



National Library  
of Canada

Acquisitions and  
Bibliographic Services Branch

395 Wellington Street  
Ottawa, Ontario  
K1A 0N4

Bibliothèque nationale  
du Canada

Direction des acquisitions et  
des services bibliographiques

395, rue Wellington  
Ottawa (Ontario)  
K1A 0N4

Your file    Votre référence

Our file    Notre référence

## NOTICE

The quality of this microform is heavily dependent upon the quality of the original thesis submitted for microfilming. Every effort has been made to ensure the highest quality of reproduction possible.

If pages are missing, contact the university which granted the degree.

Some pages may have indistinct print especially if the original pages were typed with a poor typewriter ribbon or if the university sent us an inferior photocopy.

Reproduction in full or in part of this microform is governed by the Canadian Copyright Act, R.S.C. 1970, c. C-30, and subsequent amendments.

## AVIS

La qualité de cette microforme dépend grandement de la qualité de la thèse soumise au microfilmage. Nous avons tout fait pour assurer une qualité supérieure de reproduction.

S'il manque des pages, veuillez communiquer avec l'université qui a conféré le grade.

La qualité d'impression de certaines pages peut laisser à désirer, surtout si les pages originales ont été dactylographiées à l'aide d'un ruban usé ou si l'université nous a fait parvenir une photocopie de qualité inférieure.

La reproduction, même partielle, de cette microforme est soumise à la Loi canadienne sur le droit d'auteur, SRC 1970, c. C-30, et ses amendements subséquents.

**Managerial Leadership in Canadian NSOs:  
Values and Perceptions of Senior Staff Leaders and Their  
Staff Members**

**Katherine M. Babiak  
School of Human Kinetics  
Faculty of Health Sciences**

**Submitted to the School of Graduate Studies and Research, in partial fulfillment of the  
requirements for the degree of Master of Arts in Sports Studies.**

**University of Ottawa**

**1994**



National Library  
of Canada

Acquisitions and  
Bibliographic Services Branch

395 Wellington Street  
Ottawa, Ontario  
K1A 0N4

Bibliothèque nationale  
du Canada

Direction des acquisitions et  
des services bibliographiques

395, rue Wellington  
Ottawa (Ontario)  
K1A 0N4

*Your file    Votre référence*

*Our file    Notre référence*

THE AUTHOR HAS GRANTED AN  
IRREVOCABLE NON-EXCLUSIVE  
LICENCE ALLOWING THE NATIONAL  
LIBRARY OF CANADA TO  
REPRODUCE, LOAN, DISTRIBUTE OR  
SELL COPIES OF HIS/HER THESIS BY  
ANY MEANS AND IN ANY FORM OR  
FORMAT, MAKING THIS THESIS  
AVAILABLE TO INTERESTED  
PERSONS.

L'AUTEUR A ACCORDE UNE LICENCE  
IRREVOCABLE ET NON EXCLUSIVE  
PERMETTANT A LA BIBLIOTHEQUE  
NATIONALE DU CANADA DE  
REPRODUIRE, PRETER, DISTRIBUER  
OU VENDRE DES COPIES DE SA  
THESE DE QUELQUE MANIERE ET  
SOUS QUELQUE FORME QUE CE SOIT  
POUR METTRE DES EXEMPLAIRES DE  
CETTE THESE A LA DISPOSITION DES  
PERSONNE INTERESSEES.

THE AUTHOR RETAINS OWNERSHIP  
OF THE COPYRIGHT IN HIS/HER  
THESIS. NEITHER THE THESIS NOR  
SUBSTANTIAL EXTRACTS FROM IT  
MAY BE PRINTED OR OTHERWISE  
REPRODUCED WITHOUT HIS/HER  
PERMISSION.

L'AUTEUR CONSERVE LA PROPRIETE  
DU DROIT D'AUTEUR QUI PROTEGE  
SA THESE. NI LA THESE NI DES  
EXTRAITS SUBSTANTIELS DE CELLE-  
CI NE DOIVENT ETRE IMPRIMES OU  
AUTREMENT REPRODUITS SANS SON  
AUTORISATION.

ISBN 0-612-04863-2

Canada



UNIVERSITÉ D'OTTAWA  
UNIVERSITY OF OTTAWA

## Acknowledgments

Appropriately enough, it is at this point that I will take a few moments to recognize those individuals who have been instrumental in my journey through the arduous voyage of grad student-ship. It has definitely been what I would call an experience to remember. Through the good and the bad (fortunately, more good than bad), several people remain prominent in my mind when it came to support and understanding.

I would like to thank my research advisor Dr. Daniel Soucie, without who's guidance, support, insight and above all, sense of humour, I could not have completed this seemingly massive undertaking. I would also like to thank the members of my examination committee, Dr. Pierre Trudel and Dr. Bruno Zumbo who have provided immeasurable guidance, assistance, and advice. These thanks would not be complete if I did not include a very big thank you to Dr. Lucie Thibault., who is not just a superb and caring professor, but also a good friend.

Lucy B. and Char, you have both helped make these years an experience I will never forget. Maria and Pcosh - Thanks!

***I would like to dedicate this volume to my mother and father.***

## Abstract

Leadership is a critical component of organizational effectiveness (Smith, Carson & Alexander, 1984), and often has the potential to impact on the success or failure of an enterprise. This study was designed to examine managerial leadership perceptions and values using an integrated theoretical approach in the context of Canadian National Sport Organizations (NSOs). The framework used, Yukl (1989), encompasses five primary components: leader traits, leader skills, leader behaviours, power bases for leadership, and transformational / charismatic leadership characteristics. Hitt's (1988) model, which considers the congruence and incongruence of values between leaders and organizational members, was also used in this study in order to explain the relationship of effective leadership to organizational relationships.

