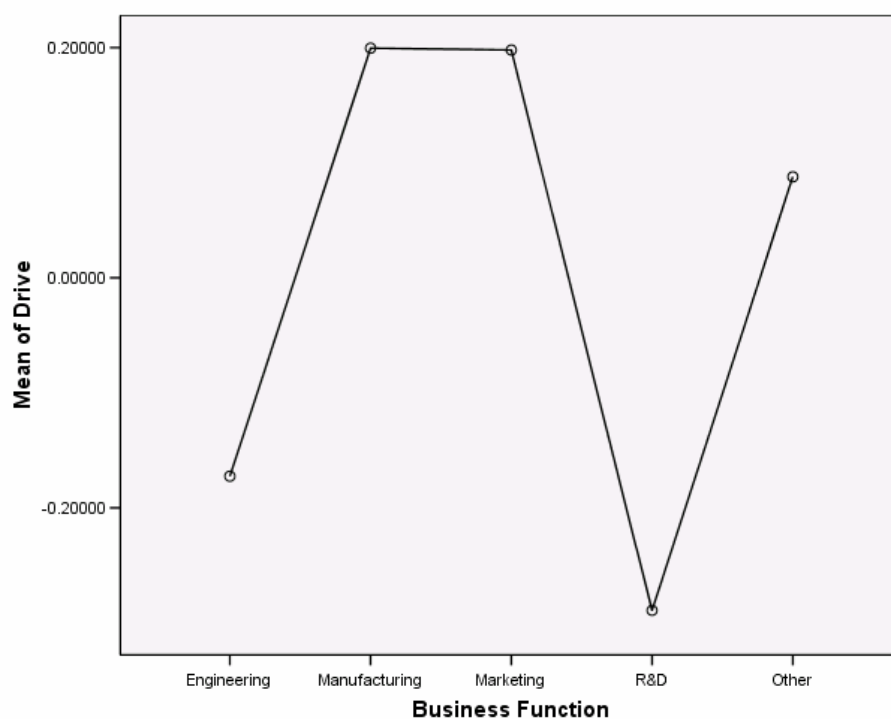
**Figure 4-6**  
**'Integrity' by Business Function**



*Drive*

Marketing and Manufacturing consider 'Drive' more important to high performing leadership than employees in Engineering and R&D (See Table 4-9 and Figure 4-7 ). This may be driven by the variables that make up 'drive', such as customer orientation, and setting challenging expectations. Specifically, marketing employees may feel these characteristics are necessary in a marketing leader given marketing's role to ensure a customer orientation throughout the firm. Also, it has been noted that marketing and manufacturing have goals that are somewhat more congruent than those of Marketing and R&D (which may also explain the significant result for manufacturing). Manufacturing is typically compensated on the ability to produce high-quality, high-reliability products, in a cost effective manner. If these goals are achieved, then a major marketing goal – customer orientation is often achieved as well (Maltz & Kohli 2000).

**Figure 4-7**  
**'Drive' by Business Function**

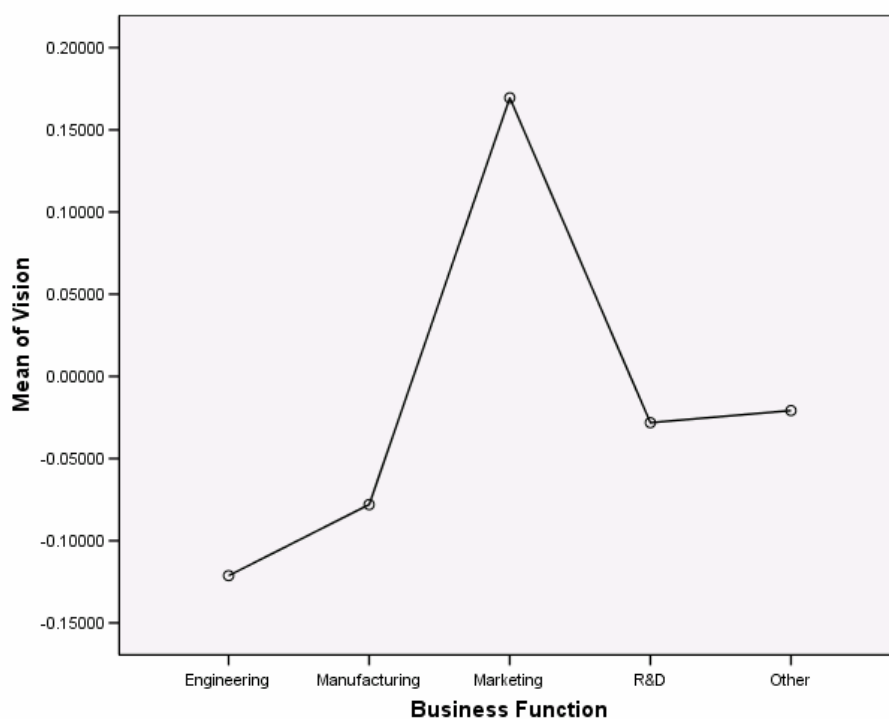




## Vision

The results for Vision are given in Table 4-10 and Figure 4-8. The one significant difference here is Marketing versus Engineering. It appears that marketing employees place more emphasis on vision in their perception of high performing leadership than engineers. Marketing's traditional role in the firm is to be a link between the customer and the product or processes. Marketing's changing role now includes a hand in strategy development at the top level as evidenced by the number of companies hiring Chief Marketing Officers (CMOs). Our pre-investigative interviews for this research also determined that the CMO needs to act as a change agent and possess the ability to drive change and have the courage "to see a different place... have *vision* and communication skills".

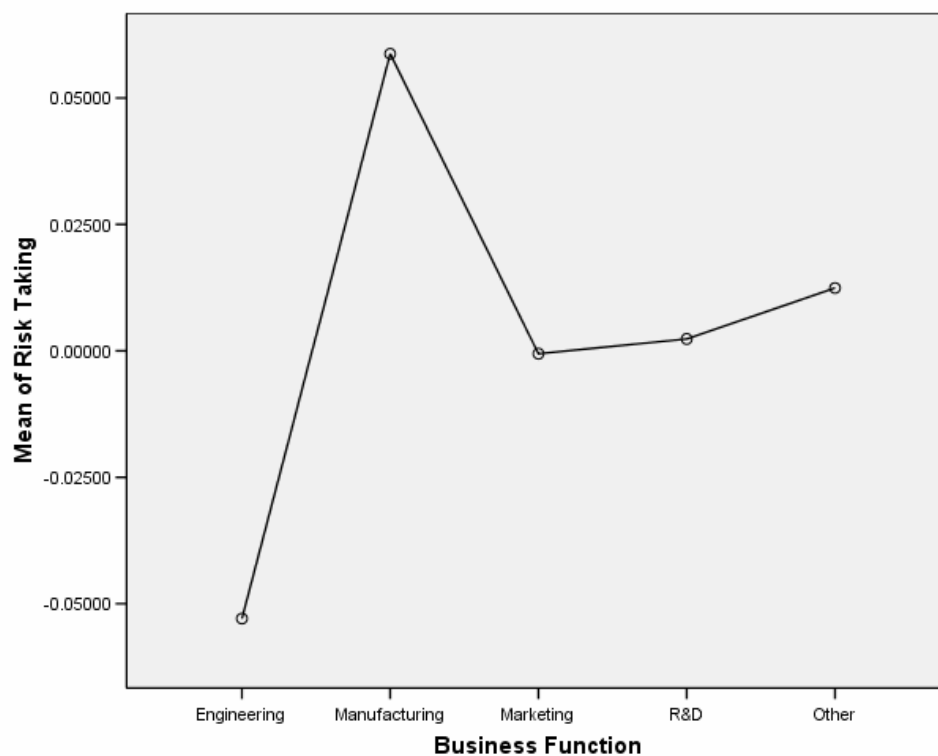
**Figure 4-8**  
**'Vision' by Business Function**



*Risk Taking*

Table 4-11 and Figure 4-9 display the results for risk-taking but there are no significant differences across business function for this leadership dimension. We may conclude that the five business functions do not differ in their importance rating of “risk taking” as it relates to high performing leadership. Directionally speaking, it appears that manufacturers value risk taking in their leadership more than engineers, however there is no statistically significant difference. Risk taking is 43<sup>rd</sup> on the list of 47 attributes in terms of importance. The results we see here suggest that business function alone is not enough to explain when a risk-taking leader is important. Research on risk-taking in the management and marketing literature focuses on risk-taking as it relates to leadership and innovation (Howell & Higgins 1990, Carrillat, Jaramillo, & Locander 2004).

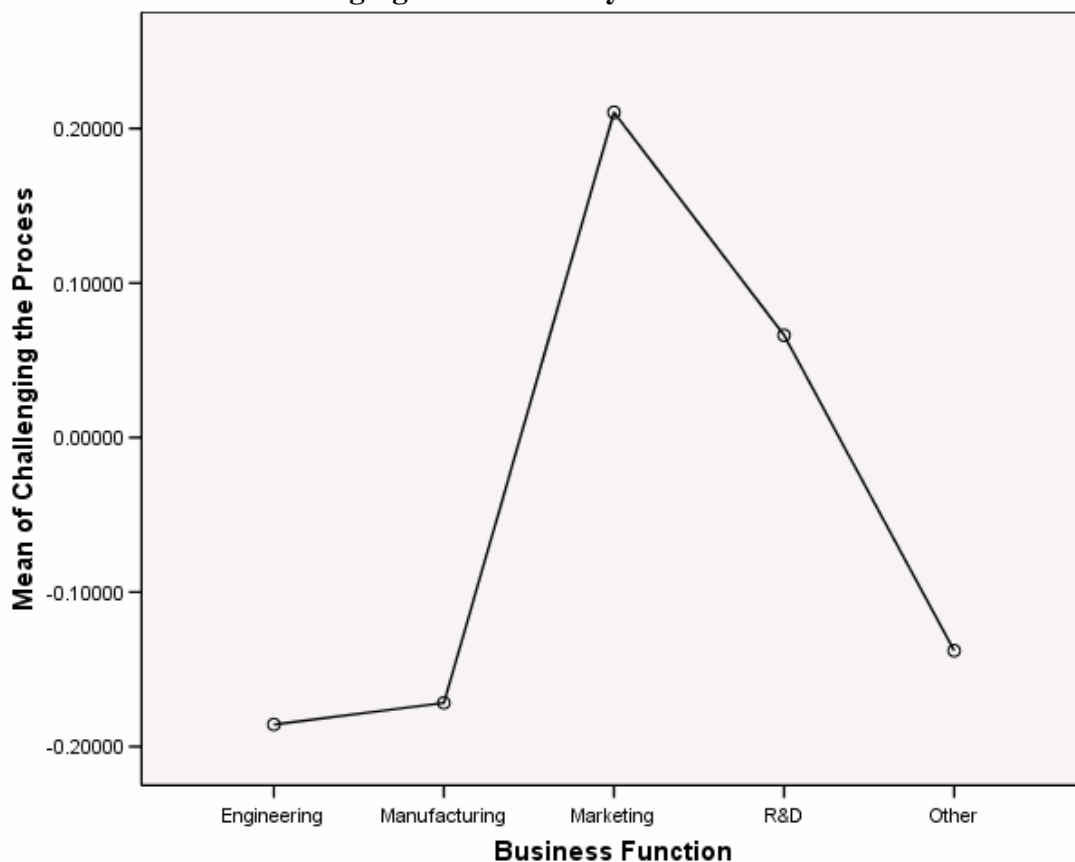
**Figure 4-9**  
**‘Risk Taking’ by Business Function**



