

Transformational Leadership Behaviour among Participants in the 'Leading Modern Public Libraries' Programme

Analysis of Results and Recommendations for Action

28 April 2006

**Report produced by
Leadership Research & Development Limited
(now known as the Real World Group)**

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Executive summary

1. The decision was taken to use the *Transformational Leadership Questionnaire (TLQ)*[™] as the diagnostic 360-degree multi-rater feedback instrument for this programme.
2. The *TLQ* is based on extensive, gender-inclusive and black & minority ethnic-inclusive research into the nature of 'nearby' transformational leadership in a wide range of UK public and private sector organisations, involving over 4,000 managers and professionals. It assesses transformational leadership behaviours and qualities in relation to fourteen dimensions, each represented by a single scale.
3. As a 360-degree instrument, output from the *TLQ* presents the average ratings of a 'target' individual for the following groups: self-ratings; ratings by direct reports; ratings by boss and peers; ratings by others, some of whom may be external stakeholders.
4. Output from the *TLQ* also includes the ratings by direct reports of the impact on them of the 'target' individual's leadership behaviour, in relation to 10 dimensions.
5. The evidence presented in this report suggests that the *TLQ* provides a valid measure of transformational leadership among public libraries staff.
6. Self-ratings and ratings by others are directly comparable with corresponding data for other groups of staff working in the public sector, with the exception particularly of senior staff in schools. Libraries staff were rated significantly higher than local government managers and professionals on certain scales.
7. When the results were analysed ipsitively, it emerged that the relatively higher ratings and the relatively lower ratings by direct reports of libraries staff were similar, and in some cases identical to, corresponding ratings of managers and professionals from each of the other groups studies (local government; schools; NHS; central government agency).
8. Differential patterns of relationships were found to exist among libraries staff between scores on each of the fourteen *TLQ* scales and the effect on direct reports, as measured by ten leadership impact measures. The evidence suggests that different aspects of transformational leadership behaviour have differential effects on staff, for example, on job satisfaction, commitment to their job, and motivation.
9. There were very few differences in leadership behaviour between males and females, and between Heads of Service and Senior Managers; Heads of Service were more likely to encourage change than Senior Managers, and females were more likely to inspire others than males.

Recommendations

1. Since the *TLQ* has been shown to be: - (a) a valid measure of transformational leadership among managers and professionals in a wide range of public sector organisations, including public libraries; and (b) to provide evidence of specific links between different dimensions of leadership behaviour and their impact on staff well-being at work, its use should be continued in the libraries sector, and be explored among staff from other disciplines with Museums Libraries and Archives.
2. Evidence that different dimensions of leadership behaviour have a differential impact on staff well-being at work should be taken into consideration in selection and promotion procedures, and should provide a framework for undertaking staff appraisal/developmental review.
3. Evidence that different dimensions of leadership behaviour have a differential impact on staff well-being at work, and that staff well-being has a proven impact on organisational performance, should be used to inform and to guide future leadership development activities.
4. Evidence of gender-related and level-related differences, both in the extent to which public libraries staff are rated as more or less transformational, and their impact on direct reports, should be considered in the context of succession planning.
5. Evidence that public libraries staff are rating themselves significantly lower than staff in other public sector organisations is most likely attributable to a lower level of self-confidence on their part, compared to a greater or lesser extent with staff from each of the other four groups. This would suggest an area of developmental need.

1. Background

1.1 The nature of leadership

The history of leadership since the earliest formal studies in the 1930s has been the subject of recent reviews (Alimo-Metcalfe & Alban-Metcalfe, 2002; Northouse, 2001; Wright, 1998). Dissatisfaction has been expressed, in turn, with the relevance of 'traits' and 'Great Man' approaches, 'behavioural' models, 'situational' and 'contingency' models, particularly in the context of tumultuous change that followed the major recession of the 1970s. These analyses led some writers to regard them as best described as relating to 'management', as distinct from what we now regard as 'leadership'.

What emerged out of the subsequent approaches to studying leadership – those that addressed the realities of constant change – came to be known as 'New Paradigm' models. The concepts that emerged were: 'charismatic leadership' (Conger, 1989; House, 1977), 'visionary leadership' (Sashkin, 1988), and 'transformational leadership' (Bass, 1985). Whereas earlier 'old paradigm' models saw leadership as a process that (a) involves influencing others, (b) occurs within a group context, and (c) involves goal attainment (Northouse, 2001), more recent definitions of leadership have emphasised the role of leader as 'defining organizational reality' (Bryman, 1996). Other recent research interest has centred on relationships between leaders and followers, with some writers stressing the need to study 'followership'. This has been argued as important, not only because all leaders are also followers, but also because modern notions of leadership place considerable emphasis on the power and importance of followers in ultimately legitimising and enabling leadership (e.g., De Pree; 1993; Lee, 1993). This last period saw the growth of attention to differences between 'leaders' and 'managers' (cf. Kotter, 1990).

A number of instruments have been devised to measure leadership, including those of Tichy and associates (Tichy & Devanna, 1986), Conger and Kanungo (Conger, 1988), and, most notably, Bass and Avolio (Bass 1985, 1998; Bass & Avolio, 1995, 1997). The last of these is described as 'transformational' because of Bass' belief that an essential distinguishing feature of leaders is their ability to transform followers 'to perform beyond expectations'. In this, Bass subscribes to Burns' (1978) belief that, by engaging the followers' higher needs, transformational politicians move followers beyond their self-interest to work for the greater good, and that, as they do so, they become self-actualising, and become leaders themselves. This, Burns and Bass contrast with transactional leadership, which is epitomised by trading promises for votes.

1.2 Leadership and distance

A seminal study by Shamir (1995) provided evidence of differences in the way in which 'distant' leaders are perceived, in contrast to perceptions of 'close' or 'nearby' leaders. Exploration of the implications of this distinction has been the focus of studies of the relationship between leader behaviour and leader-subordinate distance (see Antonakis & Atwater, 2002, for a review).

1.2.1 Distant leadership

In contrast with earlier leadership research, such as the Ohio State studies of the 1950s and 1960s, US research on the new transformational paradigm, has been based, in the main, on observations of top managers in organisations, rather than middle and lower level managers (Bryman, 1996), which focused on the styles of lower level managers and supervisors. It is, perhaps, also worthy of comment that since leadership, particularly 'new paradigm leadership', is seen primarily as a social influence process (e.g., Bass, 1985, 1998a & b; Bass & Avolio, 1994; Bryman, 1992, 1996; Hogan, Curphy & Hogan, 1994; Parry, 1998; Yukl, 1994), that some of the new leadership models have been based on data collected by researchers interviewing chief executives and senior managers, rather than data collected directly from those for whom they are responsible in managing.

Studies based on researchers' views can, of course, provide valuable insights into leadership. However, it is important to distinguish between, (1) the models of leadership which have evolved from data collected as a result of researchers interviewing top managers; (2) studies based on eliciting the perceptions of managers, at all levels, construing managers at the top level (i.e., 'distant' leadership); and (3) studies based on eliciting the perceptions of managers, at all levels, construing their immediate line manager/supervisor (i.e., 'close' or 'nearby' leadership). The distinction between 'distant' and 'close/nearby' leadership is particularly important. If one describes a particular model of leadership without making it perfectly clear what is the exact nature of the focus, and the method of data collection, there is a serious danger of confounding our understanding of the phenomenon. This view is consonant with those expressed by Antonakis & Atwater (2002), cited above.

While the value of the ground-breaking research that emanated from the US must be recognised, the issue of the generalisability of US approaches to leadership has been raised by other researchers, including North American writers, (e.g., Adler, 1983a & b; Erez, 1990; Hunt & Peterson, 1997; Smith & Bond, 1993; Smith, Misumi, Tayeb, Peterson & Bond, 1989; Smith & Peterson, 1988; Triandis, 1990, 1993). In particular, the question must be asked as to whether the dimensions of transformational leadership which have emerged from North American studies are similar to those found in UK organisations, particularly those in the public sector.