Results indicated that there appeared to be a relatively high degree of agreement or harmony between senior staff leaders and staff members as to what "ideal" leadership ought to be in effective sport organizations. Some organizations showed a high degree of congruence between the leader "ideal" and the staff "actual" values, whereas others showed disagreement in responses. The same pattern of results was obtained when comparing "actual" and "ideal" leadership perceptions by staff members. Results also showed that congruence or incongruence in "actual" and "ideal" leadership values was generally consistent among staff members within each organization. This led the researcher to conclude that managerial leadership in these organizations appears to be contextual and organizationally specific.

Additional findings were revealed from an analysis of ranking the data. Leader self-confidence, honesty, and willingness to assume responsibility appeared to be important for leader effectiveness. Conceptual and human skills were also ranked highly. The importance of a people-oriented style of leadership was emphasized. Knowledge appeared to be an important source of leader power, and the development and use of a vision appeared to be fundamental for managerial leadership effectiveness in sport organizations.

## TABLE OF CONTENTS

|                                                   | Page   |
|---------------------------------------------------|--------|
| Acknowledgments                                   | ii     |
| Abstract                                          | iii    |
| TABLE OF CONTENTS                                 | iv     |
| LIST OF FIGURES                                   | vii    |
| LIST OF TABLES                                    | viii   |
| <br>CHAPTER                                       |        |
| 1. Introduction                                   | 1      |
| The Crucial Role of Leadership                    | 2      |
| The Universality of Leadership                    | 4      |
| Definition of Terms                               | 7      |
| Leadership                                        | 7      |
| Leadership Effectiveness                          | 10     |
| Statement of the Problem / Framework & Model Used | 12     |
| Contributions of the Study                        | 15     |
| Purpose of the Study                              | 17     |
| Delimitations                                     | 18     |
| Limitations                                       | 19     |
| <br>2. Review of Literature                       | <br>20 |
| Yukl's Model                                      | 20     |
| Leader Traits and Skills                          | 23     |

## TABLE OF CONTENTS (Continued)

| CHAPTER |                                                                                                            | Page |
|---------|------------------------------------------------------------------------------------------------------------|------|
| 2.      | Leader Trait Approach                                                                                      | 23   |
|         | Leader Skills Approach                                                                                     | 25   |
|         | Leader Behaviours                                                                                          | 29   |
|         | Power Bases for Leadership                                                                                 | 33   |
|         | Transformational and Charismatic Leadership                                                                | 37   |
|         | Comprehensive Leadership Research                                                                          | 40   |
|         | Related Sport Leadership Literature                                                                        | 42   |
|         | Leadership and Organizational Effectiveness<br>in Sport Organizations                                      | 45   |
| 3.      | Methodology                                                                                                | 48   |
|         | Subjects                                                                                                   | 48   |
|         | Research Instruments                                                                                       | 52   |
|         | Distribution and Collection of Questionnaires                                                              | 54   |
|         | Statistical Procedures                                                                                     | 55   |
| 4.      | Results and Discussion                                                                                     | 57   |
|         | Ideal Values of Effective Leadership: Comparison between<br>Senior Staff Leaders and Staff Members         | 57   |
|         | Ideal Values of Effective Leadership of Senior Staff<br>Leaders Versus Perceptions of Actual Leadership of |      |

|               |    |
|---------------|----|
| Staff Members | 64 |
|---------------|----|

|                               |      |
|-------------------------------|------|
| TABLE OF CONTENTS (Continued) | Page |
|-------------------------------|------|

|         |  |
|---------|--|
| CHAPTER |  |
|---------|--|

|    |                                                                                                  |    |
|----|--------------------------------------------------------------------------------------------------|----|
| 4. | Ideal Values of Effective Leadership Versus Perceptions<br>of Actual Leadership of Staff Members | 67 |
|    | Overall Perspective of Effective Leadership in National<br>Sport Organizations                   | 70 |

|    |                                          |    |
|----|------------------------------------------|----|
| 5. | Summary, Conclusions and Recommendations | 85 |
|    | Summary                                  | 85 |
|    | Conclusions                              | 88 |
|    | Recommendations for Further Study        | 90 |

|                |    |
|----------------|----|
| Reference List | 93 |
|----------------|----|

|            |  |
|------------|--|
| Appendices |  |
|------------|--|

|    |                                                    |     |
|----|----------------------------------------------------|-----|
| 1. | List of National Sport Organizations in the Sample | 104 |
| 2. | Leadership Survey Questionnaire for Managers       | 106 |
| 3. | Leadership Survey Questionnaire for Staff Members  | 113 |
| 4. | Letter of Information                              | 125 |
| 5. | Follow-up Letter                                   | 127 |

## LIST OF FIGURES

| <b>Figures</b>                                                                  | <b>Page</b> |
|---------------------------------------------------------------------------------|-------------|
| 1.1 Integrating Framework of Managerial Leadership (Adapted from Yukl, 1989)    | 14          |
| 1.2 A Model of Effective Organizational Relationships (Adapted from Hitt, 1988) | 16          |