*Challenging the Process*

As mentioned earlier, only one variable, challenging the process, loads on this factor. Table 4-12 shows that marketing rates challenging the process as significantly more important to leadership in their business function compared to engineering and manufacturing. Figure 4-10 illustrates these results. In the survey, a leader that challenges the process is defined as “has a willingness to challenge the traditional ways of doing things”. For over 10 years, part of the role of marketing was to spread the process of market orientation (Kohli and Jaworski 1990, Naver & Slater 1990) throughout the organization. This included changing the mindsets of managers and employees in other business functions to put the customer first and see market orientation as a process that the entire company owns (Moorman & Rust 1999). With more firms adopting a market orientation and hiring Chief Marketing Officers (CMO) marketing is now in a position to create a vision for the firm and show financial accountability. These changes may explain the importance of challenging the process to the marketing function.

**Figure 4-10**  
**'Challenging the Process' by Business Function**



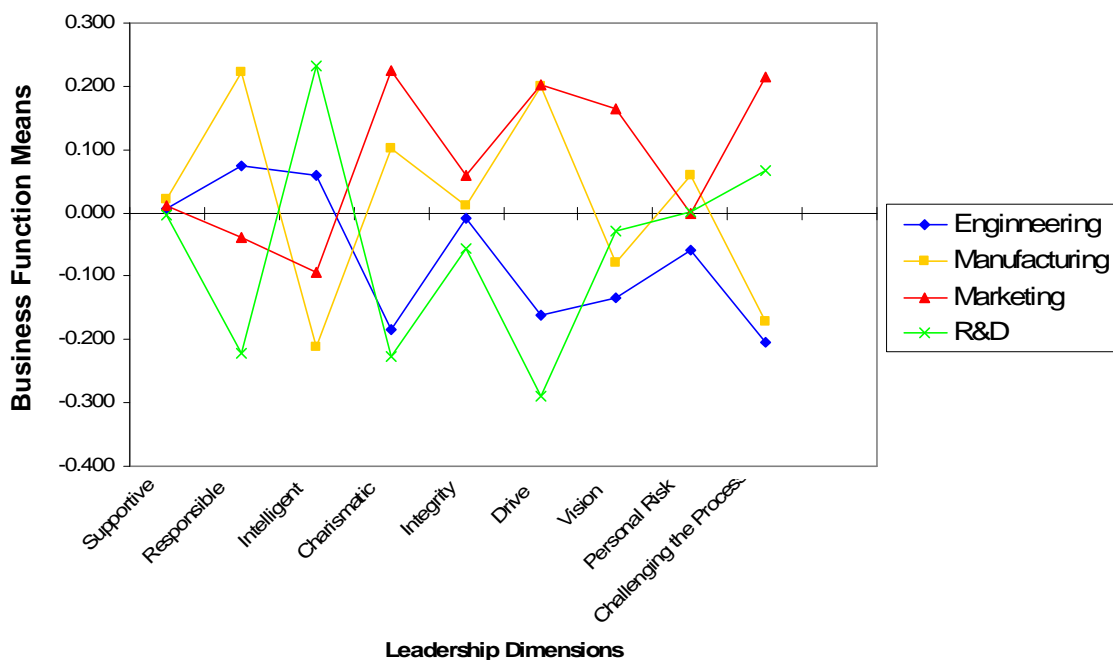
### Summary

The first step of this analysis was to reduce redundancy among the study variables and determine if any underlying patterns existed. A factor analytic procedure was used for this purpose. The results pointed to a nine-factor solution which we collectively referred to as 'dimensions of leadership'. The nine factors were labeled: Supportive, Responsible, Intelligent, Charismatic, Drive, Integrity, Vision, Personal Risk, and Challenges the Process. Multivariate analysis of variance (MANOVA) was used to identify differences in the importance ratings of these leadership dimensions across

business function. The MANOVA results confirmed that heterogeneity indeed exists in leadership perceptions across functional area. This initial finding is in line with contingency theory which is the foundation of this research effort. In our context, contingency theory suggests that leadership perceptions are contingent on an individual's functional area. To this end, six of the nine dimensions were found to be significant in terms of business function.

Figure 4-11 illustrates and summarizes the MANOVA results. Note that the three dimensions that were not significant (supportive, integrity, and personal risk) have means that are plotted quite close together. Hence, the business functions do not differ as to how important they perceive these dimensions to be to high-performing leadership. However, there are several differences to highlight among the significant results.

**Figure 4-11**  
**Summary of Leadership Dimension and Business Functions**



Specifically, Marketing employees find the factors 'Charisma', 'Drive', 'Vision' and 'Challenges the process' significantly more important to high performing leadership than one or more of the business functions involved in this study. This finding is key as the marketing business function is often charged with acting cross-functionally in order to be effective and achieve its' goals. Possessing a customer orientation, or drive, by definition is important for a marketer. Charisma is necessary in working with other functional areas and in persuading the firm towards a customer focus when necessary. Marketers should have a vision for the future direction of the company when it comes to meeting customer needs. An interesting finding in this research is that manufacturing perceived drive and charisma to be important to high performing leadership as well. The literature suggest that marketing and manufacturing often have goals that are somewhat more congruent compared to other pairs of business functions in this study. Manufacturing, however, rates Responsible more important than the other business functions. We might attribute this to the nature of the manufacturers work. When a product malfunctions often manufacturing, along with engineering, are the first functional areas to question.

R&D's importance ratings of the leadership dimensions were, on average, lower than all of the other business functions except on the Intelligent dimension. It appears that a leader who is intelligent is significantly more important to R&D when it comes to high-performing leadership in their functional area. Figure 4.1 shows that Engineering did not have significantly higher ratings on any the leadership dimensions as well. Their only significant finding was on Responsible. Engineering and R&D share similar results, however, in terms of charisma and drive. Given these are more scientific fields it is

likely that charisma and a customer orientation are not high on their list of priorities for a leader.

The results presented here reveal that the business functions differ in their perceptions in what makes for a high-performing leadership in their functional area. It confirms that heterogeneity in leadership perceptions is not constant across business in general. One might conclude that the same leader attributes and behaviors in one functional area may not be effective in another functional area. In the next chapter we explore this heterogeneity further using background demographics and work environment

## **Chapter 5**

### **Explanation of Heterogeneity**

In this section, we attempt to explain the heterogeneity found in perceptions of the importance of leadership dimensions. Here, we use collected information on twelve demographic and work environment variables to further explain the results from the last chapter. The work environment variables are: 1) job satisfaction, 2) manager relationship, 3) role clarity, 4) competitive intensity, 5) technological turbulence and 6) organizational performance. The demographic variables include: 1) years in business function, 2) years with current company, 3) organizational level, 4) gender, 5) education, 6) age, and business function. These variables were described in Chapter 2. In the next few sections, we regress each of the nine leadership dimensions on the 12 background variables as well as the business functions. This analysis should reveal if there are additional factors impacting the importance ratings of our leadership dimensions. For instance, we know marketing employees rate 'drive' as significantly important, but does job satisfaction impact how employees feel about 'drive' as well? Though this research is exploratory in nature, brief hypotheses regarding the background and work environment variables are offered below.

### **Hypothesis Development**

#### *Job satisfaction and Leader Behaviors*

Leaders using supportive behaviors attend to the well-being and needs of their subordinates. They are friendly and approachable. According to the Path-Goal Theory



(House & Mitchell 1974), the impact of leadership is contingent on the characteristics of both the subordinate and their particular job ask. When subordinates are unsatisfied or frustrated with their jobs, leaders should use more supportive behaviors. Likert (1961) proposed that a manager should use supportive behavior towards employees to build and maintain a sense of personal worth and importance for the employee. Supportive leader behaviors include giving consideration to subordinate's need, displaying concern for welfare, and creating a friendly work environment (Yukl 1994). Thus, we suggest the following hypothesis.

*Hypothesis 1:* Job satisfaction will have a negative relationship with the supportive leadership dimension. Less satisfied employees will appreciate more supportive leader behaviors.

The literature on personal selling has shown that supervisory behaviors impact salesperson's role clarity, job satisfaction, and motivation to work (Kohli 1985). When a salesperson is satisfied with their job they are more committed to the organization (Flaherty and Pappas 2000). This commitment to the organization is likely to result in a commitment to satisfy customers as well. I predict that individuals committed to and satisfied with their job will value a leader with drive. Drive is linked to customer orientation which employees satisfied with their jobs will likely possess. They may desire this same quality in their manager. The following hypothesis summarizes this assertion.

*Hypothesis 2:* Job satisfaction will have a positive relationship with the drive leadership dimension.

*Role Clarity and Manager Relationships*

When salespeople are unclear about their roles, or have low role clarity, they are likely to be unsatisfied with their jobs (Churchill, Ford, & Walker 1976, Teas 1983). Walker, Churchill, & Ford (1977) found that when salespeople were clear about their roles they were more certain about their effort-to-performance linkages. I suggest that these findings will hold for all employees and not just salespeople. Individuals with high role clarity will be more committed to their jobs and thus possess more drive. I believe these individuals will desire this quality in a leader as well. The following prediction is made:

*Hypothesis 3:* Role clarity will have a positive relationship with the drive leadership dimension.

Prior studies have shown that managers in high quality dyadic relationships with subordinates tend to offer higher levels of latitude to these employees (Keller and Dansereau 1995). High quality relationships between manager and subordinates have also been found to result in subordinate loyalty. Many studies involving the exchange between salesperson and sales manager relate trust to job satisfaction and organizational commitment (Flaherty and Pappas 2000, Morgan and Hunt 1994). By definition, trust between manager and subordinate must start with a quality manager relationship. I contend that individuals with good manager relationships will be more committed to their job and more likely to desire a manager with drive.