More recently, there is a distinct shift in thinking, away from extolling the charismatic-inspirational, or as is often described, 'heroic' models of leadership, and even growing antipathy towards such models. Various reasons are behind this movement, including a concern for the potentially lethal 'dark side' of charismatic leadership. Conger (1990), Mintzberg (1999), and Hogan and colleagues (Hogan, Raskin, & Fazzini, 1990), point to the damage that can be afflicted by narcissistic, self-serving leaders – particularly those in the most senior positions, who may not only attribute the organisation's success almost exclusively to their own contributions, but perhaps more lethally, ignore, or punish any form of criticism or advice offered to them. Mintzberg (1999) admonishes the business magazines for selling the cult of "Heroes of American management", who are glorified for apparently single-handedly 'saving' or 'turning around' global companies, only for those companies and their CEOs to be publicly chastised when infatuation was followed by dramatic failure. In the wake of the recent corporate corruption cases, such as the Enron, Amcom and WorldCom scandals, catastrophe have been attributed, at least in part, to the virtually 'delusional' and/or intemperate arrogance of their top executives.

Another line of criticism of the heroic theme has been provided by writers such as Gronn (2002), and Mintzberg (1999), who strongly challenge the concept of leadership residing in one individual, and contributing uniquely to organisational success, asserting that leadership, and importantly, learning from experience, is distributed throughout the organisation. Stacey (1999) articulates the dangers of perpetuating the notion of leadership relating to 'special powers' of certain individuals: "the myth that organizations have to rely on one or two unusually gifted individuals to decide what to do, while the rest enthusiastically follow...(encourages) cultures of dependence and conformity that actually obstruct the questioning and complex learning which encourages innovative action".

Unsurprisingly, the business literature is placing far more attention on ethics, morality, transparency, and corporate governance. Likewise the leadership literature is seeing a growth in articles on ethical and 'authentic' leadership (e.g. May, Chan, Hodges, & Avolio, 2003).

Finally, it is important to note that the models referred to above were developed some twenty years ago. Given the technological, economic, social, and political changes over this time span, it may well be time for a re-evaluation of our understanding of what is leadership, and its meaning in the 21st Century.

1.2.2 Nearby leadership

The earlier question of generalisability of findings prompted what is probably the largest ever study of transformational leadership, which was undertaken among over 3,500 managers and professionals in the UK NHS and local government (Alimo-Metcalfe & Alban-Metcalfe, 2001, 2005).

Constructs of 'nearby' transformational leadership were elicited in a gender-inclusive and black & minority ethnic-inclusive study, involving managers across various levels – from middle to top – using repertory grid technique. We elicited constructs from equal numbers of managers and professionals at all levels (Chief Executive; top, senior & middle managers) in a representative sample of NHS Trusts and local government organisations in England and Wales.

The 2000-plus constructs that emerged formed the basis of 'pilot' questionnaires that were distributed among over 800 organisations in both the NHS and local government. Factor analysis of the responses from $n = 2,013$ NHS managers and professionals, approximately half of whom were female, and included over ten per cent of individuals from BME backgrounds, led to the development of the *Transformational Leadership Questionnaire (TLQ)*[™] (Alimo-Metcalfe & Alban-Metcalfe, 2005). The findings were replicated in a separate, parallel study involving $n = 1,464$ managers and professionals working in local government, approximately one-third of whom were female.

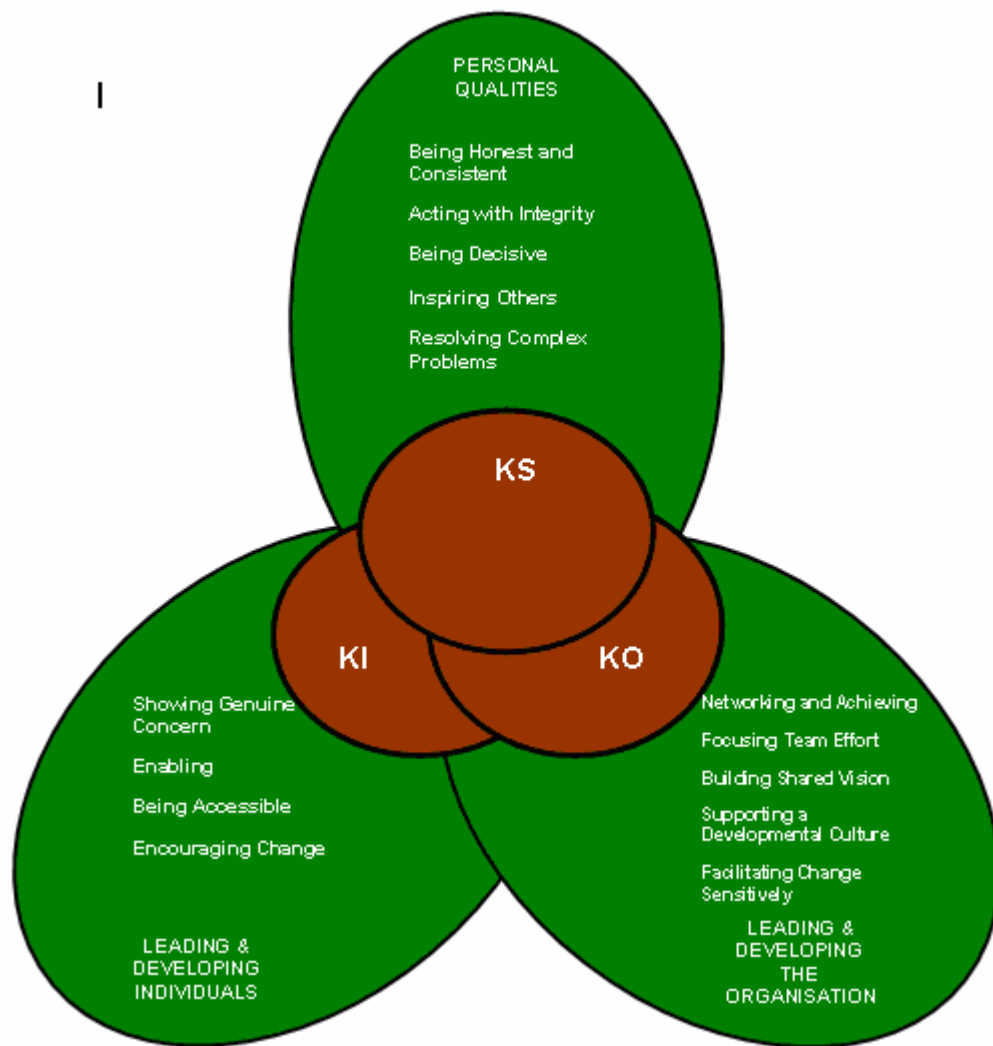
The initial research has subsequently been replicated among managers and professionals in three FTSE100 companies, and more recently over 1,000 police officers and staff in England and Wales (Dobby, Anscombe & Tuffin, 2004). The *TLQ* was also used in a major study of transformational leadership in schools, funded by the National College for School Leadership (Alban-Metcalfe & Alimo-Metcalfe, 2003).

The structure of the *TLQ*, which comprises fourteen scales divided into three clusters, is shown in Figures 1 and 2.