## LIST OF TABLES

| <b>Tables</b>                                                                                                                                                                                | <b>Page</b> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| 3.1 Organizational Breakdown by Subjects                                                                                                                                                     | 50          |
| 3.2 Demographic Profile of Subjects                                                                                                                                                          | 51          |
| 4.1 Percentage of Agreements Between Ideal Perceptions of Effective Leadership by Senior Staff Leaders and Staff Members                                                                     | 58          |
| 4.2 Percentage of Agreements Between Ideal Perceptions of Effective Leadership by Senior Staff Leaders and Perceptions by Staff Members of Actual Leadership in the Respective Organizations | 65          |
| 4.3 Percentage of Agreements Between Ideal Perceptions of Effective Leadership by Staff Members and Perceptions of Actual Leadership in their Respective Organizations                       | 68          |
| 4.4 Means of Overall Ratings for Leadership Traits                                                                                                                                           | 72          |
| 4.5 Ranking of Top Five Leadership Traits                                                                                                                                                    | 72          |
| 4.6 Means of Overall Ratings for Leadership Skills                                                                                                                                           | 75          |
| 4.7 Ranking of Top Five Leadership Skills                                                                                                                                                    | 75          |
| 4.8 Means of Overall Ratings for Leadership Behaviours                                                                                                                                       | 78          |
| 4.9 Ranking of Top Five Leadership Behaviours                                                                                                                                                | 78          |
| 4.10 Means of Overall Rating of Power Bases of Leadership                                                                                                                                    | 80          |
| 4.11 Ranking of Top Five Power Bases                                                                                                                                                         | 80          |
| 4.12 Means of Overall Ratings of Transformational / Charismatic Leadership                                                                                                                   | 83          |
| 4.13 Ranking of Top Five Transformational / Charismatic Characteristics                                                                                                                      | 83          |

## CHAPTER 1

### Introduction

The development of the field of sport management in recent years, has been described by Chelladurai (1985) in the following way: "Sport and physical activity have become a dominant feature of North American society, and the number and types of organizations whose major domain of operation is sport and physical activity have multiplied dramatically over the past 25 years" (p. 3).

This implication, also reflected in the work of other authors (Macintosh & Whitson, 1990; Slack & Kikulis, 1989), indicates the importance for researchers to examine and fully understand the environment of the organizations within which sport is administered. The Canadian sport delivery system is uniquely characterized primarily as a result of its dependence on the federal government and on corporate sponsorship for funds, and the volunteer involvement in the decision-making process. Another unique feature of this system is that organizations which are part of this system are nonprofit in nature and, as such, they have the monopoly when it comes to formulating the structure of sport, guiding the development of programs and initiatives, and overseeing the organization of competitive opportunities of sport in this country (Macintosh, Bedeck & Franks, 1987; Macintosh & Whitson, 1990). The concern for undertaking empirical research of value to those involved in the management and administration of these unique organizations has carried over into the development of

sport management as a field of academic inquiry, with particular emphasis on the practical and applied issues in the context of the sport delivery system.

Nonetheless, problems persist in researching this sport delivery system. Slack and Hinings (1987) maintain that there is a lack of theory within the field of sport management regarding the organizational and administrative aspects of this system. They contend that this research "fails to draw upon the considerable body of theoretical and empirical research in organizational studies" (p. 187). According to Slack and Kikulis (1989), there are gaping inadequacies in terms of our knowledge about the structure and processes of these NSOs. This situation has resulted in deficiencies with respect to the knowledge, attitudes and perspectives about many of these sport organizations.

As a result of a lack of leadership research within the field of sport management, Slack and Kikulis (1989) indicate the need to undertake studies which focus on organizational theory, specifically by examining the position that leaders hold within sport organizations, and the necessity of these leaders to be able to manage change effectively. The Minister's Task Force Report (1992), outlining the state of amateur sport in Canada, emphasizes the importance of the investment in "... developing leaders and collective leadership in sport to prepare for undertaking the challenges of a new future for sport" (p. 259).

### **The Crucial Role of Leadership**

Effective leadership is one of the important variables in the determination of effectiveness within organizations, specifically as identified in the sector of Canadian

national sport organizations (NSOs) (Frisby, 1986; Olafson & Hastings, 1988; Soucie, 1994). As Soucie (1994) suggests, leadership, as one of the initiating variables in sport organizations, "has the potential to impact the human variables and further organizational success variables. Internally, leadership processes intervene at all managerial levels and play a major role" (p.4).

The responsibilities of leading and managing a NSO are becoming increasingly complex and, according to the Minister's Task Force Report (1992, p. 251):

Sport requires a strategic and coordinated approach to the development of sport leaders. Associations need managers able to implement effectively and efficiently the plans of the association. At the same time, the organization needs leaders capable of analyzing national and international sport, economic, social and political environments, and creating a vision for their sport that can be translated into directions and policies.

Effective leadership is necessary in the administration and management of sport organizations to such an extent that Soucie (1994), contends that the "leadership role pervades all the managerial activities of the sport administrator" (p. 1).

In the Minister's Task Force Report (1992), a number of major challenges facing the sport community are identified. One of these challenges is the lack of leadership, "...leadership by individuals, by organizations and by the sport community as a whole" (p. 249). This report emphasizes the need for leaders of sport organizations to be in touch with staff, members, and constituents and to provide leadership while taking into account those values held in esteem by the sport community and the entire nation.

Leaders must be aware of the constant changes facing their organizations and must be flexible and adaptive to this change.

This study of the perceptions and values of managerial leadership in Canadian NSOs will draw extensively from research in the field of leadership theory in order to identify those aspects of leadership which organizational staff members consider to be essential for leader effectiveness. This study will provide senior staff leaders and staff members with an awareness of other organizational members' values and perceptions. Furthermore, it will contribute to a better theoretical understanding of the complex phenomenon of leadership within national sport organizations.