*Hypothesis 4:* Manager relationship is positively related to the drive leadership dimension.

*Environmental Uncertainty*

Environmental uncertainty occurs when there is frequent and unpredictable market and/or technological changes or uncertainty in the new product development strategic planning process (Calantone, Gracia, & Dröge 2003). One study found that under competitive intensity product advantage is likely to erode quicker and the firm is likely to see competitor's innovations that match or even exceed their own (Ingenbleek 2003). In the marketing literature, competitive intensity is seen as force that keeps firms from reaping the benefits of the customer value it creates (Ingenbleek 2003, Day & Montgomery 1999, Achrol 1991). According to decision theory, as uncertainty increases, so does risk (Thomas and Ramaswamy 1996). Several theoretical arguments suggest that a dynamic environment must be studied more carefully and diligently before sound strategic decisions are made (Fredrickson and Mitchell 1984, Eisenhardt 1989, Miller and Frisen 1983).

According to the resource-based view, turbulent environments help firms achieve competitive advantages because these environments increase casual ambiguity and decrease the ability to imitate resources or combination of resources (Song et al. 2005, Eisenhardt and Martin 2000, Lippman and Rumelt 1982). A leader with intelligence may be better equipped to capitalize on the opportunity provided by technological turbulence. Thus, employees will likely want a leader they perceive to be intelligent. During times of uncertainty employees are often concerned about their future and job security and need additional support. When the environment is complex there may be a need for the firm to employ greater cognitive processes and rationality. Management is tasked with navigating through the uncertainty and making sound decisions. In order to speed up the

new product development process and have it be successful all departments in the organization will have to work together. One study reports that in turbulent environments, it becomes necessary to include representatives from key departments in overall corporate planning activities (Calantone, Garcia, and Dröge 2003). For some organizations, creating and managing cross-functional teams is an effort that requires challenging the traditional ways of doing things in and of itself. Challenging the process can also refer to thinking outside of the box which may be considered a great asset for a leader when technological turbulence exists. Based on these arguments regarding environmental uncertainty, I propose the following:

*Hypothesis 5:* Under conditions of competitive intensity employees will place importance on a leader that is supportive, intelligent, willing to take risks, and challenges the process.

*Hypothesis 6:* Under conditions of technological turbulence employees will place importance on a leader that is supportive, intelligent, willing to take risks, and challenges the process.

Charisma was first applied to leadership by Max Weber (1947). He suggested that for charismatic leadership to emerge there must be a crisis and the leader, with exceptional personal qualities, must have a solution for this crisis. Individuals are willing to follow this leader during these times of crisis because they believe in the vision articulated. Environments that are uncertain may present a crisis to employees, in which they expect management to put forth a sound plan of action. Given Weber's early definition of charisma I propose the following hypothesis:

*Hypothesis 7:* During times of market dynamism (technological turbulence or competitive intensity) employees will desire a charismatic leader. Technological turbulence and competitive intensity will have a positive relationship with charisma.

However, when the market is stable and the organization is performing well employees should not have uneasy feelings about their future or job security. Organizational performance in terms of perceived financial performance and perceptions of social responsibility has been linked to organizational outcomes. One study found that employees who perceive their company to be performing well had higher levels of employee adjustment and job performance (Carmeli, Gillat, and Waldman 2007). When the organization performs well employees likely have less of a need for supportive leadership behaviors.

*Hypothesis 8:* Organizational performance is negatively related to the supportive leadership dimension.

### *Conceptual Skills*

In his 1977 book entitled “A 1976 theory of charismatic leadership”, Robert House suggests that charismatic leaders provide an appealing vision for the future. As stated previously, Weber (1947) describes charisma as a follower perception that occurs when there is a crisis and the leader emerges with a radical *vision* that provides a solution to that crisis. The leader attracts followers who believe in that *vision* (Trice & Beyer 1993, Yukl 1994). Katz (1974) suggests that every level of management will not utilize the same skills. He argues that at the top level of management conceptual skills become more important. Conceptual skills involve the use of ideas and future planning. It deals with abstractions, and the ability to see the organization as a whole. Here we consider vision and charisma to be conceptual skills. Employees at higher levels of management in the organization may have a better understanding of the importance of charisma, articulating a vision, and the effect it can have on subordinates. For this reason they are

likely to rate vision more important to high performing leadership. Using this summary as support, I propose that employees at a higher organizational level will rate the conceptual skills of charisma and vision more important to leadership than those at lower levels in the organization. The following hypothesis summarizes this assertion:

*Hypothesis 9:* Organizational level will have a positive relationship with the leadership dimensions of vision and charisma.

### *Employee Demographics*

Characteristics of the subordinate such as job satisfaction, need to excel, and role clarity have been linked leader to behaviors. However, I find little research focusing on the relationship between leadership perceptions and employee demographics. The hypotheses in this section draw on this limited literature base.

Research on age and job satisfaction find that younger workers tend to be less satisfied with their jobs (Altimus Jr. and Tersine 1973). If this holds true these employees will require supportive leadership to motivate and encourage them. Younger employees are likely to have less education than their older counterparts as well. Education level is often related to skill set and the type of job for which an individual is qualified. It would seem that, on average, individuals with less education have lower paying jobs. These jobs may be seen as repetitive, mundane, or unsatisfying. In contrast, individuals with high levels of education may have jobs that are more in line with their interests. As a result, they are likely to find their jobs more satisfying and enjoyable. Thus, it would seem that less educated employees would have more of a need for supportive leadership. When a task is repetitive or unchallenging supportive behaviors are said to lower anxiety and minimize unpleasant aspects of the work (House and

Mitchell 1974). I propose that younger employees and those with less education are likely to have jobs perceived as repetitive or unchallenging. The following hypothesis is offered in support of this contention:

*Hypothesis 10:* Age will have a negative relationship with the supportive leadership dimension.

*Hypothesis 11:* Education will have a negative relationship with supportive leadership dimension.

Studies in gender-based role theory suggest that women place a great value on considerateness in a leader while men value a leader that is structured (Eagly and Johnson 1990). Considerateness may be interpreted as showing concern for individual needs which loads on our Supportive dimension. It may also be interpreted as self-controlled and open-minded which are variables related to the Responsible leadership dimension. Further research finds that men tend to think of successful leaders in terms of masculine attributes such as assertive and direct (Schein and Mueller 1992). These findings suggest:

*Hypothesis 12:* Women will rate the leadership dimensions supportive and responsible significantly more important to leadership than men.

*Hypothesis 13:* Men will rate the leadership dimensions risk taking and challenges the process significantly more important to their perception of leadership than women.

The results of the analysis in chapter 4 showed no significance results for integrity. I interpreted this finding as the business functions did not differ in their perceptions of importance to leadership. Several studies on leadership attributes have found honesty and integrity to top the list for importance ratings. Given these findings I

propose that we will not find significant differences between the leadership dimension of integrity and the background variables.

*Hypothesis 14:* There will be no significant findings between the background variables and the integrity leadership dimension.

### **Analysis Results**

Regression analyses on the nine leadership dimensions were performed to address the hypotheses above. I did not find any literature on the number of years in the business function or number of years with a company regarding this research. Thus, there is no hypothesis development for these two variables. Table 5-1 displays the regression results. The Supportive leadership dimension had the most significant results followed by Drive and Vision. Note that among the business functions R&D is the hold out variable. The results are discussed by hypothesis in the following sections.



Table 5-1: Regression Results of Leadership Dimensions and Background Variables

	Supportive	Responsible	Intelligent	Charismatic	Drive	Integrity	Vision	Personal Risk	Challenging the Process
<b>Business Function</b>									
Marketing				**(+)	**(+)				**(+)
Manufacturing		**(+)	*(-)		**(+)				
Engineering		**(+)							
Other		**(+)							
<b>Demographics</b>									
Years in Current Business Function									
Years with current company				*(-)				*(+)	
Organizational Level			**(-)	**(+)			**(+)		
Gender		**(-)					*(-)	**(+)	
Age	**(+)						*(-)		
Education Level	**(-)			**(-)			**(+)	**(-)	**(+)
<b>Work Environment</b>									
Job Satisfaction	*(-)				**(+)				
Manager Relationship					**(+)				
Role Clarity		**(+)	*(+)		**(+)				
Competition	**(+)				**(+)			**(+)	
Technological Turbulence			**(+)						*(+)
Organizational Performance	*(-)	**(+)							

\* significant at .05, \*\* significant at .01

*Hypothesis 1*

The analysis from last chapter did not show any significant differences for 'supportive' across business functions. Thus, as all the business functions in our analysis feel similarly about a leader that is caring and has concern for individual needs. Supportive behavior by a leader helps to reduce stress on the job, increase job satisfaction, and subordinate effort when tasks are tedious, boring or dangerous (House & Mitchell 1974, Yukl 1994). As predicted, a negative relationship was found between job satisfaction and supportive which supports Hypothesis 1.

*Hypotheses 2, 3, and 4*

Job satisfaction, manager relationship, and role clarity are all inter-related constructs. The better an employee understands their job tasks and the linkages between performance and reward the more overall satisfaction they are likely to experience with their jobs (Churchill, Ford & Walker 1976, Kohli 1985). Studies in manager-subordinate dyads find that managers are more likely engage in higher quality working relationships with subordinates who are highly competent (Kim and Organ 1982, DelVecchio 1998). These subordinates are described as more loyal and expressing more job satisfaction. Thus, it follows that individuals with high job satisfaction, better role clarity, and more satisfying manager relationships are more loyal to their jobs and likely to be more committed to customer satisfaction. These individuals value a leader with drive, someone that is ambitious, determined, and customer oriented, which likely reflects their own job feelings and characteristics. The significant findings between drive and job satisfaction, manager relationship, and role clarity support Hypotheses 2, 3, and 4.

*Hypotheses 5 and 6*

Competitive intensity is an environment that is experiencing intense competitive rivalry. Adaptation by the firm to that environment becomes critical. At these times firms may experience the loss of their niche and organizational performance may suffer. The results indicate that during times of increased competitive intensity employees want a leader that is supportive and risk taking which partially supports Hypothesis 5. Intelligence and challenges the process were not significant for competitive intensity. When the environment is technologically turbulent, employees look for a leader to possess intelligence and a willingness to challenge the process. This result, which partially supports hypothesis 6, may coincide employees' expectation for management to find innovative ways to compete in the marketplace. In summary, intelligent and challenges the process are positively related to technological turbulence, while supportive and risk taking are positively related to competitive intensity.