Figure 1 Scales measured by The Transformational Leadership Questionnaire (TLQ)TM (360-feedback Training Version)

<i>Leading & Developing Others</i>
Showing Genuine Concern Genuine interest in staff as individuals; values their contributions; develops their strengths; coaches, mentors; has positive expectations of what their staff can achieve. (13 items; $\alpha = .95$)
Enabling Trusts staff to take decisions/initiatives on important matters; delegates effectively; develops staffs' potential. (6 items; $\alpha = .86$)
Being Accessible Approachable, not status-conscious; prefers face-to-face communication; accessible & keeps in-touch. (5 items; $\alpha = .84$)
Encouraging Change Encourages questioning traditional approaches to the job; encourages new approaches/solutions to problems; encourages strategic thinking. (8 items; $\alpha = .88$)
<i>Personal Qualities</i>
Being Honest & Consistent Honest and consistent in behaviour; more concerned with the good of the organisation than personal ambition. (4 items; $\alpha = .93$)
Acting with Integrity Open to criticism and disagreement; consults and involves others in decision-making; regards values as integral to the organisation. (9 items; $\alpha = .89$)
Being Decisive, risk-taking Decisive when required; prepared to take difficult decisions, and risks when appropriate. (5 items; $\alpha = .83$)
Inspiring Others Charismatic; exceptional communicator; inspires others to join them. (5 items; $\alpha = .84$)
Resolving Complex Problems Capacity to deal with a wide range of complex issues; creative in problem-solving. (5 items; $\alpha = .85$)
<i>Leading the Organisation</i>
Networking & Achieving Inspiring communication of the vision of the organisation/service to wide network of internal/external stakeholders; gains confidence & support of various groups through sensitivity to needs, and achieving organisational goals. (12 items; $\alpha = .92$)
Focusing Team Effort Clarifies objectives & boundaries; team-orientated to problem-solving and decision-making, and to identifying values. (9 items; $\alpha = .90$)
Building Shared Vision Has a clear vision and strategic direction, in which s/he engages various internal and external stakeholders in developing; draws others together in achieving the vision. (7 items; $\alpha = .90$)
Supporting a Developmental Culture Supportive when mistakes are made; encourages critical feedback of him/herself and the service provided. (9 items; $\alpha = .90$)
Facilitating Change Sensitively Sensitivity to the impact of change on different parts of the organisation; maintains a balance between change and stability. (6 items; $\alpha = .85$)

Figure 2



TLQ – PUBLIC

KS = KNOWING SELF
 KI = KNOWING INDIVIDUALS
 KO = KNOWING THE ORGANISATION

UK MODEL OF TRANSFORMATIONAL LEADERSHIP

1.3 A Post-Heroic Model of Transformational Leadership

There are major differences between the dimensions of transformational leadership identified in the UK public and private sectors, and those described in current major US models of leadership. Whereas in US models, a central component is charisma (see Alimo-Metcalfe & Alban-Metcalfe, 2002 & 2005 for recent reviews), in the UK, the single most important factor, which explained more variance than the sum of the variances explained by the remaining factors, was 'Genuine concern for others' well-being & development'. No single dimension emerged in the British study for 'charisma'. One essential difference, therefore, appears to be that the US models still focus on characteristics of the leader, and often a 'distant' leader, such as a chief executive, resulting in 'heroic' models of leadership. In contrast, our UK study, with its focus on 'close'/'nearby' leaders, reveals more of a 'leader as servant' notion of leadership (Greenleaf, 1970, 1996) – though the concept is closer to '**leader as servant and partner**'.

Overall, the UK model of transformational leadership appears to be much more consistent with the analyses of Shamir and colleagues (Shamir, House & Arthur, p. 585). However, we believe that it is important to stress that our findings emphasise the importance of the leadership approach of **sculpting a shared vision**, and by that, a **shared meaning of the purpose and the process** of the work-role activities of a group of individuals who come together to achieve a common aim. The constructs of leadership emerging from our data, also placed great importance on being sensitive to the agenda of a wide range of internal and external stakeholders, rather than seeking to meet the agenda of only one particular group.

This distinction between US and UK approaches is also consistent with Yukl's (1999) distinction between the 'heroic' model of the charismatic leader, with whom followers identify strongly, and may become passionately devoted to, *versus* the charismatic leader who effects a process of influence encouraging followers to internalise what is being advocated, by linking the task objectives, and the mission, to the followers' core values and self-identity (p. 295).

While we see our findings as reflecting the latter influence process, we would stop short of Yukl's development of this idea when he states that, "When followers come to see their work roles as an important part of their self-identity, successful performance becomes very important for their self-acceptance and self-worth. Followers will make self-sacrifices and exert effort in their work to facilitate achievement of the task objectives" (Yukl, 1999, p. 295). Our reservation here is about the suggestion that such 'followers' become almost subservient to the organisation's mission. We believe that it is the congruence between the individual's values and dedication to the service, in this instance healthcare, that strengthens the leader-follower relationship.

The second major difference between US models and the findings of the current study is the far stronger theme in the latter of **connectedness**, and

inclusiveness. While these are referred to as elements within US models, they are far more explicitly detailed and pervasive in the UK data, being reflected in five of the six dimensions identified in this study.

It would seem that there is a far greater sense of proximity, openness, humility, and 'vulnerability', in the UK approach to leadership, as reflected in the present research, compared to what emerges from US models. It is not clear to what extent this might be attributed to perceptions of 'nearby' as distinct from 'distant' leaders (Shamir, 1995), and/or to the fact that we asked individuals to focus on managers who managed them directly, and who had either an unusually positive, or negative, effect on their motivation, sense of well-being, satisfaction, and performance, and/or to the gender-inclusiveness of the study, and to what extent by cultural factors. Certainly, the difference is too great to ignore.

This approach is in line with the thinking of Stone, Russell, & Patterson (2003), on the distinction between transformational and servant leadership.

They wrote:

"..the primary difference between transformational leadership and servant leadership, is the focus of the leader. The transformational leader's focus is directed toward the organization, and his or her behavior builds follower commitment toward organizational objectives, while the servant leader's focus is on the followers, and the achievement of organizational objectives is a subordinate outcome. The extent to which a leader is able to shift the primary focus of leadership from the organization to the follower is the distinguishing factor in classifying leaders as either transformational or servant leaders." (p.1).

This distinction, then, encapsulates the essential difference in tenor between our model and the US models with which we have made comparisons, particularly Bass'. We have one small concern with their use of the word 'follower'. We would stress the importance of the *intention* and the *impact* of servant leaders, to affirm the leadership potential of those they serve, and – as noted above – would prefer to use the term 'servant and partner'.

1.4 Reliability

The *TLQ* has been shown to have a high level of internal reliability, as evidence by alpha coefficients on each of the fourteen scales which exceed $\alpha = .7$ (range $\alpha = .83 - .96$). In addition, the inter-item correlation coefficients all exceed $r = .3$ (range $.34 - .73$), suggesting that they are all uni-dimensional.

1.5 Validity

The validity of the *TLQ* has been established in a number of ways: content; construct; convergent; discriminant. For example, correlation coefficients between each of the scales and five previously used criterion variables ranged from $r = 0.47 - 0.80$, $p < 0.01$ in each case, suggesting a high level of convergent validity. There is also evidence of a high level of discriminant validity for whole groups, and for subgroups divided by level, sex, and level and sex (Alban-Metcalfe & Alimo-Metcalfe, 2000). Such findings are consonant with evidence of the effect of situational factors (Alban-Metcalfe, 1999) and distance (Antonakis & Atwater, 2002).

2 Results for public library staff

2.1 The sample

A total of 262 staff completed their *TLQ*, 98 described themselves as being 'Head of Service' or equivalent, and 164 as being 'Senior Manager' or equivalent. Of these, 162 were female and 100 were male:

	Male	Female
Head of Service	47	51
Senior Manager	53	111

TLQs were completed by the following:

RATER	N	Ratio of self vs. non-self
Self	262	
Direct report	1,025	1:3.9
Boss/line manager	598	1:2.3
Peer	275	1:1.1
Other	419	1:1.6
Total of all 'other raters'	2,581	1:9.8

Thus, on average, each 'target' manager was rated by a total of 9.8 others, of whom, on average, 3.9 were her/his direct reports, 2.3 were their boss/line manager, 1.1 were peers, and 1.6 were others. Some in the last category are likely to have been external to the libraries service.

These ratios are consistent with those found among managers and professionals in other public sector organisations, and serve to provide the individual with a large and a wide range of different perspectives on their transformational leadership behaviour.

2.2 Results

The mean scores for direct reports' ratings for this cohort of public libraries staff are presented in Table 1, together with comparable data for the following other public sector organisations: local government, schools, NHS, a central government agency.