### **The Universality Of Leadership**

Leadership manifests itself in every society and is considered a universal phenomenon. It is pervasive in every aspect of our lives, from family, leisure and political arenas, to schools, work, and religion. It has been the frequent subject of empirical research focusing on the antecedents of leader behaviour and the factors that contribute to leader effectiveness (Fiedler, 1967; Hersey & Blanchard, 1988; House, 1971; Tichy & Devanna, 1986; Yukl, 1994). This consistent and continuous interest in the field of leadership research is evidence of the importance attributed to this phenomenon.

Although significant progress has been made towards understanding the complexities of leadership, many questions still remain unanswered about the nature of leadership and, subsequently, much still needs to be learned. One element that

remains constant according to Yukl (1989), is that "...effective leadership at all levels of society and in all of our organizations is essential for coping with the growing social and economic problems confronting the world" (p. 462).

Understanding leadership in today's formal organizations is particularly advantageous to administrators and managers who must consider their own impact and effectiveness within their organizations. The emphasis of leadership research in business organizations has expanded to encompass a variety of theoretical approaches in an effort to better understand this phenomenon. The focus of many of these leadership studies has been on identifying variables such as leader qualities, traits and characteristics (Stogdill, 1974), skills (Adair, 1984; Katz, 1955), behaviours (Likert 1961; Yukl, 1971), power bases (French & Raven, 1959; Katz & Kahn, 1978; Kotter, 1985), situations (Hersey & Blanchard, 1988; House, 1971), and transformational and charismatic leadership (Bass, 1990:b; Bryman, 1992; Tichy & Devanna, 1986) and on identifying what combination of these variables leads to effectiveness.

The importance of leader effectiveness was discussed by Hersey and Blanchard (1988) and Bennis (1986). They distinguish one characteristic that successful organizations have over unsuccessful organizations, that is dynamic and effective leadership. They also contend that many business failures can be attributed to ineffective leadership. Hersey and Blanchard (1988) suggest that many business organizations fail during early stages of their life cycle as a result of a paucity of effective leadership. Thus, by examining the foundation of leadership within specific organizations, researchers gain knowledge and understanding on what constitutes an

effective leader and some of the contextual variables that contribute to leader effectiveness.

Within the context of NSOs, the necessity of strong and effective leadership is essential, for example to the acquisition of scarce resources and to the continued prosperity of these organizations, for the creation of contacts (networking), and for the satisfaction of employees. This study will examine the basic leadership perceptions and characteristics prevailing in the NSOs and will identify congruencies and incongruencies between the perceptions of leadership style that the leader themselves have, and those that the members of the organization have about their leader. Adair (1984) highlighted the necessity for leaders to be able to understand how they are perceived within their particular organization. In this way, knowledge can be applied towards the ends of appropriate action and ultimately, leader effectiveness as indicated by the following:

By looking at his [her] own experience, the reactions of others to himself [herself], and the comments of friends, the leader should gain a modicum of self-knowledge. He [she] should be aware of any bias in his [her] character ... a leader can make allowances for these unseen tendencies in his [her] character when he [she] perceives that a particular situation demands a different kind of response from his [her] normal one ... the end of such study is more appropriate action ( Adair, 1984, p.15).

## Definition Of Terms

Before undertaking an examination of relevant leadership literature, and identifying this phenomenon of leadership in the Canadian sport system, it is necessary to define some critical terms that will be used throughout the study.

### Leadership

A fundamental question facing researchers studying the phenomenon of leadership is: how is leadership actually defined? (Bass, 1981; Fiedler, 1967; House, 1977; Yukl, 1971) Leadership is a complex, multifaceted phenomenon, and for many, it holds different meanings. Stogdill (1974) claims that there are as many definitions of leadership as there are researchers who have attempted to study this concept. In the Oxford Dictionary (1990), leader is broadly defined as one who guides by persuasion or example or argument; one who directs the actions or opinions of others. Along the same lines, Fiedler (1964) defines a leader as "the individual in the group given the task of directing and coordinating task-relevant group activities or who, in the absence of a designated leader, carries the primary responsibility for performing these functions in the group" (p. 8). Bass (1990a) also considered organizational leadership, and defined it as an "interaction between two members of a group that often involves a structuring or restructuring of the situation and the perceptions and expectations of the members" (p. 19). Most of the definitions of leadership do share a common link. Yukl (1989) claims that most definitions of leadership consider the fundamental elements as being an interactive group phenomenon involving two or more people where some kind of influence process occurs.

Leaders have been regarded as guides (Badaracco & Ellsworth, 1989), achievers and innovators (Kouzes & Posner, 1987), visionaries (House, 1977), and agents of change (Tichy & Devanna, 1986). As such, it is evident that the leader is characterized as somehow being different than followers through distinguishing traits, special skills, behaviours or attributional qualities ascribed to them by their group members. In all these leadership scenarios, the leader is involved in an influence process towards pre-determined goals that have been adopted by the group (Yukl, 1989).

A leader may assume a leadership position either by being elected or appointed to such a position or by mutual consent of the group as a result of the convergence of many factors indicating leader potential. Thus, the potential exists for an individual to function in both a 'managerial' and 'leadership' capacity in an organizational setting. The notion that leaders and managers behave differently and have different functions has long fueled the fires of debate among researchers (Yukl, 1994). This line of reasoning considers managers responsible for organizing and administering, while leaders are responsible for motivating and inspiring (Bass, 1990a). Are there indeed differences between leaders and managers? Zaleznik (1990) notes how rarely leadership has been associated with business. He states that:

Instead of being leaders, people who rise to the top of organizations are more often that not managers...The crucial difference between managers and leaders is in their respective commitments. A manager is concerned with how decisions get made and how communication flows; a leader is

concerned with what decisions get made and what he or she communicates (p. 14).