Interestingly, these two environmental conditions, competitive intensity and technological turbulence, are each related to a *different* two of the four hypothesized work environment variables. Competitive intensity is likely to bring about more concerns over job security than rapid changes in the technology. This may explain why supportive leadership behaviors are more important during times of competition than technological turbulence. Technological turbulence likely presents an immediate need for the organization to innovate and develop new products. This possibly explains the significant results found between technological turbulence and intelligent and challenges the process.

*Hypothesis 7*

Charismatic leadership has been shown to emerge during crisis situations. Thus, it was predicted that charisma would be important when the environment is technologically turbulent and/or competitive intensity exists. At these times, leaders are charged with making sound decisions for the firm and for employees. However, we found no evidence of this assertion, thus Hypothesis 7 was not supported. This result may be due to individuals not recognizing charismatic leadership when it arises. It may be that this leadership trait is only recognized after people come through the crisis.

*Hypothesis 8*

Supportive leadership has been shown to reduce stress on the job, increase job satisfaction, and encourage subordinates when their jobs are tedious and boring (House and Mitchell 1974, Yukl 1994). When an organization is performing well, subordinates should be more relaxed, more content, and should have higher job satisfaction. I suggested that employees in a well performing organization would have less of a need for supportive leadership. The results support Hypothesis 8. A significant negative relationship between supportive and organization performance was found.

*Hypothesis 9*

Charisma has been associated with effective leadership at high levels of an organization. One such study examined charisma and the United States presidency (House, Spangler, and Woycke 1991). The authors found a significant relationship between attributions of charisma and performance. Measures of presidential performance included “war avoidance”, “decisions that have historic impact on the country”, and

“consensus of greatness”. Charisma has been defined as a willingness on the part of subordinates to sacrifice their own personal interests for a collective goal (House 1977, Bass 1985, House, Spangler, and Woycke 1991). This definition is in line with the survey definition of vision, “Creates a shared vision for the organization; articulates an ideological goal that describes a better future for followers”. Charisma and vision both appear to be attributes related to high ranking leaders. Thus, it was hypothesized that charisma and vision would be positively related to organizational level. The results confirm this relationship and Hypothesis 9 is supported.

#### *Hypotheses 10 and 11*

The findings did not support Hypothesis 10 concerning the relationship between age and supportive leadership. The findings suggest that older individuals perceive supportive leadership behavior as well. A further look at the relationship suggests that a curvilinear (U-shaped) relationship exists between age and supportive where younger and older employees prefer more supportive leadership behavior from their management. Employees that are young and new to a job are likely to need this type of support in order to feel comfortable with their job tasks and their new environment. However, older employees who may be nearing retirement may find supportive leadership important as they mentally prepare for the next phase of the career. The final stage of a career is known as disengagement, in which the employee separates from the job psychologically (Cron, Dubinsky, and Michaels 1988, Flaherty and Pappas 2000). This stage is typically associated with decreased performance, and supportive leadership behavior could be

beneficial at this time. This likely explains the positive relationship between age and supportive observed in Table **5-1**.

The results show a negative relationship exists between education and supportive which supports Hypothesis 11. In terms of education, it is likely that employees with low education need supporting behaviors from managers to boost their confidence and lower job stress. Employees with more education may not need these supporting behaviors as much.

### *Hypotheses 12 and 13*

In the leadership literature, predictions for leader preferences have been made using gender research and gender-based role theory. Extant literature suggests that women place greater value on considerateness as a leader attribute than men (Eagly and Johnson 1990). This finding may explain why females rated responsible more important to leadership than males in our study. Thus, Hypothesis 12 was supported. Hypothesis 13 was partially supported as men were found to place more importance on risk taking than women. However, there was no significant effect between gender and challenges the process. This conclusion supports past work on gender research and gender-based role theory which reports that males have a tendency to think of successful managers in terms of relatively masculine attributes (Schein & Mueller 1992). Taking personal risks for the sake of the organization would be more of a masculine attribute and likely to have more appeal to males.

*Hypothesis 14*

The results covered in the last chapter showed that the business functions did not differ in their ratings of integrity and its importance to high performing leadership. Factoring in the background variables did not change this result. There are no significant results for the demographic or work-related variables in relation to integrity. The interpretation here is importance ratings for integrity are consistent across all business functions and does not depend on any of the background variables. This finding supports hypothesis 14 and past research on honesty/integrity and its' importance to leadership (Kouzes and Posner 1987).

**Other Significant Results**

As noted earlier, this research is more exploratory in nature given the lack of literature on leadership perceptions and their relationship to business function. The background variables discussed in this chapter have provided additional insight into these relationships. However, there were additional significant findings observed outside of the hypotheses. Below we describe these findings.

*Responsible*

Responsible describes the leader who is self-controlled, willing to learn from their mistakes, and emotionally mature. As identified in Chapter 4, employees in Manufacturing and Engineering rated this leadership dimension more important to high performing leadership than did R&D employees. This finding holds with the regression analysis presented in this chapter. In addition to these business functions, gender, role

clarity, and organizational performance are all significant predictors of individuals who perceived responsible to be important to leadership.

A positive unpredicted relationship exists between role clarity and responsible. As employees gain more knowledge of their job tasks (role clarity) the perceived importance for a leader who is responsible increases. Considerable research in marketing suggests that salespeople who are clear about their roles are likely to be more satisfied and more certain about the effort-to-performance linkages (Walker, Churchill, and Ford 1977, Kohli 1985). In our study, role clarity correlates positively with years in the business function and years with the current company. Which makes sense given role clarity is the extent to which employees fully understand their jobs. The more time an employee spends with a company or employed in the functional area they are likely to have a better understanding of their jobs. As their job understanding increases, so does their importance ratings of leader who is responsible. Individuals with high role clarity have also been shown to have high self-efficacy. (Bandura 1997, Chen & Bliese 2002). Self-efficacy is the belief in one's capabilities to organize the courses of action required to bring about the required change. Perhaps an employee who understands their jobs tasks well and believes in their capabilities is likely to value a leader that possess the attributes that define responsible such as self-confident, willing to learn from mistakes, and sensitive to the environment.

A positive unpredicted relationship was also found between responsible and organizational performance, i.e. 'the better the organization performs, the more important a responsible leader becomes to employees'. It could be that when organizations are performing well, employees look to management to maintain this level of performance



responsibly and keep the organization on track without excessive spending and otherwise careless behavior.

### *Intelligent*

The regression analysis results show that Intelligence in a leader is significantly more important to employees in R&D than those working in manufacturing. In addition, a relationship between technological turbulence and intelligent was found which supported Hypothesis 6. Additionally, this leadership dimension has a negative relationship with organizational level, but positive relationships with role clarity and technological turbulence. Organizational level here refers to the non-management vs. management employee. It appears that as organizational level increases the less important a leader with intelligence becomes. However, non-management employees perceive intelligence to be very important to leadership. Since organizational level correlates positively with age, it could be that these lower level and possibly younger employees have a lofty notion of leadership requirements and believe that intelligence is a very important leadership quality. Employees higher up the organizational ladder and closer to upper management may not hold this view. While intelligence has been associated with persons who emerge as leaders, we see no studies suggesting that employees of differing organizational levels view the importance of leader intelligence differently. It may be that the closer one is to higher level management the more they feel these individuals as not as intelligent as one thought.

Employees with high role clarity perceive intelligence to be important to high-performing leadership. As explained in a previous section, individuals with high role clarity have a better understanding of their job, what is expected of them, and a greater

self-efficacy. These employees that are comfortable and confident in their positions will respect a leader that they believe is competent (intelligent) in their own particular position as well.

### *Charisma*

The regression analysis reveals a significant and positive relationship between charisma and marketing which supports the previously reported Chapter 4 results. Charisma also has a negative relationship with years with the current company and education level. One could argue that employees with lower levels of education may not recognize the importance of a leader that inspires allegiance and devotion. These individuals are likely more concerned with a leader that is supportive and shows concern for their individual needs. An employee that has been with the company a long time (over 20 years) is likely to be more interested in leadership that is competent rather one which merely inspires devotion from subordinates.

### *Drive*

Marketing and Manufacturing rate drive more important to high performing leadership compared to R&D employees which support the findings from last chapter. Three of the four significant findings were predicted and supported in Hypotheses 2, 3, and 4. In addition to job satisfaction, manager relationship, and role clarity, a significant and positive relationship exists between competitive intensity and drive as well. Competitive intensity describes an environment experiencing competition from rivals. Firms experiencing competitive intensity may face a loss of product or resource advantage. In these times a leader possessing ambition, determination, and customer

orientation, all components of drive, is valued and the belief is that this person can help the company emerge from this environmental uncertainty.

### *Vision*

Vision is the ability to create and articulate ideological goals for the organization which describe a better future for followers. The results from Chapter 4 showed a significant result for vision and marketing in which marketing rated vision more important to leadership than engineers. In our regression results women rated vision more important to leadership than men. This result may have something to do with the concentration of women in marketing versus the other business functions. Recall in the last chapter that the marketing business function rated vision significantly more important to leadership. In marketing women make up over 40% of the employees whereas they are less than 25% in each of the other business functions. Thus, it could be gender or culture (marketing) that yields a significant vision effect. Another possibility is that the “better future for followers” falls under ‘considerateness’ which women value in leaders (Eagly and Johnson 1990, Vecchio and Boatright 2002).

The relationship of age to vision is actually an inverted U-shape with younger and older employees rating vision significantly less important compared to their 25-54 year old counterparts. The literature on career stages may help us interpret these results. Building on the work of Super (1957), Cron (1984) developed a career model for salespeople consisting of four distinct stages. Though the model was developed for salespeople the stages may be applicable to workers in other industries. The four career stages are: (1) exploration, (2) establishment, (3) maintenance, and (4) disengagement. During the exploration stage personal commitment to the job is rather low and

individuals are trying to figure out if they belong in the organization. During the establishment stage individuals focus on job securing and achieving success. In the maintenance stage employees are concerned with maintaining their current job status and performance level. During the disengagement stage employees are separating psychologically from the job.

In our study, younger employees (18-24 years old) may be in the exploration stage of their career while those 55+ may be in the disengagement stage and beginning to separate psychologically from the job. Our definition of vision describes a leader that gives hope for the future through their ideological goals. If the younger employee is not yet committed to the organization this articulated vision may not be very meaningful. Similarly, if the older employee does not plan to spend many more years in the company talk about a better future given ideological goals may not be as important to him or her.