Table 1: Direct Reports' Ratings for Different Organisations

Mean rating for direct reports' ratings of staff from public libraries (present cohort), local government, schools, NHS, a central government agency; range 1 (low) – 6 (high).¹

	Libraries Service	Local Government	Schools	NHS	Central Government Agency
N	≥ 600	≥ 1,441	≥ 401	≥ 424	≥ 135
Leading and Developing others					
Showing Genuine Concern	4.71	4.57	4.90	4.70	4.66
Enabling	5.02	4.96	5.15	5.07	5.07
Being Accessible	5.17	5.08	5.33	5.21	5.25
Encouraging Change	4.80	4.66	4.94	4.78	4.77
Personal Qualities					
Being Honest & Consistent	4.97	4.82	5.08	5.01	4.96
Acting with Integrity	4.94	4.82	5.01	4.95	4.91
Being Decisive	5.02	4.97	5.25	5.16	5.20
Inspiring Others	4.45	4.37	4.75	4.62	4.62
Resolving Complex Problems	4.98	4.95	5.09	5.05	5.00
Leading and Developing the Organisation					
Networking	4.97	4.84	5.09	5.01	4.94
Focusing Team Effort	4.77	4.64	4.92	4.76	4.75
Building Shared Vision	4.97	4.87	5.06	4.98	4.95
Supporting a Devel'l Culture	4.77	4.66	4.88	4.79	4.68
Facilitating Change Sensitively	4.91	4.85	4.91	4.92	4.90

Corresponding scores for subgroups of public library staff, divided by level and gender are presented in Table 2.

¹ Different N scores reflect that fact that not all raters completed all the items on all of the scales.

Table 2: Direct Report Ratings for Different Groups of Staff

Mean rating for direct reports' ratings of staff, divided by level and gender (present cohort); range 1 (low) – 6 (high).

	Male Heads of Service	Female Heads of Service	Male Senior Managers	Female Senior Managers
Leading and Developing others				
Showing Genuine Concern	4.55	4.77	4.75	4.74
Enabling	5.00	5.05	5.12	4.99
Being Accessible	5.14	5.17	5.23	5.16
Encouraging Change	4.91	4.86	4.82	4.73
Personal Qualities				
Being Honest & Consistent	4.91	5.00	5.07	4.93
Acting with Integrity	4.92	4.95	5.02	4.93
Being Decisive	5.05	5.10	4.95	5.01
Inspiring Others	4.30	4.50	4.43	4.54
Resolving Complex Problems	5.04	4.99	5.01	4.94
Leading and Developing the Organisation				
Networking	4.93	4.94	4.90	5.04
Focusing Team Effort	4.74	4.79	4.83	4.77
Build Shared Vision	5.00	4.94	4.91	5.00
Supporting a Devel'l Culture	4.74	4.77	4.89	4.74
Facilitating Change Sensitively	4.95	4.98	4.93	4.88

In order to determine whether any of these differences were statistically significant, one-way analysis of variance (ANOVA) scores were calculated, followed, where appropriate, by the Tukey HSD statistic. The only significant differences found were that Heads of Service scored more positively than Senior Managers on 'Encouraging Change' ($p = .015$), and female staff scored more positively than male staff on 'Inspiring Others' ($p = .023$).²

² When $p \leq .05$, the probability that this occurred by chance is 1 in 20 times; when $p \leq .01$, the probability is 1 in 100; when $p \leq .001$, the probability is 1 in 1000.

2.2.1 Comparisons between mean scores – 1

In order to determine whether any of these differences were statistically significant, one-way analysis of variance (ANOVA) scores were calculated, followed, where appropriate, by the Tukey HSD statistic.

Differences in the ratings between the five groups are shown in Tables 3 -7.

Table 3: Ratings by Direct Reports

Probability (*p*) that the mean ratings by direct reports of staff in libraries (present cohort) differs from mean ratings of direct reports in local government, schools, NHS, and a central government agency. (+) denotes libraries staff rated significantly higher; (-) denotes libraries staff rated significantly lower).³

	Local Government	Schools	NHS	Central Government Agency
Leading and Developing others				
Showing Genuine Concern	.002 (+)	.000 (-)		
Enabling		.011 (-)		
Being Accessible	.011 (+)	.000 (-)		
Encouraging Change	.000 (+)	.002(-)		
Personal Qualities				
Being Honest & Consistent	.000 (+)			
Acting with Integrity	.000 (+)			
Being Decisive		.000 (-)	.006 (-)	
Inspiring Others		.000 (-)	.016 (-)	
Resolving Complex Problems		.016 (-)		
Leading and Developing the Organisation				
Networking	.005 (+)			
Focusing Team Effort	.000 (+)	.001 (-)		
Building Shared Vision	.009 (+)			
Supporting a Developmental Culture	.007 (+)	.037 (-)		
Facilitating Change Sensitively				

As the results shown in Table 3, which are based on mean ratings by direct reports, indicate, the ratings of members of this libraries cohort were, in the majority of cases, directly comparable with other groups of public sector managers and professionals, in terms of observed transformational leadership behaviour.

³ When $p \leq .05$, the probability that this occurred by chance is 1 in 20 times; when $p \leq .01$, the probability is 1 in 100; when $p \leq .001$, the probability is 1 in 1000.

The public libraries managers were, however, rated significantly higher than local government staff on nine of the fourteen scales ('Showing Genuine Concern', 'Being Accessible', 'Encouraging Change', 'Being Honest and Consistent', 'Acting with Integrity', 'Networking', 'Focusing Team Effort', 'Building Shared Vision' and 'Supporting a Developmental Culture').

They were, however, rated lower than school staff on nine on the scales, namely: 'Enabling', 'Being Decisive', 'Inspiring Others' and 'Resolving Complex Problems', and lower than a varied group of NHS staff on two of the scales ('Being decisive', and 'Inspiring others'). No other differences reached the level of statistical significance.

Most of the schools cohort were head teachers or deputy heads, who had recently completed their National Professional Qualification for Headteachers qualification. The local government and NHS staff were mostly in senior positions, as were all the staff from the central government agency.

Table 4: Ratings by Bosses

Probability (*p*) that the mean ratings by bosses of staff in libraries (present cohort) differs from mean ratings of bosses in local government, schools, NHS, and a central government agency. (+) denotes libraries staff rated significantly higher; (-) denotes libraries staff rated significantly lower).⁴

	Local Government	Schools	NHS	Central Government Agency
Leading and Developing others				
Showing Genuine Concern		.015 (-)		
Enabling		.002 (-)		
Being Accessible				
Encouraging Change		.000 (-)		
Personal Qualities				
Being Honest & Consistent				
Acting with Integrity				
Being Decisive	.007 (-)	.000 (-)		.002 (-)
Inspiring Others		.003 (-)		
Resolving Complex Problems	.026 (-)	.000 (-)		.032 (-)
Leading and Developing the Organisation				
Networking		.000 (-)		.001 (-)
Focusing Team Effort		.000 (-)		
Building Shared Vision	.001 (-)	.000 (-)		.000 (-)
Supporting a Developmental Culture				
Facilitating Change Sensitively		.002 (-)		

The only areas in which there was consistency in the form of higher ratings among the other groups were: 'Being Decisive', 'Resolving Complex Problems' and 'Building Shared Vision'.

Here again, as shown in Table 4, mean ratings of transformational leadership, in this case by bosses/line managers of this public libraries cohort were, in the majority of cases, directly comparable with other groups of public sector managers and professionals.

The ratings by the bosses/line managers of the public libraries staff were lower than the corresponding ratings of the 'target' managers in local government (on three of the scales, of 'target' managers in schools (on ten scales), and of managers in the central government agency (on four scales).

⁴ When $p \leq .05$, the probability that this occurred by chance is 1 in 20 times; when $p \leq .01$, the probability is 1 in 100; when $p \leq .001$, the probability is 1 in 1000.

Table 5: Ratings by Peers/Colleagues

Probability (*p*) that the mean ratings by colleagues/peers of staff in libraries (present cohort) differs from mean ratings of colleagues/peers in local government, schools, NHS, and a central government agency. (+) denotes libraries staff rated significantly higher; (-) denotes libraries staff rated significantly lower).⁵

	Local Government	Schools	NHS	Central Government Agency
Leading and Developing others				
Showing Genuine Concern	.048 (+)			
Enabling		.000 (-)		
Being Accessible	.001 (+)			
Encouraging Change	.000 (+)	.007 (-)		
Personal Qualities				
Being Honest & Consistent	.000 (+)			
Acting with Integrity				
Being Decisive		.000 (-)		
Inspiring Others	.032 (+)	.020 (-)		
Resolving Complex Problems		.014 (-)		
Leading and Developing the Organisation				
Networking	.000 (+)			
Focusing Team Effort	.006 (+)			
Building Shared Vision	.032 (+)	.015 (-)		
Supporting a Developmental Culture				
Facilitating Change Sensitively	.005(+)		.047 (+)	

Once again, mean ratings, here by peers/colleagues for the five groups, in the majority of cases, directly comparable.