According to Bennis (1986), leaders are interested in “doing the right thing”, while managers are concerned with “doing things right”. Leaders facilitate interpersonal interaction and positive working relations; promote structuring of the task and work to be accomplished. Leaders also plan, organize, and evaluate the work to be done (Bass, 1981). The functions of managers include planning, investigating, coordinating, evaluating, supervising, staffing, negotiating, and representing (Bass, 1981). All these management functions can potentially provide leadership and all leadership activities can contribute to the role of managing. Kotter (1990) believes that “leadership and management are two different but complementary systems of action. Each has its own functions and characteristic activities. Both are necessary for success in an increasingly complex and volatile business environment” (p. 103). Bennis (1986) and Kotter (1990) both agree that many business organizations today are over managed and under-led. They contend that the challenge for organizations lies in the combination of strong leadership and strong management in an attempt to use each to balance the other. Thus, in the context of this study, the notion leadership will encompass the functions of both managing and leading and will be considered as “managerial leadership”. In this study, managerial leadership will be defined as *the leadership process exercised by managers towards the members within the organization with the purpose of attaining the designated goals* (Yukl, 1989).

### Leadership Effectiveness

The notion of effectiveness has been a concern for leadership researchers and practitioners (Yukl, 1994), and was expressed quite uniquely by Napoleon, when exercising his views about the importance of leadership. Napoleon stated that he would rather have an army of rabbits led by a lion than an army of lions led by a rabbit (cited in Bass, 1990a).

When examining leadership, the criteria used to determine effectiveness depend on the particular objectives of each researcher. Leader effectiveness criteria have been assessed according to a number of different organizational variables: for example, achievement of short and long term organizational goals or successful accomplishment of task; group performance; group survival; group growth; and capacity of a group to deal with crises (Fiedler, 1967). Yukl (1989) identifies the attitudes and perceptions of the group members towards their leader as a common indicator of leader effectiveness. He believes that effectiveness is evaluated in terms of whether the leader satisfies the needs and expectations of the members; whether the members respect or admire their leader; whether the group members have made a conscious commitment to carry out the leader's requests, or whether they will be ambivalent, ignore, resist or subvert their leader's orders (Yukl, 1989). Attitude of group members is a variable that Kouzes and Posner (1987) also believe to be an important indicator of the ability of leaders to realize extraordinary accomplishments in their organizations (i.e., leadership effectiveness). They assert that it is ultimately the followers who determine whether or not someone possesses leadership characteristics and qualities. Thus, for Kouzes and

Posner (1987), leadership is in the eye of the group members. Hollander (1978) expresses leadership effectiveness as a group process with the leader as the main directive element. Effectiveness depends initially on influence, but beyond that there are questions about values, such as *how* things are done to achieve *what* ends (Hollander, 1978). He further states that "leader effectiveness depends upon followers perceiving and responding to the leader's display of competence, fairness and identification" (Hollander, 1978, p. 115).

Another aspect of the phenomenon concerns the degree of importance of the leadership process in relation to the smooth, effective functioning of the organization. Hosking (1988) considers leadership to be central to the dynamics of organization. In a similar vein, Bass (1990a) supports this statement and emphasizes the importance of leadership as a function of job satisfaction. He maintains that favorable attitudes toward superiors contribute to the satisfaction of the employees. This job satisfaction may also be related to the productivity of the group as a whole. Leaders can also make a difference in whether their organization succeeds or fails, and leadership is often regarded as an important factor in the success or failure of an organization (Bass, 1990a).

Bass (1990a) indicates the importance the contribution effective leaders make to overall performance. When an organization is in a state of flux or transition, the orchestration of the transformation or change process is critical to regulate the changes in technology, the environment, and the completion of programs. Jongbloed and Frost (1985) contend that leaders have an important general role to play, arguing that "...what leaders really manage in organizations are employees' interpretations or understanding

of what goes on in the organizations. The leaders manage meaning and, therefore, exert a strong impact on organizational outcomes" (p. 102). It must be realized that leadership does not exist in a vacuum and that it, alone, does not ensure goal attainment or organizational effectiveness.

Leadership, although crucial and the focus of this study, is only one of many determinants of organizational performance. For the purpose of this research, effective leadership is defined as the *level of agreement or congruency between responses of senior staff leaders and staff members on the survey questionnaire developed for this research*. The level of congruency between the perceptions and values of leaders and the perceptions and values of group members will allow the researcher to speculate on the degree of leader effectiveness within NSOs.

### **Statement Of The Problem**

### **Framework and Model Used**

Various schools of thought with regard to leadership theory have evolved and developed since leadership became a subject of scholarly investigation. Early theorists (Katz, 1955; Stogdill, 1948; Stogdill, 1974) endeavored to define the leadership process as a function of the individual (i.e., traits and skills) or of the environment in which the leader operated. Following this theoretical approach, there was a movement to identify effective leader behaviours in order to determine task-centered orientation (initiating structure) or people-centered orientation (consideration) of the leader (Halpin & Winer,

1957; Hemphill & Coons, 1957; Katz & Kahn, 1952; Likert 1961). Currently, the propensity in leadership research involves examining leaders as transformational agents within their environments, the "dynamic leader with a vision" as the organizational saviour who will guide and direct them safely through turbulent change and deliver them to their goal (Bass, 1990b; Seltzer & Bass, 1990; Tichy & Devanna, 1986).