Employees with more education feel vision is more important to leadership than those with less education. One third of the respondents with doctorates in our study are employed in R&D. Thus, it is possible that their functional area and culture may be driving this finding in terms of vision and its importance to leadership. However, it could be that more educated individuals see value in a leader that can create and articulate a vision for followers. We find no theoretical research relating education level and visionary leadership.

### *Personal Risk*

In the previous chapter, our MANOVA results did not reveal any significance between risk taking and the business functions. Therefore, we concluded that functional

area was not a good predictor of who perceives risk-taking to be an important leadership characteristic. However, the regression analysis using the business functions as well as the background variables revealed significant results among the four following variables: years with the current company, gender, education level, and technological turbulence. Two of these four, gender and education level, were predicted and offered as hypothesis.

The more years with the current company an employee has, the more likely they are to rate personal risk taking as an important leadership characteristic. As employees' years with the company (employee tenure) increases, the people and the environment are said to become more and more similar. This is based on Schneider's (1983, 1987) work on person-environment fit and the cycle of attraction-selection-attrition (ASA). He asserts that people are attracted to organizations which have characteristics like their own and organizations select people who have competencies and attributes that fit the organization (Ostroff & Rothausen 1997). An outcome of this attraction-selection is attrition as people will leave voluntarily or be asked to leave if there is not a good fit. As employee tenure increases the desire for a leader that takes personal risks increases as well. Long term employees may be looking for behavior from their manager that is more risk taking than their own behavior. These people have comfortably stayed with the same company for over 20 years, they are rooted in the organizational culture, and know well the organizational climate. The result we find here between organization and employee could be compared to a long-term relationship, where risk-taking behavior may bring about something interesting, new, and different.

Level of education has a negative relationship with personal risk taking. It appears that employees with high school diplomas and associate degrees find risk taking

more important to leadership than employees with bachelors, masters, and doctorate degrees. The management/leadership literature does not appear to have theory relating education and risk-taking behavior. In our study, the individuals with less education are not proportionally younger so this result cannot be attributed to youthful attraction to risky behavior. These individuals do hold lower positions in the organization and may expect their management to take on more risk for the sake of the organization.

### *Challenging the Process*

Marketing, education level, and technological turbulence are all significant predictors of when challenges the process is important to leadership. Marketers place more importance on a leader that challenges the process compared to those employed in other functional areas. This result was reported in Chapter 4 as well. On the survey, challenges the process is defined as “has a willingness to challenge the traditional ways of doing things”. This leadership dimension was defined by a single variable of the same name. Interestingly, education level has a positive linear relationship with challenges the process which was not predicted. This result is in contrast to the result reported for risk taking. Highly educated individuals are often motivated when challenged by his or her job responsibilities so it follows that they would value a leader who is willing to challenge the process which is different from risky behavior.

### **Summary**

The analysis in this chapter sought to further explain the heterogeneity observed in the importance of leadership perceptions examined in the last chapter. Chapter 4 focused exclusively on the business functions in terms of leadership perceptions. This

chapter involved twelve demographic and work environment variables in addition to functional area. Although the business functions uncovered clear contingencies in perceptions of leadership importance, the background variables further indicated when certain leadership behaviors and skills were perceived as more important to high performing leadership.

The supportive leadership dimension, which is the strongest leadership dimension uncovered is probably the most well researched leadership quality in the study. It is a component of the well-known Path-goal theory (House 1971) which has seen many years of academic and practitioner research. There were no significant results between business function and supportive for these results or those reported in the Chapter 4 analysis. However, all five of our hypothesized background variables (age, education level, job satisfaction, competition, and organizational performance) were significant.

In terms of the work environment variables, competitive intensity and technological turbulence are well established in the management literature. The findings uncovered in this chapter reveal that supportive and risk taking are leader behaviors deemed important when there is intense competition. Intelligence and challenging the process are leader qualities perceived to be important when there is technological turbulence. These are both elements of environmental uncertainty but are associated with different leader behaviors that point to high performing leadership.

Much has been written about role clarity and manager relationship as well as job satisfaction. The results confirm the relationship between these three variables found in previous studies. They are all associated with the leadership dimension Drive. I found less literature on the demographic variables (i.e. age, gender) and leadership. It could be

that these concepts are more germane to the psychological or organizational behaviors and not often related to marketing or management concepts. However, education level has more significant findings with the leadership dimensions (supportive, charisma, vision personal risk, and challenges the process) than the other 12 background variables. This information could be useful in managing employees at different education levels.

Employees at higher levels of the organization believe vision and charisma are important leadership traits. Employees unsatisfied with their jobs or with lower levels of education value a leader who is supportive. Men value risk taking while women prefer a leader that is responsible and possesses vision. For the variables that had no hypotheses developed Years with the current company was negatively related to charisma and positively related to risk-taking. There were no significant findings for years with the business function.

In summary, the findings in this chapter contribute to the literature by uncovering relationships between employee background and the leadership dimensions perceived to be important to high performing leadership. Results may be used to manage employees during times of environmental uncertainty, when the organization is performing poorly, or those with little formal education.



## **Chapter 6**

### **Discussion and Conclusions**

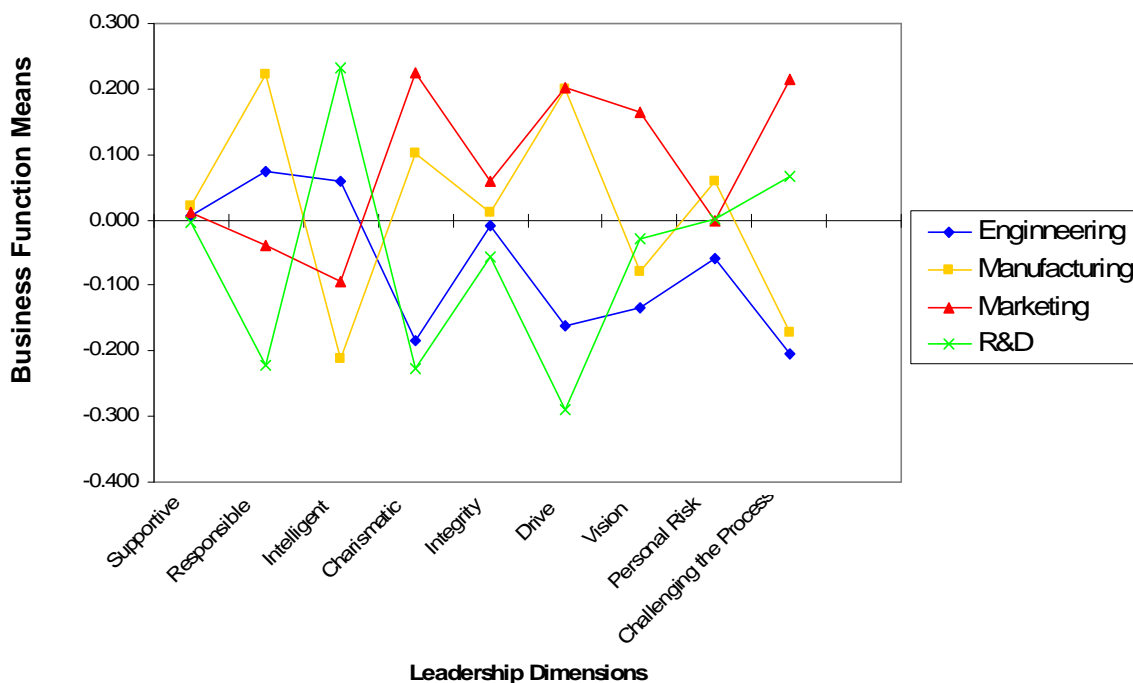
Chapters 1 and 2 of this study covered the background of leadership theories in the academic arena and industry practice. Here, we compiled a comprehensive list of leadership traits and behaviors and introduced the problem of interest. In Chapters 3, 4, and 5 we presented the research design, data sample, and analyses. This chapter restates the purpose of our study, presents a summary of findings, provides conclusions, and offers recommendations for further research.

### **Purpose of Study**

The purpose of this research on leadership perceptions had three components. The first was to determine the dimensions of leadership in the marketing organization. Secondly, we sought to contrast these findings in marketing with the dimensions of leadership in other business functions. The third objective was to consider the role of heterogeneity in leadership perceptions and highlight determinants of this heterogeneity using collected information on employee demographics and work environment.

We addressed our research questions using a sample of 800+ employees from a large multinational firm. The firm consisted of four specific business functions (Marketing, Manufacturing, R&D, and Engineering) plus one additional business function denoted 'Other' consisting of human resources, information technology, etc. for a total of five business functions. Given the work on contingency theory reviewed in a previous chapter, we suggested that different business functions would have different perceptions of what makes for high performing leadership in their functional areas.

Our analysis uncovered nine interpretable dimensions of leadership labeled as Supportive, Responsible, Intelligent, Charismatic, Integrity, Drive, Vision, Risk Taking, and Challenging the Process. A summary of these dimensions and their perceived importance to leadership by business function is presented in Figure 6-1 below. Four of the dimensions (Charismatic, Drive, Vision, and Challenging the Process) are deemed significantly more important to high performance in the marketing organization compared to some of the other business functions. The results we see among the differences across business function is in keeping with Lord, Foti, and De Vader's (1984) work on categorization theory in which they found that many leadership traits characterized leaders in certain contexts. The five business functions in our study may be considered as separate contexts. Our results indicate that business function contributes the differences in rated importance of leader attributes across business function. Thus, our results also support Mintzberg's (1980) contention and empirical results that differences in managerial work are influenced by functional specialty. Pavett and Lau (1983) found similar results to Mintzberg in that managers in their study across business function rated the importance of various skill sets differently. However, our research goes a step further by not only identifying differences across business function, but by identifying leadership attributes that are perceived to be important in these business functions.



**Figure 6-1: Summary of Leadership Dimension and Business Functions**

### *Dimensions of Leadership in Marketing*

In response to our first objective we derive four leadership dimensions deemed more important in marketing compared to the other business functions. Charismatic and drive are rated significantly higher in marketing than in engineering and research & development. Marketers rated vision higher than engineers and they rated challenges the process higher than both engineers and manufacturers. When we consider the four leadership dimensions and their relevance to marketing recall that the variable ‘customer focused’ loads on Drive which helps to explain why this leadership dimension is deemed important in marketing. The dimension vision involves creating a shared vision for the organization and articulating these goals. Charisma is the ability to inspire and challenges

the process is defined as the willingness to challenge the traditional ways of doing things. Given that marketing's traditional role is that of customer advocate, understanding customer wants and needs and transmitting the 'voice of the customer' throughout the organization our derived dimensions appear reasonable.