Here, however, there was evidence that the peers of the public libraries managers rated their colleagues more positively than did peers of local government managers (on nine dimensions of transformational leadership) and the peers of NHS managers (on one dimension). The dimension on which there was comparability was 'Facilitating Change Sensitively'. On the other hand, they were rated less positively than were managers in schools.

⁵ When $p \leq .05$, the probability that this occurred by chance is 1 in 20 times; when $p \leq .01$, the probability is 1 in 100; when $p \leq .001$, the probability is 1 in 1000.

Table 6: Ratings by Others

Probability (p) that the mean ratings by others of staff in libraries (present cohort) differs from mean ratings of others in local government, schools, NHS, and a central government agency. (+) denotes libraries staff rated significantly higher; (-) denotes libraries staff rated significantly lower).⁶

	Local Government	Schools	NHS	Central Government Agency
Leading and Developing others				
Showing Genuine Concern				
Enabling				
Being Accessible		0.35 (-)		
Encouraging Change		0.19 (-)		
Personal Qualities				
Being Honest & Consistent				
Acting with Integrity				
Being Decisive		.001 (-)		
Inspiring Others				
Resolving Complex Problems				
Leading and Developing the Organisation				
Networking	.002 (+)			
Focusing Team Effort				
Building Shared Vision				
Supporting a Developmental Culture				
Facilitating Change Sensitively				

Table 6 presents the ratings by 'others', which is likely to comprise both individuals who are internal to or external to the libraries service. Here on only a tiny minority of dimensions of transformational leadership were differences between the groups detected.

These significant differences are limited to those involving comparisons on four leadership scales: - 'Networking' (positively compared to local government), and 'Being Accessible', 'Encouraging Change' and 'Being Decisive' (negatively compared to schools).

It should be noted that these differences in ratings by others were accompanied by the public libraries managers consistently rating themselves lower than did managers in the other areas, particularly those in schools (see Table 7). This last finding may reflect a greater level of self-awareness on the part of public libraries managers, or a lower level of self confidence, or both.

⁶ When $p \leq .05$, the probability that this occurred by chance is 1 in 20 times; when $p \leq .01$, the probability is 1 in 100; when $p \leq .001$, the probability is 1 in 1000.

Table 7: Self Ratings

Probability (p) that the mean self ratings of staff in libraries (present cohort) differs from mean self ratings in local government, schools, NHS, and a central government agency. (+) denotes libraries staff rated significantly higher; (-) denotes libraries staff rated significantly lower).⁷

	Local Government	Schools	NHS	Central Government Agency
Leading and Developing others				
Showing Genuine Concern		.000 (-)		
Enabling				
Being Accessible		.000 (-)		
Encouraging Change		.006 (-)		
Personal Qualities				
Being Honest & Consistent		.000 (-)		
Acting with Integrity		.006 (-)		
Being Decisive	.003 (-)	.000 (-)	.020 (-)	.000 (-)
Inspiring Others		.000 (-)	.000 (-)	.002 (-)
Resolving Complex Problems	.007 (-)	.002 (-)	.043 (-)	.000 (-)
Leading and Developing the Organisation				
Networking		.000 (-)		
Focusing Team Effort		.000 (-)		
Building Shared Vision	.008 (-)	.000 (-)	.001 (-)	.000 (-)
Supporting a Developmental Culture				
Facilitating Change Sensitively		.001 (-)		

When self ratings were compared (Table 7), it was evident that the public libraries managers consistently under-rated themselves compared to each of the other groups studied, in terms of their transformational leadership behaviour.

The differences were most evident in relation to the schools staff (twelve of the fourteen leadership scales), and there was consistency in relative scores with regards self-perceptions of 'Being Decisive', 'Resolving Complex Problems', and 'Building Shared Vision', and to a lesser extent, 'Inspiring Others'.

Significantly higher ratings of school staff were also evident in comparison to other groups of public sector managers and professionals. The reasons for this may be one or more of the following:

1. that staff in schools genuinely are more transformational in their behaviour, and

⁷ When $p \leq .05$, the probability that this occurred by chance is 1 in 20 times; when $p \leq .01$, the probability is 1 in 100; when $p \leq .001$, the probability is 1 in 1000.

2. related to this, that the nature of the occupation and the 'core' behaviours required (and hence the selection criteria – or self-selection criteria – are to be more transformational in one's style;
3. that the particular cohort had recently successfully completed a prestigious qualification awarded by the National College for School Leadership; or
4. a combination of two or more of the above.

Taken together, the results presented in Tables 3 – 7 suggest that public libraries managers are rated on most scales comparably with staff from the other public sector organisations studied.

2.2.2 Comparisons between mean scores – 2

Another way of comparing mean scores is to do so ipsitively. Thus, in Table 8 the three scales on which direct reports rated their line manager the highest are recorded in bold italic script, while the three scales that correspond to the lowest ratings are denoted by bold script and shading the cell.

Table 8: Ratings by Direct Reports

Mean scores for direct reports' ratings of staff from libraries (present cohort), local government, schools, NHS, a central government agency. (Bold *italic* script denotes one of the three *highest* ratings on a scale; shading denotes one of *lowest* three ratings on a scale).

	Public Libraries Service	Local Government	Schools	NHS	Central Government Agency
N	≥ 600	≥ 1,441	≥ 401	≥ 424	≥ 135
Leading and Developing others					
Showing Genuine Concern	4.71	4.57	4.90	4.70	4.66
Enabling	5.02	4.96	5.15	5.07	5.07
Being Accessible	5.17	5.08	5.33	5.21	5.25
Encouraging Change	4.80	4.66	4.94	4.78	4.77
Personal Qualities					
Being Honest & Consistent	4.97	4.82	5.08	5.01	4.96
Acting with Integrity	4.94	4.82	5.01	4.95	4.91
Being Decisive	5.02	4.97	5.25	5.16	5.20
Inspiring Others	4.45	4.37	4.75	4.62	4.62
Resolving Complex Problems	4.98	4.95	5.09	5.05	5.00
Leading and Developing the Organisation					
Networking	4.97	4.84	5.09	5.01	4.94
Focusing Team Effort	4.77	4.64	4.92	4.76	4.75
Building Shared Vision	4.97	4.87	5.06	4.98	4.95
Supporting a Devel'l Culture	4.77	4.66	4.88	4.79	4.68
Facilitating Change Sensitively	4.91	4.85	4.91	4.92	4.90

What this table reveals is a high level of consistency between the five organisations in those scales on which direct reports rated 'target' manager the *highest*, namely, 'Enabling', 'Being accessible', and 'Being decisive'.

At the same time, there was a high level of consistency between organisations in identifying those scales on which the 'target' managers were rated the *lowest* – 'Showing genuine concern' and 'Inspiring others'. The third scale was an aspect

of 'Leading and Developing the Organisation', either 'Focusing team effort', or 'Supporting a developmental culture'.

What these data suggest is that, in spite of differences in actual scores, when direct reports' ratings are compared between scales, there is

- an identical pattern of *strengths* across the five types of organisation

Similarly, those scales on which direct reports have rated the 'target' individual *relatively* lower are also shown. Again, in spite of differences in actual scores, when direct reports' ratings are compared between scales, there is much similarity across organisations. Specifically,

- an identical pattern emerged for *developmental needs* in the leadership dimensions of 'Showing Genuine Concern' and 'Inspiring Others'
- there were some inter-organisational similarities in relation to *developmental needs*, namely, 'Focusing Team Effort' (public libraries; local government; NHS) and 'Supporting a Developmental Culture' (schools; central government agency).

2.2.3 Comparisons between mean scores – 3

A third way of comparing mean scores for each group of raters, again ipsitively, is to consider the mean scores for each of the different groups of raters (Table 9).

Table 9: Scores for Different Groups of Raters

Mean scores for different types of rater of staff from libraries (present cohort). (Bold *italic* script denotes one of the three *highest* ratings on a scale; shading denotes one of *lowest* three ratings on a scale).