Yukl (1989) cites the fact that leadership research has been "characterized by narrowly focused studies with little integration of findings from the different approaches" (p. 10). He suggests that by integrating a conceptual framework of the network of interacting variables, they appear to be related in a meaningful way. Yukl's (1989) framework has been adapted for the purpose of this study, and incorporates leader traits, skills, behaviours, power bases, and transformational and charismatic characteristics which together contribute to an individual's capacity to function as a leader in a managerial position (Yukl, 1989). Figure 1.1 illustrates the interaction of the variables involved in the managerial leadership process.

By examining the leadership values that those individuals in positions of leadership hold in esteem, the essence of their leadership philosophy is exposed. Values are considered by Cropanzano, James and Citera (1992) as abstract objectives which help form a foundation from which individuals can organize their behaviours. They feel that values motivate individuals towards attaining a level of action, and in addition aid in explaining why a person behaves in a particular manner. Leadership values are also considered important by Enz (1986) who argues that the beliefs and values of the leader are instrumental in influencing activities within the organization.

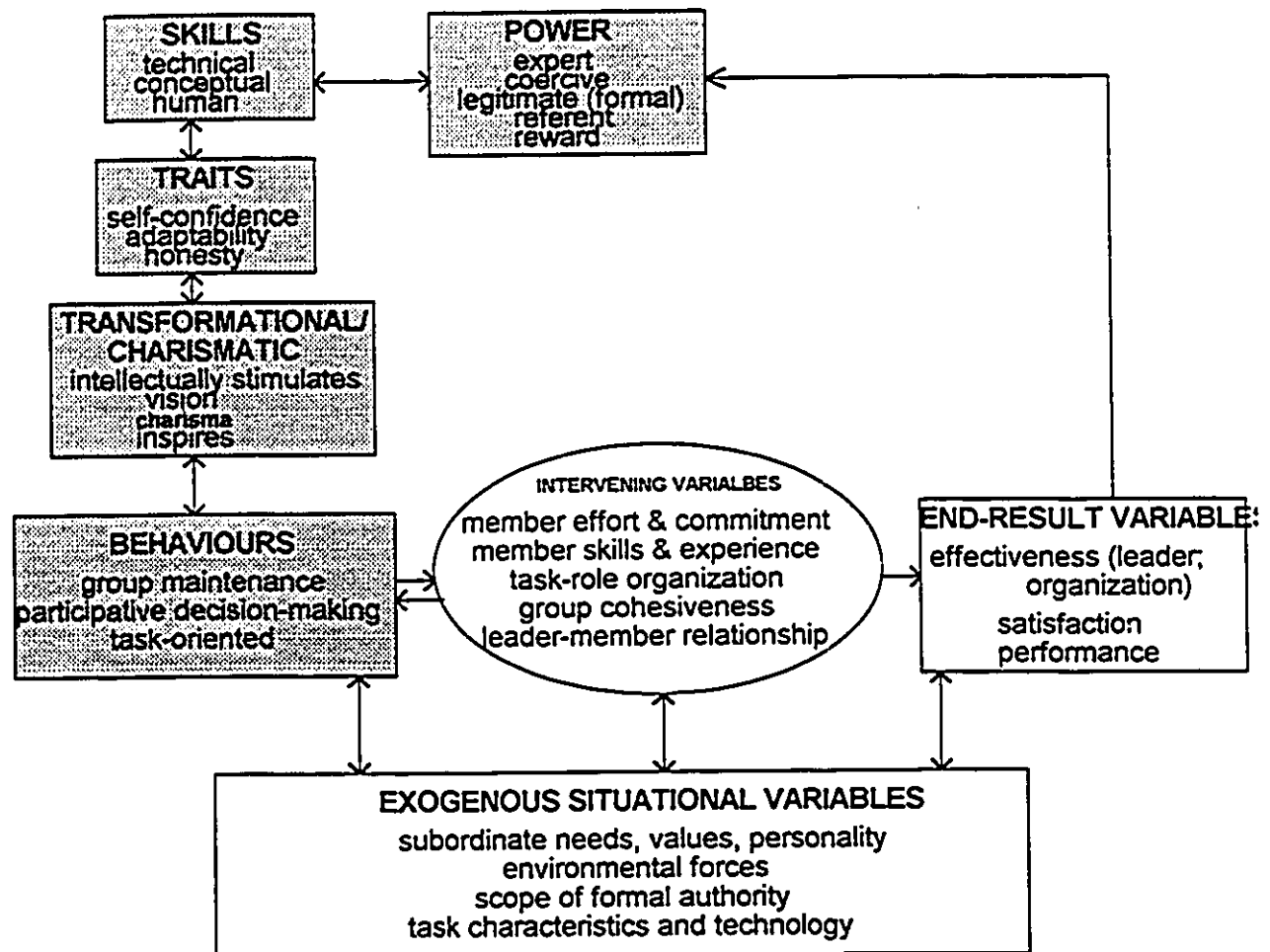
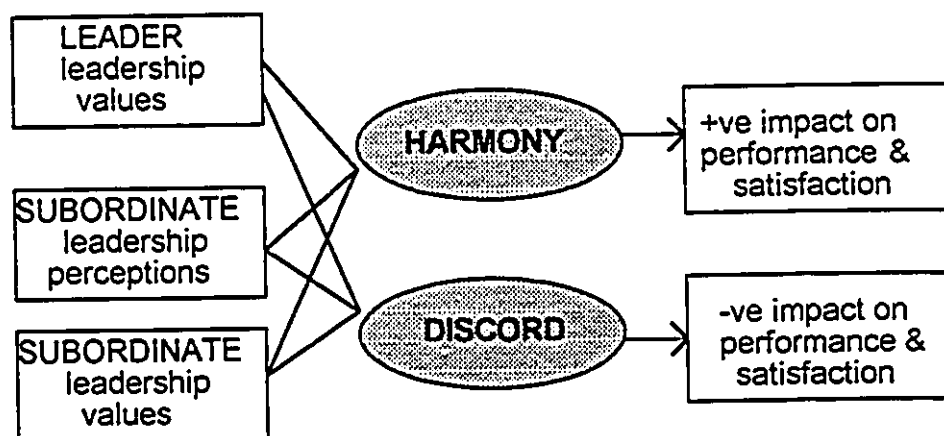