Recently, the literature on Chief Marketing Officers (CMOs) had challenged them to become more strategic in their thinking, speak the language of business, and articulate a vision (*Advertising Age* 7/9/2007. *Brandweek* 8/22/06). Given this charge it is clear to see how our four leadership dimensions of drive, vision, and challenges the process might apply to the role of CMO. The highest ranking marketers in the organization, be it marketing or CMO, are expected to act as change agents in the firm, they must act cross-functionally and interact with the other departments more than any other business function and they must influence.

#### *Marketing and other Business Functions*

When we compare business functions, marketing and manufacturing seem to have more in common than other functional areas. The manufacturing business function rated Responsible, Charismatic, and Drive as important leadership characteristics in their business function. Two of these, charisma and drive are shared with the marketing business function. Figure 6.1 shows that marketing and manufacturing are almost equal on drive and they have no significant difference in terms of charisma.

Several studies have examined the link of manufacturing and marketing regarding cross-functional integration (Kahn and Mentzer 1994, Olson et al. 2001, and Song et al.

1998). Research suggests that the goals of marketing and manufacturing are in conflict to a lesser extent compared to the goals of Marketing and R&D (Maltz and Kohli 2000). It seems that manufacturing's goals are somewhat consistent with the marketing goals of producing reliable and high-quality products in a cost effective manner. Achieving this goal often leads to more satisfied customers. Swink and Song (2007) also report that a Manufacturing-Marketing integration is strongly associated with greater product competitive advantage which is a strong driver of ROI. Additionally, Lawrence and Lorsch (1986) found that marketing and manufacturing have similar cultures which tend to be more formal compared to that of R&D. In a study of marketing managers, Andrew and Smith (1996) state that risk taking has a positive impact on marketing program creativity.

Marketing's perception of important leadership attributes deviates most from those of R&D. Several studies have argued that marketing and R&D managers differ in terms of their product orientations (Maltz and Khli 2000, Dougherty 1992, and Gupta 1986). They state that marketing's focus is on meeting customer needs while R&D's focus is exploiting new technologies. The literature suggests that given these differences the two business function have conflicting goals. R&D rates intelligence as significantly more important than both marketing and manufacturing. From Figure 6.1 you see that drive, for which customer oriented is a big component, is least important to R&D. Likewise charismatic is rated quite low by R&D employees but very high by people in marketing.

The engineering discipline rates only responsible as most important to their leadership compared to other business functions. Specifically, they feel responsible is

more critical to high performing leadership in their discipline than do R&D employees. They agree with R&D in that they do not think much of charisma or drive as it relates to high performing leadership in their discipline. Additionally, engineers rated vision and challenges the process as significantly less important than marketing. While there has been much written about the marketing-manufacturing link we find no studies comparing marketing and engineering. We might assume that engineering and R&D professionals have similar training that is more scientific and technical than that of marketers. This might explain why the leadership perceptions of R&D and engineering are slightly more closely aligned than they are with marketing or manufacturing.

#### *Heterogeneity in Leadership Perceptions*

The third component of our research objective was to explain the heterogeneity found in leadership perceptions as discussed above. We used twelve demographic and work environment variables to this effect. The findings varied tremendously across business function and we discussed them in detail in the last chapter. Most notably, we consider leadership perceptions in times of dynamic and uncertain environments. When environments are uncertain organizational members often have a high degree of stress and anxiety. This type of environmental uncertainty has been shown to make organizations more receptive to charismatic effects and allows leaders more discretion in their actions.

Much has been written on turbulent environments and how to help managers mitigate risk and uncertainty during these times. Existing literature has suggested sharing the responsibility of strategy more broadly throughout the firm, creating cross-functional

committees, and encouraging boundary spanning as a way to deal with environmental turbulence (Chakravarthy 1997, Gupta et al. 1984, Calantone 2003). Leaders found to be charismatic generate more confidence and psychological comfort for employees (Bass 1985; House, Spangler, and Woycke 1991). Additionally, perceptions of charisma have been found to predict performance under conditions of uncertainty (Waldman, Ramírez, House and Puranam 2001). Technological turbulence is one such form of environmental uncertainty.

Our findings suggest that marketing employees believe that a leader with charisma is important during these turbulent times while manufactures value intelligence and risk taking. Engineers appreciate a leader that is willing to challenge the process when the environment is technologically turbulent. These findings may be applied to issues of interdepartmental integration especially in terms of product development where manufacturing, marketing, engineering, and R&D all play a role. When there is high competitive intensity employees in engineering and R&D feel a supportive and risk taking leader is more important. This may be due to the need to create and engineer more advanced products. The marketing and management literature tells us that new product development requires support from management and the ability to take risks.

Additional results on heterogeneity find demographic and work environment variables that influence importance ratings across the nine leadership dimensions. Regression analysis on each dimension resulted in significant findings regarding gender, age, job satisfaction, technological turbulence, etc. For example, employees with lower education rated supportive leadership more important to leadership than their more formally educated counterparts. This finding may be supported by the Path-Goal Theory

of leadership states that supportive leadership boosts the self-confidence of subordinates. The situational approach to leadership states that supporting behaviors help individuals feel comfortable about themselves, their co-workers, and the situation (Northouse 2004). Organizational level has an impact on leadership perceptions, as managers felt charisma and drive were important to leadership but rated intelligence as less important. This finding is in line with Mintzberg's (1980) results that hierarchical level in the firm influenced managerial roles. During times of technological turbulence, employees find a leader that is intelligent and willing to challenge the process as important. When there is intense competition from rivals employees value a leader that has drive and is willing to take personal risk. The literature on environmental turbulence states that when the environment is turbulent firms must innovate or look for new markets to serve. This often takes a leader that is intelligent, has drive, and a willingness to take risks. There are several additional results in terms of years with the company, role clarity, and age. Each of the demographic and work environment variables might be pursued individually to shed more light on perceptions of leadership across business functions.

### *Managerial Implications*

Our findings on leadership perceptions by business function support the work of Lord and Maher (1991) in categorization theory and contingency theories of leadership. We find that while the five business functions feel similarly about supportive, integrity, and personal risk in a leader they differ greatly on other leadership dimensions. This finding is not surprising as categorization theory and implicit leadership theories suggest that individuals will have different perceptions as to what makes a good leader. This



research looked at 9 leadership dimensions, 4 distinct business functions, and 12 demographic and environment variables. The possible combinations are in the hundreds and difficult to display easily. What we do find is that these demographic variables lead to contingencies in leadership dimensions and should be explored further.

Marketing is our primary focus in this study and from the findings here we can deduce that employees in marketing feel their leader must be equipped with charisma, drive, vision, and the ability to challenge the process in order to be considered as a high performing marketing manager or director. This finding suggests that marketing recognizes the need for their leadership to play a leadership role not only in their functional area but across the organization. As reported earlier, marketing must draw on other business functions in order to ensure a customer oriented focus throughout the organization. As marketing has come under pressure to show some accountability the leadership role in the marketing function has become more pronounced. It would be interesting to determine to what degree successful marketing managers or CMOs possess the four leadership dimensions uncovered in this research.

#### *Limitations and Directions for Future Research*

The most apparent limitation of our study was the inability to obtain a subjective measure of effectiveness from study participants regarding their current leadership. This would allow us to discriminate leader behaviors between highly effective leaders and ineffective leaders. Future research might seek to obtain this information. In fact, more than one measure of effectiveness should be obtained. Objective measures of leadership might consider how successful the leader's organizational unit performed in relation to

stated goals or profit targets. Other objective measures might include sales relative to targeted sales, market share, or return on investment.

The marketing literature has suggested that firms with a CEO having a marketing background tend to have more of a customer focus and values the input of the marketing organization. Such CEO's often transmit their view of marketing into other functional areas of the firm and these functional areas tend to respect marketing's input as well. We did not collect that information here, but future research might consider determining which organizations have a CMO (Chief Marketing Officer) or a CEO with a marketing background. The dimensions of leadership that appear across business functions might vary a bit from our findings here. That is, the dimensions of leadership found to be important in marketing in our study may be found in engineering. For instance, R&D and Engineering just might have more of a focus on customer orientation than what we report. If such a finding existed this would be an additional contingency based on CEO background or Chief Officer.

Additional background variables in our dataset tells us that these marketing employees have significantly fewer years on their current business function compared to engineering, manufacturing, and R&D. One suggestion for examining potential differences here might be to do a "Loyalist vs. Generalist" study. In other words, we might define those employees having been in their functional area for a number of years a "Loyalist". An individual that may have 20 years of work experience but only 2 years in marketing or engineering would be labeled a "Generalist". It is possible that Generalists and Loyalists may different views on the perceptions of high performing leadership for their particular business function. This is particularly true for marketing

because marketing is often a rotational 2-year stop for employees in many organizations who are their way to general management. Management training programs often rotate individuals in marketing as they get exposure to different parts of the organization. It would be interesting to see if individuals with training in different functional backgrounds have different views on the attributes and behaviors necessary for high performing leadership in marketing. A further suggestion would be to have employees in different business functions rate their perceptions of leadership in other functional areas. For instance, you could ask engineers to rate which leadership attributes and behaviors they feel are important to marketing and contrast them with ratings in their own functional area.

#### *Further Exploration of Heterogeneity*

In moving forward with future research, we suggest two things: (1) examine the heterogeneity in leadership perceptions by individual and (2) consider the leadership attributes in groups or profiles of a specific leader, and rate the leadership profile instead of rating the attributes in terms of importance one at a time.

Our first suggestion of examining heterogeneity seeks to explain leadership perceptions at the individual level. An individual level model will yield more information about the effects of leadership behaviors than an aggregated model. From the 'Relevant Literature' review in a previous section, we know that individuals do not respond to leaders in the same way and that there are individual characteristics such as confidence, commitment, and leader-member relationships that influence leader perceptions. An aggregate model that assumes a homogenous response to leadership, and

pools all of the respondents will only mask these individual differences. Individual level modeling that considers the role of heterogeneity in individual respondents is a way to get at the extremes (outlier) of a distributional assumption. A segmentation analysis is one way to identify homogeneous groups. It seeks to represent heterogeneity with a smaller number of discrete support points (market segments) where partworths are estimated for each of the homogeneous groups (latent classes). Each individual belongs to each of latent class with some probability (DeSarbo, Wedel, Virens, & Ramaswamy 1992). A latent class regression model might be appropriate for this study as a single set of regression coefficients were not appropriate across business function. Resulting segments from the analysis might be described by a number of variables including, business function, time in current business function, or years with organization.