	Self-rating	Direct reports	Boss	Peers	Others
N	264	1,025	598	275	419
Leading and Developing others					
Showing Genuine Concern	4.79	4.71	4.84	4.85	4.93
Enabling	4.96	5.02	4.71	4.81	4.92
Being Accessible	5.20	5.17	5.09	5.08	5.20
Encouraging Change	4.75	4.80	4.61	4.85	4.95
Personal Qualities					
Being Honest & Consistent	5.03	4.97	5.18	5.10	5.19
Acting with Integrity	5.06	4.94	4.93	4.94	5.07
Being Decisive	4.84	5.02	4.74	4.95	5.07
Inspiring Others	4.28	4.45	4.37	4.45	4.58
Resolving Complex Problems	4.76	4.98	4.69	4.92	5.08
Leading and Developing the Organisation					
Networking	4.56	4.97	4.60	4.91	5.10
Focusing Team Effort	4.71	4.77	4.73	4.83	4.87
Building Shared Vision	4.50	4.97	4.56	4.87	5.11
Supporting a Devel'l Culture	4.80	4.77	4.68	4.73	4.91
Facilitating Change Sensitively	4.83	4.91	4.76	4.92	5.04

This analysis suggests that in terms of *relative strengths*, there is

- consensus between each of the five groups of rater that the 'target' managers should be rated highest in terms of 'Being Accessible'
- much consensus about 'Being Honest and Consistent'
- some consensus about 'Being Decisive.'

In terms of *relative developmental needs*, there was consensus across all five groups with regard 'Inspiring Others', but otherwise no strong patterns emerged.

There are, however, reasons for focusing particular attention on direct reports' ratings. Specifically, there is evidence (Shipper and Wilson, 1991) that direct reports' ["subordinates"] ratings of a manager's performance are reliably

correlated with team effectiveness, and that direct reports' ratings are the best single way to evaluate a manager's performance. This assertion is consistent with evidence from McEvoy and Beattie (1986) that ratings of a manager by their direct reports' are among the best predictors of future performance (Peterson, et al., 2005).

For these reasons, attention should be focused on ratings by direct reports.

Thus, note should be made of *relative developmental needs* identified by direct reports in the areas of

- 'Showing Genuine Concern'
- 'Inspiring Others'
- 'Focusing Team Effort'
- 'Supporting a Developmental Culture'.

Overall, Table 9 serves to confirm the intrinsic value of 360-degree feedback, which is to provide insights into behaviour from the *different perspectives* of the *different groups* of individual with who an individual comes into contact during her/his work-related activities.

At the same time, particular attention should be focused on the perceptions of direct reports. The significance of these areas of developmental need identified by direct reports in terms of their impact on them is discussed below.

2.3 Validity of the *TLQ* for this sample

2.3.1 Concurrent validity

The concurrent validity of the *TLQ* for this sample can be evidenced by examining the relationship between direct reports' ratings on each of the fourteen scales and ten dependent or criterion variables ('leadership impact measures').

The leadership impact measures are: -

FEELINGS ABOUT SELF
Behaves in a way that has a positive effect on their staff's self confidence
Manages and behaves in a manner that increases their staff's self esteem
SATISFACTION AT WORK
Manages and leads in a manner which their staff find very satisfying
Leads and behaves in such a way that increases their staff's job satisfaction
WELL-BEING AT WORK
Behaves in a manner which raises their staff's sense of fulfilment in their job
Reduces their staff's job-related stress by her/his approach to leadership
COMMITMENT
Behaves in a manner which has a positive effect on their staff's commitment to their job
Has a leadership style that increases their staff's commitment to the organisation
MOTIVATION
Behaves in ways that raise staff's motivation to achieve
Acts in a way that enables staff to achieve beyond their expectations.

The significance of these is twofold: -

- they are all measures of different aspects of **well-being at work** (e.g., Alimo-Metcalfe & Alban-Metcalfe, 2001 & 2005; Bass, 1998)
- they provide evidence of the impact of a leader's behaviour on those who report to them.

As such, they begin to answer questions such as, What kind of leadership behaviour is likely to increase motivation, or job satisfaction among staff? a number of them have been shown to be significant predictors of different aspects of **organisational effectiveness**.

Among the present sample of libraries staff, the correlations between the fourteen scales and the ten leadership impact ranged from $r = 0.51$ ('Building Shared Vision' x 'Behaves in a way that has a positive effect on their staff's self confidence') and $r = 0.87$ ('Showing Genuine Concern' x 'Manages and behaves in a manner that increases their staff's self esteem'). In all cases, the level of statistical significance was $p < 0.001$.

These results are wholly consistent with those obtained among managers in local government (Alimo-Metcalfe & Alban-Metcalfe, 2000). However, as was

cautioned there, because of the possibility of ‘method variance’ effect, owing to use of a single instrument to collect both the *TLQ* and criterion variable data (e.g., Spector & Brannick, 1995) and of possible ‘halo’ effects, they are best interpreted as consonant with the validity of the instrument, rather than as definitive.

2.3.2 Discriminant validity

The discriminant validity of a psychological instrument can be determined by undertaking a discriminant functional analysis. The psychological significance of discriminant analyses, as reported here is: -

- that they focus attention on the way in which ratings on the different scales of the *TLQ* are particularly relevant in having an impact on direct reports;
- that they provide evidence that all fourteen *TLQ* scales are significantly correlated with the ten leadership impact measures, each of the distinct aspect of transformational leadership is particularly relevant to certain aspects of the effect of a leader’s leadership behaviour on their staff.

In other words, within the context of being valid (as evidenced by the correlational data), each of the leadership behaviours measured by the different scales may have *particular relevance* to certain aspects of how a manager’s behaviour impacts on their staff.

The results of the discriminant analysis for the sample as a whole are presented in Table 10, and for different sub-groups of direct reports and ‘target’ managers in Table 11 - 13.

Note: The presence of a number in any of the cells indicates the existence of a statistically significant relationship between ratings on a particular transformational (*TLQ*) scale and ratings on a particular impact measure that cannot be accounted for by ratings on any of the other *TLQ* scales.

In other words, transformational leadership behaviour as measured by certain *TLQ* scales has an impact on staff, which is predictive at the 5 per cent level of significance.

2.3.2.1 Whole sample

Thus, as shown in Table 10, the impact of Scale 1 – ‘Showing Genuine Concern’ is statistically significant in the cases of eight of the ten impact measures (all except ‘job-fulfilment’ and ‘motivation’).

For Scale 2 – ‘Enabling’ scores are predictive in the case of six measures: - ‘self confidence’, ‘self-esteem’, ‘job satisfaction’, ‘reduced job-related stress’, ‘commitment to the job’, and ‘motivation’.

Similarly, for Scale 5 – ‘Being Honest and Consistent’, there were also six significant effects, which were on: - ‘self esteem’, ‘satisfaction with leadership

style', 'job satisfaction', 'job fulfilment', commitment to the organisation', and 'achievement beyond expectations'.

Likewise, for Scale 8 – 'Inspiring Others', there were also six significant effects, which were on: - 'self-confidence', 'job satisfaction', 'fulfilment in the job', 'reduced job-related stress', 'motivation', and 'achievement beyond expectations'.