Figure 1.1: Integrating framework of managerial leadership (Adapted from Yukl, 1989, p. 269 )

Hitt (1988) relates the importance of effective organizational relationships to the congruence between the perceptions and values of one unit and the perceptions and values of another unit. As illustrated in Figure 1.2, which is an adapted version of Hitt's (1988) model, this study maintains that a "harmony" in perceptions and values means a congruence or similarity in the leadership values between both the senior staff leader and the staff members. "Disharmony" or discord in perceptions and values, on the other hand, signifies the incongruency between the values of the senior staff leader and the real understanding and awareness of these leadership values and perceptions on the part of the members.

### **Contributions of the Study**

The issue of leadership, more specifically an integrated approach to leadership research is important from both a theoretical and pragmatic point of view to the sport manager. The justification of this study encompasses both theory and practice. From a theoretical standpoint, this study will contribute to the expanding body of knowledge in the area of sport management. It will also serve to fill in gaps in the concept of leadership within NSOs, as well as in the application of a theory of leadership in the growing field of sport management. This is important when sport management is viewed in terms of the evolution and increasing complexity involved in leading these organizations through periods of turbulent change, as the NSOs may undergo



**Figure 1.2:** A model of effective organizational relationships (Adapted from Hitt, 1988, p. 10)

organizational restructuring as a result of the changing funding practices within the federal government.

A further contribution of this study will be to provide practitioners with prescriptions, suggestions and recommendations about the preferred leadership characteristics within NSOs' unique environment. As the responsibilities of sport administrators become increasingly complex, it is necessary to understand the relationship between the leadership perceptions and values of sport administrators, and the perceptions and leadership values of the members in the organization within which they function so that a foundation of understanding can be developed and built upon.

### **Purpose of the Study**

This study, therefore, will examine and identify the unique character of NSOs with respect to their values of effective leadership. This will be done by investigating the congruencies between perceptions of those leadership values considered to be meaningful by the senior staff leader and those values and perceptions that his or her staff hold in terms of the 'ideal' leadership characteristics and of the 'actual' leadership situation in NSOs. The leadership values and perceptions of both can be identified and can provide insights into the particular situation of those involved in managing the day-to-day activities of NSOs. This will specifically involve examining the emphasis placed by organizational members on leadership values with respect to Yukl's theoretical framework outlining leader traits, skills, behaviours, power bases, and transformational and charismatic variables. In simple terms, the problem of this study can be formulated

through the following questions: What are the meaningful characteristics of effective leadership in national sport organizations? Do leaders and staff members agree on what these are?

Specifically, four research questions are addressed in this study. 1. Do the ideal perceptions of leadership differ between staff members of NSOs and their senior staff leader (i.e., Executive Director, General Manager, Director General)? 2. Do the actual perceptions of leadership within the organizations of the staff members differ from the ideal perceptions of the leader? 3. Do the actual perceptions of leadership of the staff members differ from ideal perceptions? 4. An additional area of inquiry examines the question of how organizational members rank, in order of importance, the components of effective leadership. Comparisons between senior staff leaders and staff members are investigated.

### **Delimitations**

The first delimitation associated with the study of managerial leadership in NSOs, is the nature of the study itself. Leaders may be reluctant to have their leadership abilities evaluated by the staff members of the organization. It is a sensitive issue which requires a tactful approach and complete confidentiality. Secondly, members of the staff may also have concerns about the possible repercussions related to evaluating the leadership characteristics of their senior staff leader. Furthermore, results from this study are limited to the narrow context of NSOs and are confined to managerial leadership within these organizations. Since the data was collected from NSOs located at the Canadian Sport and Fitness Administration Centre (CSFAC) in

Gloucester, Ontario, results from this study cannot be extrapolated to other sport organizations in Canada. Finally, this research on perceptions of leadership within NSOs, is not intended to measure organizational or leadership effectiveness. However, the research findings may allow us to speculate on the degree leadership effectiveness in the NSOs.

### **Limitations**

There are various methodological boundaries imposed by the researcher in this study. First, the sample (i.e., mid-size NSOs) is not representative of the entire sport context. Secondly, the Likert scale questionnaire allows respondents to select the neutral variable so that lack of opinion in respondents may be exposed, responses may also be ambiguous or vague (Thomas & Nelson, 1990). Third, the questionnaire method may not completely and fully encompass the complex phenomenon of managerial leadership.