A hierarchical Bayesian approach is an alternative method for addressing the heterogeneity issue. Bayesian modeling is a statistical method that allows for modeling small amounts of data that one may find with an individual level analysis. Lenk and his colleagues (1996) use a hierarchical Bayes model to investigate efficient conjoint design by examining the trade-off between the number of profiles per subject and the number of subjects on estimator accuracy. Their approach modifies the standard hierarchical Bayes conjoint model by Allenby and Ginter (1995). Hierarchical Bayes methods have been used frequently in the marketing literature. Allenby and Rossi (2003) provide a review of Bayesian statistics in marketing and explain why these techniques are particularly well suited to marketing problems.

In regards to our second suggestion, all of the results reported in this research asked respondents to rate the importance of an attribute one at a time as it relates to high

performance in their business function. But what if respondents had to make a “trade-off” as to what they found important. How effective would an individual find a leader who is caring but not very articulate or one who is very competent but with little concern for individual needs? We suggest future analysis incorporate a conjoint task in which respondents must make trade-offs in their importance ratings of leader attributes. In a conjoint study, the respondent gives his or her preference for a particular profile with a combination of attribute levels and then moves on to evaluate the next profile. In our case a respondent would look at a profile of leader with a given number of attributes and levels of those attributes. Levels of the attribute refer to “high ambition’ vs. ‘low ambition’. The respondent would rate how effective they thought a leader with that profile would be for their specific business function and then move on to rate the next profile. Priem and Harrison (1994) used conjoint analysis to examine strategic choices among top managers. They contend that by using conjoint analysis there may be an opportunity to better test the theory of top management strategic choices which tends to be contingent in nature (Priem & Harrison 1994, p. 312). There is a vast amount of research on conjoint analysis in the marketing literature, a comprehensive review is provided by Green and Srinivasan (1990).

### **Conclusion**

To our knowledge, the topic of leadership in marketing has not been explored in terms of the leadership attributes and behaviors that lead to high performance or perceptions of effectiveness. With the call to marketing to substantiate its value in terms of ROI, its diminished role and influence in the firm, and the short tenure of the CMO it

seems timely to examine leadership in the marketing organization. The research presented here is exploratory and just the beginning of uncovering the leadership dimensions necessary for effective marketing functioning. Future work in this area might lead to new and improved training programs for marketers and other functional areas that come in contact with marketing. Additionally, a company could use the findings here for training employees to work on cross-functional teams. Knowing that different business functions value different qualities in a leader may help a team leader relate to different members of a cross-functional team. The literature on marketing's role in the firm suggests that marketers learn to speak the language of business in order to work with employees having finance or accounting backgrounds. This becomes particularly important as an employee advances in organizational level. The results presented here could also assist in preparing individuals for moves across departments or for leadership in a functional area different from their own. Understanding the leadership behaviors and attributes that individuals deem important to their own business function might reduce the conflict that sometimes exists in these cross-functional teams. In summary, there are a number of avenues that might be explored to better understand the dimensions of leadership in the marketing organization. Although leadership borders on the management field, thinking across disciplines and along the borders of our discipline might do wonders for marketing scholarship and practice.

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## Appendix A

### Leadership Survey

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**Dear Study Participant:**

This is a survey to examine the perceived importance of leadership attributes across various business functions (i.e. marketing, engineering, finance, HR, etc.) in various organizations. Please note that this survey is anonymous and therefore we do not request your name or any identifying information on this questionnaire, all of your responses are completely confidential.

This questionnaire should take approximately 15 minutes to complete. Please answer all questions completely and to the best of your ability. When you have completed the questionnaire, please return it to the survey administrator.

#### PART I: INTRODUCTION

**1. Check which category below best reflects the particular industry that your Company belongs to:**

- |   |  |   |   |
|---|--|---|---|
| <input type="checkbox"/> Agriculture, Forestry,<br>Fishing, and Hunting | <input type="checkbox"/> Mining                            | <input type="checkbox"/> Utilities  | <input type="checkbox"/> Construction   |
| <input type="checkbox"/> Manufacturing                                  | <input type="checkbox"/> Wholesale Trade                   | <input type="checkbox"/> Retail Trade                                     | <input type="checkbox"/> Transportation and<br>Warehousing  |
| <input type="checkbox"/> Information                                    | <input type="checkbox"/> Finance and<br>Insurance          | <input type="checkbox"/> Real Estate and<br>Rental and Leasing            | <input type="checkbox"/> Professional, Scientific,<br>and Technical Services                          |
| <input type="checkbox"/> Management of<br>Companies and<br>Enterprises  | <input type="checkbox"/> Educational Services              | <input type="checkbox"/> Health Care and<br>Social Assistance             | <input type="checkbox"/> Administrative & Support<br>and Waste Management<br>and Remediation Services |
| <input type="checkbox"/> Arts, Entertainment<br>and Recreation          | <input type="checkbox"/> Accomodation and<br>Food Services | <input type="checkbox"/> Other Services (except<br>Public Administration) | <input type="checkbox"/> Public Administration  |

**PART I: INTRODUCTION (Continued)**

2. Check which one of the following best describes the <current business function> you are currently employed in (check the appropriate category below).

<input type="checkbox"/> Accounting	<input type="checkbox"/> Marketing
<input type="checkbox"/> Engineering	<input type="checkbox"/> Manufacturing
<input type="checkbox"/> Finance	<input type="checkbox"/> Research & Development / Lab / Technical
<input type="checkbox"/> Human Resources	<input type="checkbox"/> Sales
<input type="checkbox"/> Information Technology	<input type="checkbox"/> Other (please specify) _____

3. How long have you been employed in this <current business function> (check the appropriate category below)?

<input type="checkbox"/> less than 1-year	<input type="checkbox"/> 11-15 years
<input type="checkbox"/> 1-5 years	<input type="checkbox"/> 16-20 years
<input type="checkbox"/> 6-10 years	<input type="checkbox"/> more than 20 years

4. Check the following category that best describes your current level in the organization?

Executive (Top level manager / Vice president or higher)

Middle Manager (Manages major functions or large departments)

Supervisor/First Line Manager (Manages individuals in a department or group)

Team Leader / Project Leader

First Line Employee

## PART II - LEADERSHIP ATTRIBUTES

This section asks you to consider several different leadership traits, attributes, and behaviors. You are asked to think about your own business function (i.e. marketing, engineering, finance, HR, etc.) and consider how important you feel it is for a leader in *your business function* to possess the specified trait as it relates to high performance in your business function.

Using a scale from 1 to 7, where 1 is 'Not at all Important' and 7 is 'Extremely Important', please *circle* the number corresponding to how important you think it is for a <Director> in your business function to possess the particular traits listed below.

	Not at all Important			Extremely Important			
<b>Is Ambitious</b> – Desires to excel at performances	1	2	3	4	5	6	7
<b>Is Analytic</b> – Uses logical reasoning, examines pieces of information, is skilled at analysis.	1	2	3	4	5	6	7
<b>Is Articulate</b> – Has the ability to communicate well; good verbal skills.	1	2	3	4	5	6	7
<b>Is Caring</b> – Offers support and sympathy, listens and asks questions.	1	2	3	4	5	6	7
<b>Has Challenging Expectations</b> – Shows confidence in others and has high performance expectations.	1	2	3	4	5	6	7
<b>Challenges the Process</b> – Has a willingness to challenge the traditional ways of doing things.	1	2	3	4	5	6	7

Please Continue 

**PART II - LEADERSHIP ATTRIBUTES (continued)**

Please continue to rate how important it is for a <Director> in your particular business function to possess the given trait as it relates to high performance in your business function.

	Not at all Important							Extremely Important	
<b>Is Charismatic</b> – Has a special quality inspiring allegiance and devotion.	1	2	3	4	5	6	7		
<b>Is Competent</b> – Demonstrates sufficient skills to perform his/her job.	1	2	3	4	5	6	7		
<b>Has Concern for individual needs</b> – Displays individualized consideration to one's unique needs and support for their individual growth.	1	2	3	4	5	6	7		
<b>Is Cooperative</b> – Promotes people's working together to ensure each other's success.	1	2	3	4	5	6	7		
<b>Is Courageous</b> – Exhibits bravery and the willingness to face or deal with anything considered dangerous or difficult.	1	2	3	4	5	6	7		
<b>Is Customer Oriented</b> – Actively seeks customer (internal and external) input, ensures customer needs are met.	1	2	3	4	5	6	7		
<b>Has Creative Thinking</b> – Develops insights and solutions; fosters innovation among others.	1	2	3	4	5	6	7		
<b>Is Dependable</b> – Shows the quality of being reliable.	1	2	3	4	5	6	7		
<b>Is Diplomatic</b> – Uses tact in dealing with people	1	2	3	4	5	6	7		

**PART II - LEADERSHIP ATTRIBUTES (continued)**

Please continue to rate how important it is for a <Director> in your particular business function to possess the given trait as it relates to high performance in your business function.

	Not at all Important							Extremely Important	
<b>Has Determination</b> – Desires to get the job done, possessing persistence and drive.	1	2	3	4	5	6	7		
<b>Is Effective</b> – Productive and capable of bringing about the desired result.	1	2	3	4	5	6	7		
<b>Is Energetic</b> – Possesses a high energy level.	1	2	3	4	5	6	7		
<b>Is Enthusiastic</b> – Displays optimism and passion towards goals; sparks excitement in others.	1	2	3	4	5	6	7		
<b>Is Extroverted</b> – Shows interest and behavior directed outward towards others.	1	2	3	4	5	6	7		
<b>Is Fair-minded</b> – Displays the quality of being just, unbiased, and impartial.	1	2	3	4	5	6	7		
<b>Has Honesty/Integrity</b> – Demonstrates truthfulness, ethics, and principles.	1	2	3	4	5	6	7		
<b>Is Imaginative</b> – Has the ability to form mental images of what is not actually present.	1	2	3	4	5	6	7		
<b>Is Independent</b> – Shows freedom from the influence of others.	1	2	3	4	5	6	7		
<b>Is Inspirational/Motivational</b> – Encourages creativity, motivates and inspires others.	1	2	3	4	5	6	7		
<b>Is Intellectually Stimulating</b> – Solicits new ideas and encourages others to try new things.	1	2	3	4	5	6	7		

**PART II - LEADERSHIP ATTRIBUTES (continued)**

Please continue to rate how important it is for a <Director> in your particular business function to possess the given trait as it relates to high performance in your business function.