Table 10: Whole Sample – 1
Discriminant Functional Analyses for the TLQ scales x Leadership Impact Measures for whole sample,
rated by all direct reports

SCALE/ LEADERSHIP IMPACT MEASURE	Self conf	Self est'm	Sat lead	Job satis	Job fulfil	Red'd stress	Job comm	Org'l comm	Motiv	Beyond expect
Leading & Developing Individuals										
Showing Genuine Concern	.30	.26	.26	.18		.27	.32	.32		.21
Enabling	.30	.21		.17		.22	.20		.27	
Being Accessible								.24		
Encouraging Change										
Personal Qualities										
Being Honest and Consistent		.20	.19	.18	.32			.24		.20
Acting with Integrity			.19	.17						.20
Being Decisive										
Inspiring Others	.29			.17	.35	.22			2.9	.19
Resolving Complex Problems	.29					.24				.20
Leading & Developing the Organisation										
Networking										
Focusing Team Effort										
Building Shared Vision										
Supporting a Developmental Culture									.28	
Facilitating Change Sensitively				.17						

KEY: Self conf = Self-confidence Self est'm = Self esteem Sat lead = Satisfaction with leadership style
Job sat = Job satisfaction Job fulfil = Job fulfilment Red'd stress = Reduced stress
Job comm = Job commitment Org'l comm = Organisational commitment
Motiv = Motivation Beyond expect = Motivation to achieve beyond expectations

Leadership behaviour as measured on six other scales (Scale 3 - 'Being Accessible', Scale 6 - 'Acting with Integrity', Scale 8 - 'Inspiring Others', Scale 9 - 'Resolving Complex Problems', Scale 13 - 'Supporting a Developmental Culture', and Scale 14 - 'Facilitating Change Sensitively'), also had a unique impact on different aspects of staff well-being at work.

On the other hand, for the sample as a whole, no unique relationships were detected involving Scale 4 - 'Encouraging Change', Scale 10 - 'Networking', Scale 11 - 'Focusing Team Effort', nor Scale 12 - 'Building Shared Vision'.

Another way of looking at the data is to ask questions such as, for senior public libraries staff:

- **What kinds of leadership behaviour are likely to increase staffs' feelings about themselves, their satisfaction and sense of well-being at work, their level of commitment and motivation?**

In the three examples given, for the sample as a whole, the answers are: -

Feelings about self

- **Self confidence:**
'Showing Genuine Concern', 'Enabling', 'Inspiring Others' and 'Resolving Complex Problems'
- **Self esteem:**
'Showing Genuine Concern', 'Enabling' and 'Being Honest and Consistent'

Satisfaction at work

- **Satisfaction with leadership style:**
'Showing Genuine Concern', 'Being Honest and Consistent' and 'Acting with Integrity'
- **Job satisfaction**
'Showing Genuine Concern', 'Enabling', 'Being Honest and Consistent', 'Acting with Integrity' and 'Facilitating Change Sensitively'

Well-being at work

- **Job fulfilment:**
'Being Honest and Consistent' and 'Inspiring Others'
- **Reduced job-related stress:**
'Showing Genuine Concern', 'Enabling', 'Inspiring Others' and 'Resolving Complex Problems'

Commitment

- **Job commitment:**
'Showing Genuine Concern' and 'Enabling'
- **Organisational commitment:**
'Showing Genuine Concern', 'Being Accessible' and 'Being Honest and Consistent'

Motivation

- **Motivation:**
'Enabling', 'Inspiring Others' and 'Supporting a Developmental Culture'
- **Achieving beyond expectations:**
'Showing Genuine Concern', 'Being Honest and Consistent', 'Acting with Integrity', 'Inspiring Others' and 'Resolving Complex Problems'.

2.3.2.2 Gender-related differences among Direct Reports

Discriminant functional analyses were also undertaken when the sample was divided by the gender of the direct reports (Table 11).

Here, the results for Scale 1 – 'Showing Genuine Concern' corresponded with those for the sample as a whole. However, on the other scales, gender-related differences emerged. In some cases, as in Scale 2 – 'Enabling', the principal (though not exclusive) source of the whole sample relationships was either male or female direct reports; in others, such as Scale 4 – 'Encouraging change', Scale 7 – 'Being Decisive', Scale 10 – 'Networking', Scale 11 – 'Focusing Team Effort', and Scale 14 – 'Facilitating Change Sensitively', a significant predictive relationship was detected only when the rater was a female direct report.

The significance of these findings for the workplace is that the same kind of leadership behaviour can have a different effect on female vs. direct reports.

Table 11: Whole Sample – 2
Discriminant Functional Analyses for the TLQ scales x Leadership Impact Measures for whole sample,
rated by males vs. females direct reports

SCALE/ LEADERSHIP IMPACT MEASURE	Self conf		Self est'm		Sat lead		Job satis		Job fulfil		Red stress		Job comm		Org' comm		Motiv		Beyond expect	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Leading & Developing Individuals																				
Showing Genuine Concern	.29	.40	.45	.21	.25	.29	.38	.20			.35	.39	.62	.29	.34	.23			.64	.19
Enabling		.34		.18									.18		.19			.23		
Being Accessible																				
Encouraging Change												.20								
Personal Qualities																				
Being Honest and Consistent			.31	.17		.19		.18							.18		.21		.19	
Acting with Integrity									.37										.19	
Being Decisive																	.21			
Inspiring Others							.31		.40	.34							.34	.21		
Resolving Complex Problems																				
Leading & Developing the Organisation																				
Networking																				.18
Focusing Team Effort								.19												.18
Building Shared Vision																				
Supporting a Developmental Culture									.43								.35			
Facilitating Change Sensitively													.24							.28

KEY: Self conf = Self-confidence Self est'm = Self esteem Sat lead = Satisfaction with leadership style
 Job sat = Job satisfaction Job fulfil = Job fulfilment Red'd stress = Reduced stress
 Job comm = Job commitment Org'l comm = Organisational commitment
 Motiv = Motivation Beyond expect = Motivation to achieve beyond expectations

NB: Hatched cell denotes a significant relationship for the sample as a whole (Table 9).

2.3.2.3 Gender-related differences

The data presented in Table 12 show the impact on their direct reports of the male vs. female 'target' managers. The pattern that emerges is similar to that for the sample as a whole (Table 10) in relation to Scale 1 – 'Showing Genuine Concern' and Scale 8 – 'Inspiring Others', though some additional, gender-related relationships emerged. These are: for Scale 1, 'Job fulfilment' for both females and males, and 'Motivation' for males; and for Scale 8, 'Self esteem' and 'Job commitment' for both males and females, and 'Organisational commitment' for females.

In addition, a number of other gender-related differences emerged. Thus, for example, that a female manager was perceived as 'Being Accessible' (Scale 2) had a distinct effect on their direct reports' 'Self esteem', 'Job satisfaction', 'Reduced job-related stress' (in common with male managers), and 'Job commitment'.

Similarly examples of perceptions of male managers as 'Building Shared Vision' had a strong distinct effect on their direct reports 'Self esteem' (in common with female managers), 'Satisfaction with their leadership style', 'Job satisfaction', 'Job commitment', and 'Organisation commitment'.

The significance of these findings would appear to be related, in part at least, to the *expectations* that direct reports have of a boss/line manager that is related to her/his gender.

Table 12: Male Vs. Female Managers
Discriminant Functional Analyses for the TLQ scales x Leadership Impact Measures for male vs. female managers,
rated by their direct reports

SCALE/ LEADERSHIP IMPACT MEASURE	Self conf		Self est'm		Sat lead		Job satis		Job fulfil		Red stress		Job comm		Org' comm		Motiv		Beyond expect	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Leading & Developing Individuals																				
Showing Genuine Concern	.60	.33	.27	.23	.37	.30	.28	.22	.43	.31	.30	.32	.37	.22	.47	.23	.27		.30	.27
Enabling		.31	.25								.25			.19		.21		.27		.25
Being Accessible				.22				.21			.26	.23		.19			.26			
Encouraging Change	.44										.26	.23				.22				
Personal Qualities																				
Being Honest and Consistent			.25					.21	.44	.33					.29	.22		.27		
Acting with Integrity					.25	.23					.25								.27	
Being Decisive											.26			.19						
Inspiring Others		.30	.26	.21			.24	.23	.45	.31	.25		.24	.19		.21	.26	.32	.27	.26
Resolving Complex Problems		.30				.22				.31		.23		.19						.25
Leading & Developing the Organisation																				
Networking												.23				.21				.28
Focusing Team Effort							.21									.21	.27	.27		
Building Shared Vision			.25	.23	.26		.24						.24		.30			.27		
Supporting a Developmental Culture				.23			.24							.19			.26			
Facilitating Change Sensitively			.25				.22						.23							

KEY: Self conf = Self-confidence Self est'm = Self esteem Sat lead = Satisfaction with leadership style
 Job sat = Job satisfaction Job fulfil = Job fulfilment Red'd stress = Reduced stress
 Job comm = Job commitment Org'l comm = Organisational commitment
 Motiv = Motivation Beyond expect = Motivation to achieve beyond expectations

NB: Hatched cell denotes a significant relationship for the sample as a whole (Table 9).