	<b>Not at all Important</b>							<b>Extremely Important</b>	
	1	2	3	4	5	6	7		
<b>Is Intelligent</b> – Possesses high intellectual ability.	1	2	3	4	5	6	7		
<b>Is Intuitive</b> – Has the ability to perceive and see outside the box.	1	2	3	4	5	6	7		
<b>Has Good Judgment</b> – Possesses the ability to evaluate potential problems, assess potential risk and make decisions.	1	2	3	4	5	6	7		
<b>Is Loyal</b> – Shows faithful adherence to the organization and others.	1	2	3	4	5	6	7		
<b>Is Mature (Emotionally)</b> – Has accurate awareness of strengths and weakness, oriented towards self-improvement instead of denying weakness.	1	2	3	4	5	6	7		
<b>Is Open-minded</b> – Open to new ideas, free from prejudice or bias.	1	2	3	4	5	6	7		
<b>Is Organized</b> – Displays efficiency and methodical coordination.	1	2	3	4	5	6	7		
<b>Is Perceptive</b> – Mentally grasps issues and becomes aware of situations.	1	2	3	4	5	6	7		
<b>Takes Personal risk</b> – Makes personal sacrifices and takes personal risks for the sake of the organization.	1	2	3	4	5	6	7		



**PART II - LEADERSHIP ATTRIBUTES (continued)**

**Please continue to rate how important it is for a <Director> in your particular business function to possess the given trait as it relates to high performance in your business function.**

	Not at all Important							Extremely Important	
<b>Gives Rewards/Recognition</b> – Recognizes contributions and celebrates accomplishments.	1	2	3	4	5	6	7		
<b>Is a Role Model</b> – Sets an example of the image, values traits, and behaviors that are good and legitimate to develop.	1	2	3	4	5	6	7		
<b>Is Self-Confident</b> – Displays certainty about one’s competencies and skills.	1	2	3	4	5	6	7		
<b>Is Self-Controlled</b> – Has control of one’s own emotions, desires, and actions.	1	2	3	4	5	6	7		
<b>Has Self-Renewal</b> – Is open to growth and learning from his or her mistakes.	1	2	3	4	5	6	7		
<b>Is Sensitive to the Environment</b> – Assesses organizational constraints and availability of resources that might impact goal achievement.	1	2	3	4	5	6	7		
<b>Is Self-Controlled</b> – Has control of one’s own emotions, desires, and actions.	1	2	3	4	5	6	7		
<b>Has Self-Renewal</b> – Is open to growth and learning from his or her mistakes.	1	2	3	4	5	6	7		
<b>Is Sensitive to the Environment</b> – Assesses organizational constraints and availability of resources that might impact goal achievement.	1	2	3	4	5	6	7		

**PART II - LEADERSHIP ATTRIBUTES (continued)**

Please continue to rate how important it is for a <Director> in your particular business function to possess the given trait as it relates to effective performance in your business function.

	Not at all Important							Extremely Important	
<b>Is Self-Controlled</b> – Has control of one’s own emotions, desires, and actions.	1	2	3	4	5	6	7		
<b>Has Self-Renewal</b> – Is open to growth and learning from his or her mistakes.	1	2	3	4	5	6	7		
<b>Is Sensitive to the Environment</b> – Assesses organizational constraints and availability of resources that might impact goal achievement.	1	2	3	4	5	6	7		
<b>Is Sociable</b> – Inclined to seek out pleasant social relationships. Friendly, outgoing and courteous.	1	2	3	4	5	6	7		
<b>Is Straightforward</b> – Communicates directly and openly.	1	2	3	4	5	6	7		
<b>Is Supportive</b> – Has patience and sympathy, support.	1	2	3	4	5	6	7		
<b>Is Team Oriented</b> – Fosters cooperation communication, and consensus among groups.	1	2	3	4	5	6	7		
<b>Displays Unconventional Behavior</b> – Uses unique behavior that might surprise others in order to get things done.	1	2	3	4	5	6	7		
<b>Has Vision</b> – Creates a shared vision of the organization; articulates an ideological goal that describes a better future for followers.	1	2	3	4	5	6	7		

### PART III – WORK ENVIRONMENT

Please answer the following questions using a scale from -3 to 3 where -3 is “Strongly Disagree” and +3 is “Strongly Agree”. *The questions below refer to the current position you hold in your business function.*

	Strongly Disagree				Strongly Agree			
1. I am satisfied with my current job overall.	-3	-2	-1	0	+1	+2	+3	
2. My current work has significance and meaning.	-3	-2	-1	0	+1	+2	+3	
3. I enjoy and have fun in my current work.	-3	-2	-1	0	+1	+2	+3	
4. My talents are being utilized to their fullest in my current job.	-3	-2	-1	0	+1	+2	+3	
5. I have opportunities to develop my skills and abilities in my current position.	-3	-2	-1	0	+1	+2	+3	
6. I feel a sense of ownership for the projects I work on.	-3	-2	-1	0	+1	+2	+3	
7. I have clear expectations as to what is expected of me	-3	-2	-1	0	+1	+2	+3	
8. I receive clear goals to reach on my job.	-3	-2	-1	0	+1	+2	+3	
9. I understand the level of performance that is expected of me.	-3	-2	-1	0	+1	+2	+3	
10. I understand the quality of work that is expected of me. on my job	-3	-2	-1	0	+1	+2	+3	

**PART III – WORK ENVIRONMENT (continued)**

**Please continue to answer the following questions pertaining to your work environment using a scale from -3 to +3 where -3 is “Strongly Disagree” and +3 is “Strongly Agree”. In the questions below, *‘manager’* refers to your immediate boss or supervisor.**

	<b>Strongly Disagree</b>						<b>Strongly Agree</b>
11. I know where I stand with my manager... how satisfied he or she is with my work.	-3	-2	-1	0	+1	+2	+3
12. My manager understands my job problems and needs.	-3	-2	-1	0	+1	+2	+3
13. My manager recognizes my potential.	-3	-2	-1	0	+1	+2	+3
14. I believe my manager would use his or her power to help me solve my problems at work.	-3	-2	-1	0	+1	+2	+3
15. I have an excellent working relationship with my manager.	-3	-2	-1	0	+1	+2	+3
16. Compared to our major competitors, my organization performed well last year.	-3	-2	-1	0	+1	+2	+3
17. Relative to other business functions in my organization, my business unit performed well last year.	-3	-2	-1	0	+1	+2	+3
18. Competition in our industry is cutthroat.	-3	-2	-1	0	+1	+2	+3
19. There are many “promotion wars” in our industry.	-3	-2	-1	0	+1	+2	+3
20. Anything that one competitor can offer, others can match readily.	-3	-2	-1	0	+1	+2	+3
21. Price competition is a hallmark of our industry.	-3	-2	-1	0	+1	+2	+3

**PART III – WORK ENVIRONMENT (continued)**

*Please continue to answer the following questions pertaining to your work environment using a scale from -3 to +3 where -3 is “Strongly Disagree” and +3 is “Strongly Agree”*

	<b>Strongly Disagree</b>					<b>Strongly Agree</b>	
	-3	-2	-1	0	+1	+2	+3
22. Price competition is a hallmark of our industry.	-3	-2	-1	0	+1	+2	+3
23. In our industry, one hears of a new competitive move everyday.	-3	-2	-1	0	+1	+2	+3
24. In our industry, customers’ product/service preferences change quite a bit overtime.	-3	-2	-1	0	+1	+2	+3
24. The technology in our industry is changing rapidly	-3	-2	-1	0	+1	+2	+3
25. It is very difficult to forecast where the technology in our industry will be in the next 2-3 years.	-3	-2	-1	0	+1	+2	+3
26. Technological changes provide big opportunities in our industry.	-3	-2	-1	0	+1	+2	+3

**Please Continue** 

## PART IV – BACKGROUND INFORMATION

This section contains background information that will assist in classifying the results of the study.

1. How long have you been with your current Company? \_\_\_\_\_ years
2. What is your gender (check one)? \_\_\_\_\_ Male \_\_\_\_\_ Female
3. What is your age (check one)? \_\_\_\_\_ 18-24 \_\_\_\_\_ 25-34 \_\_\_\_\_ 35-44 \_\_\_\_\_ 45-54 \_\_\_\_\_ 55+
4. Check one of the following categories that best describes your highest level of education completed.
 

_____ Some High School	_____ High School Grad	_____ Associate Degree
_____ Bachelors Degree	_____ Masters Degree	_____ Doctorate Degree
_____ Law Degree	_____ Other (Trade School, etc.) _____	

We wish to thank you for your assistance in completing this questionnaire. Again, your individual responses will be kept anonymous in all the analyses and subsequent reports. Please make sure all your responses are complete, and then hand in this completed questionnaire to the survey administrator.



## VITA

### Crystal J. Scott

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<b>EDUCATION</b>	<b>The Pennsylvania State University</b> , State College, PA Ph.D. Marketing, December 2007 <b>University of Michigan</b> , Ann Arbor, MI M.S. Biostatistics, May 1994 Bachelor's General Studies, May 1992
<b>RESEARCH INTERESTS</b>	Leadership effectiveness in marketing, managing consumer insights and experience across channels. Impact of relationship marketing on various measures of firm performance. Applications of methodological tools to current managerial problems.
<b>DISSERTATION</b>	<b>Title:</b> <i>The Dimensions of Marketing Leadership: Exploring Heterogeneity and Perceived Effectiveness</i>
<b>HONORS AND AWARDS</b>	<ul style="list-style-type: none"><li>• Bunton-Waller Fellowship, Penn State University (2002 &amp; 2005)</li><li>• Smeal Dissertation Research Award (2004)</li><li>• Anderson Scholarship, Penn State Marketing Department (2003)</li><li>• Graduate Student Teaching Award (2003)</li></ul>
<b>TEACHING INTERESTS</b>	Marketing Research, Marketing Management, Advertising Research, Business Statistics
<b>TEACHING EXPERIENCE</b>	<b>Wayne State University</b> , Detroit, MI <i>Marketing Research and Analysis</i> (BBA Upper Division Course) Instructor, Spring 2006 (4.8 / 5.0 overall teacher effectiveness rating) <b>The Pennsylvania State University</b> , State College, PA <i>Advertising Research</i> (BBA Core Course) Instructor, Summer 2004 (6.8 / 7.0 overall teacher effectiveness rating) Instructor, Summer 2003 (6.7 / 7.0 overall teacher effectiveness rating)
<b>INDUSTRY EXPERIENCE</b>	<b>Ford Motor Company</b> (Dearborn, MI) 2002-2004 <i>Consultant</i> , 2002-2004 <i>Advertising Research Project Mgr</i> , Global Consumer Insights 2000-2002  <b>Total Research Company</b> (Troy, MI) 1998-2000 <i>Associate Research Director</i>
<b>PROFESSIONAL AFFILIATIONS</b>	American Marketing Association American Statistical Association