2.3.2.4 Level-related differences

Table 13 shows the impact of leadership behaviour on their direct reports of those 'target' managers who are 'Heads of Service' or equivalent vs. those who are 'Senior Managers' or equivalent.

Once again, there are similarities with the whole sample data (Table 10) in relation to Scale 1 – 'Showing Genuine Concern' and Scales 8 – 'Inspiring Others', and to a lesser extent, Scale 5 – 'Being Honest and Consistent'.

At the same time, level-related differences are evident with, for Heads of Service, distinct links between 'Resolving Complex Problems' and 'Self confidence' (also for the sample as a whole), 'Self esteem', 'Satisfaction with their leadership style', 'Job fulfilment', 'Reduced job-related stress' (also for whole sample), 'Job commitment' (also for Senior Managers), 'Organisational commitment', and 'Motivation to achieve beyond expectations' (also for whole sample).

Corresponding links for Senior Managers include those between 'Acting with Integrity' and 'Self esteem', 'Job satisfaction', 'Reduced job-related stress (also for whole sample), 'Job commitment' (also for Senior Managers), 'Job commitment', and 'Motivation to achieve beyond expectations' (also for whole sample), and between 'Networking' and 'Reduced job-related stress' (also for whole sample) and 'Motivation to achieve beyond expectations' (also for whole sample).

The significance of these findings would appear to be related, in part, to the *expectations* that direct reports have of a boss/line manager that is related to their role and, in part, to the *nature of the role* itself.

Table 13: Heads Of Service Vs. Library Managers
Discriminant Functional Analyses for the TLQ scales x Leadership Impact Measures for Heads of Service vs. Senior Managers,
rated by their direct reports

SCALE/ LEADERSHIP IMPACT MEASURE	Self conf		Self est'm		Sat lead		Job satis		Job fulfil		Red stress		Job comm		Org'l comm		Motiv		Beyond expect		
	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	
Level of 'target' manager																					
Leading & Developing Individuals																					
Showing Genuine Concern	.35	.49	.23	.32	.26	.30	.23	.26		.35	.57	.31	.24	.27	.34	.34		.33	.25	.26	
Enabling	.32		.23				.23						.21								
Being Accessible		.38																			
Encouraging Change										.33											
Personal Qualities																					
Being Honest and Consistent			.23		.20		.22	.22	.37	.36			.20		.26	.28		.30	.23		
Acting with Integrity				.26	.20			.22				.26		.22					.23	.24	
Being Decisive											.30										
Inspiring Others	.31		.22			.24	.22	.23	.33	.36			.20	.22		.27	.30		.23	.25	
Resolving Complex Problems	.32		.23		.22				.32		.30		.21	.22	.26				.24	.24	
Leading & Developing the Organisation																					
Networking												.27								.24	
Focusing Team Effort									.34			.26			.26		.31	.32			
Building Shared Vision				.26			.22	.22						.22			.28				
Supporting a Developmental Culture				.28		.24								.23			.31				
Facilitating Change Sensitively																					

KEY: Self conf = Self-confidence Self est'm = Self esteem Sat lead = Satisfaction with leadership style
 Job sat = Job satisfaction Job fulfil = Job fulfilment Red'd stress = Reduced stress
 Job comm = Job commitment Org'l comm = Organisational commitment
 Motiv = Motivation Beyond expect = Motivation to achieve beyond expectations
 1 = Head of Service or equivalent 2 = Senior Manager or equivalent

NB: Hatched cell denotes a significant relationship for the sample as a whole (Table 9).

2.4 Comment

The significance of the results presented in this section is principally: -

- They provide evidence of the differential effect of different aspects of leadership behaviour on the well-being at work of direct reports (section 2.3.2.1).

The measures of well-being that were assessed include self esteem, job satisfaction, reduced job-related stress, commitment to the organisation and motivation, all of which have been shown to have an impact on staff retention and organisational performance.

- They demonstrate that the leadership behaviour of a manager can have a differential effect on different groups of staff (in this case male vs. female direct reports) (section 2.3.2.1).

This has implications that include the way in which they are treated so as to increase, for example, their job satisfaction and motivation, and the way in which their aspirations and developmental needs can best be met.

- They provide evidence of the ways in which staff (in this case direct reports) have different expectations of their boss/line manager (sections 2.3.2.3 and 2.3.2.4).

Here, the evidence relates to different gender-related and role-related expectations, which emerge in the ways in which different aspects of leadership behaviour (by females vs. males; Heads of Service vs. Senior Managers) impact on their direct reports.

- The evidence presented in section 2.2.3 that the public sector libraries 'target' managers' scores were lowest on the scales for 'Showing Genuine Concern', 'Inspiring Others', 'Focusing Team Effort' and 'Supporting a Developmental Culture', point to the need for providing developmental support in these areas.

As the results presented in sections 2.3.2.1 – 2.3.2.4 show, each of these aspects of transformational leadership behaviour can have a significant impact on direct reports. Thus, for example, for the sample as a whole (Table 10), both 'Showing Genuine Concern' and 'Inspiring Others' have a significant effect on 'Job satisfaction' and 'Motivation to achieve beyond expectations'.

Similarly, for male managers (Table 12), 'Job satisfaction' can be predicted by direct reports' ratings of 'Showing Genuine Concern', 'Inspiring Others' and 'Focusing Team Effort', and 'Motivation' by 'Showing Genuine Concern', 'Inspiring Others', 'Focusing Team Effort' and 'Supporting a

Developmental Culture’; for female managers ‘Job commitment’ predicted by ‘Showing Genuine Concern’, ‘Inspiring Others’ and ‘Supporting a Developmental Culture’.

Clearly, information and insights of this kind can be used to formulate hypotheses about the aspects of leadership on which to focus attention in order to achieve optimal staff development and to increase organisational effectiveness.

In so doing, a certain amount of caution is required. This is because there are underlying reasons for not expecting either the product-moment correlations or the discriminant analysis data to be identical for staff working in different types of organisation, or different groups and sub-groups of managers and professionals working within the same organisation.

Relevant influences include: -

- contextual factors (e.g., work group autonomy, routine or programmed work), which can have a modulating effect of leader behaviour;
- individual differences, such as gender;
- level and role within the organisation;
- sub-cultural groups within an organisation;
- the influence of ‘substitutes for leadership’, that is, personal factors (e.g., high need for independence, indifference to organisational rewards, or a professional orientation) (cf. Alban-Metcalfe & Alimo-Metcalfe, 2000).

Thus different patterns of relationships have been found among staff from organisations that include: - local government; central government; NHS; schools; universities; police officers and staff; a major central government agency.

However, what the data do provide is information and insights into the processes at work, and the likely impact of particular leadership behaviours on staff.

3 Conclusions

The purpose of this report was to present the Post-Heroic Model of Transformational Leadership, which is based on research undertaken in the UK among a gender-inclusive and black & minority ethnic-inclusive sample of both public and private sector managers and professionals, and which underpins the 360-degree diagnostic instrument – the *Transformational Leadership Questionnaire (TLQ)* – that has been used among libraries staff.

The results for a cohort of $n = 262$ Heads of Service and Senior Managers indicates

- that the *TLQ* provides a valid measure of transformational leadership among public libraries staff;
- that levels of self-ratings and ratings by others are to a large extent comparable with corresponding data for other groups of staff working in the public sector (local government; schools; NHS; a central government agency);
- that public libraries staff were rated significantly higher than local government managers and professionals on certain scales;
- that when the results were analysed ipsitively, the relatively higher ratings and the relatively lower ratings by direct reports of libraries staff were similar, and in some cases identical to, corresponding ratings of managers and professionals from each of the other groups studied (local government; schools; NHS; central government);
- that differential patterns of relationships exist among public libraries staff between scores on each of the fourteen *TLQ* scales and the effect of leadership behaviour on direct reports, as measured by ten leadership impact measures;
- that this evidence suggests that different aspects of transformational leadership behaviour have differential effects on staff, for example, on motivation, job satisfaction, commitment to their job, and through these on organisational performance.

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