## **CHAPTER 2**

### **Review of Literature**

Leadership is, from an organizational perspective, one of the functions that must be carried out by those in management positions, those who are responsible for a group, its activities and the attainment of its goals (Yukl, 1989). The necessity of effective leadership is essential in order to maintain group unity and cohesiveness, as well as to ensure that decisions made will lead to the attainment of the group's objectives (Yukl, 1994).

This chapter reviews the research literature on leadership. Pertinent research on leadership traits and skills, behaviours, power bases for leadership, and transformational and charismatic leadership is reviewed successively. Leadership and organizational effectiveness in sport is also considered. But first, Yukl's (1989) comprehensive leadership model is examined. This model is based on the assumption that leadership is one of the mediating variables which impacts on group member performance and satisfaction and ultimately on organizational performance and effectiveness.

### **Yukl's Model**

Each of the theoretical approaches identified in Yukl's model (see Figure 1.1) have extensively examined one particular aspect of leadership, and much research has

been conducted in their respective realms. Yukl (1989) suggests that these leadership theories are all to some extent conceptually flawed on their own, and that examining leadership based on only one approach results in contradictions and confusing findings. These leadership theories often do not take into consideration other aspects of the leadership process and consequently, have a rather focused perspective on leadership. For example, the trait approach did not consider the environment or the situation of the leader, and the behavioural approach failed to consider the interpersonal aspects of leadership (Yukl, 1989). Yukl's prescription therefore, is for researchers to undertake studies of leadership by adopting an integrating conceptual framework. When the sets of variables from various approaches are identified as being "part of a larger network of interacting variables, they appear to be related in a meaningful way" ( Yukl, 1989, p. 268).

The trait component relates to the personal attributes which the leader possesses. Traits are identified as innate aspects of leaders' character that interrelate and result in each unique persona. Trait research was designed to identify characteristic components of individuals such as intelligence, emotionality, physical appearance and other personal traits of successful leaders (Stogdill, 1974).

The skill variable identifies personal characteristics that an individual has a propensity for or is adept at. It implies that leaders have the potential to work at and develop particular aspects of their repertoire (Katz, 1955). Leader skills are necessary in order to influence, enthuse, motivate, organize, plan and a myriad of other organizational duties for which the leader is responsible (Adair, 1984).

Leader power is associated with the amount of power possessed by a leader, the types of power, and how the leader chooses to exercise this power (Yukl, 1989). One important theme addressed by Yukl (1989) in relation to leader power, is the source of power for individual leaders (i.e., from what source is it obtained?), in addition to the interaction between individual leader characteristics and the situation in determining the impact of personal power.

Leader behaviours identify the way leaders and managers actually conduct themselves, in the achievement of their responsibilities in the line of duty. The concept of identifying leader behaviour was developed as a result of interest in clarifying the nature of managerial work (Yukl, 1989).

Another variable considered in this model is that of transformational or charismatic leadership. This variable identifies leaders who can inspire, leaders who must contend with a change process, and leaders who have a vision (Bass, 1990b; House, 1977; Tichy and Devanna, 1986).

Leadership is a phenomenon that encompasses not only the individual as a leader, but also considers factors external to the leaders themselves. Intervening variables are identified by Yukl (1989) as those factors which interact with the other mediating variables in the model to ultimately influence the criteria of unit effectiveness, such as achievement of goals, and leader or organizational effectiveness. He classifies intervening variables as subordinate effort, role clarity and ability, organization of work, resources, and external coordination (Yukl, 1989).

Situational variables are dependent on the context of the environment and situation. This leadership theory suggests that some situations are conducive to certain

types of leader behaviour (Fiedler, 1967). Fiedler (1967) contends that the most effective leader is the one who can effectively adapt and respond to the requirements of each specific situation. The two factors of intervening and situational variables, although not negated in this particular research, will not be quantitatively examined, as they do not deal directly with the personal aspects of leadership.

In order to better understand the integrated approach to the study of leadership implicit in Yukl's model, and apply the theoretical framework to a sample of NSOs, it is necessary to examine the relevant literature corresponding to each individual theoretical approach.

### **Leader Traits And Skills**

The emphasis when examining leader traits and skills is on the inherent personal aspects of leadership. Leadership research focuses specifically on traits and skills that will contribute to the ability of the leader to function successfully and effectively in a managerial position, and to carry out the duties and responsibilities of management such as planning, organizing, leading, and evaluating (Yukl, 1994).

#### **Leader Trait Approach**

The trait approach, which considers the identification of innate leader qualities, was one of the earliest approaches in the inquiry into the area of leadership.

Behavioural scientists attempted to establish a set of personal characteristics in individuals that would distinguish them as leaders from non-leaders or followers (Yukl, 1994). The underlying assumption of these trait theories postulated that a set of

universal traits existed that leaders uniquely exhibited. These studies initially involved a comparison of physical characteristics, such as stature, physique, weight, age and general appearance; personality traits, such as aggressiveness, conservatism, dominance, self-confidence, interpersonal sensitivity, self-esteem, and desire to achieve; and attributes, such as creativity, energy level, and emotional maturity.

According to Yukl (1994), the increasing interest in managerial effectiveness and traits prompted researchers to re-evaluate and expand on the primary list of traits to "include specific administrative and technical skills, and specific aspects of managerial motivation relevant to the requirements of an administrative role" (p.255). Researchers such as Stogdill (1974), who re-examined his assertions after reviewing many of the trait studies conducted during the 1950s and 1960s, determined that certain traits were in fact common to most effective leaders. Personal leader traits Stogdill (1974) identified included: responsibility, self-confidence, energy, achievement orientation, adaptability to changing situations, co-operative, assertiveness, dependability, and ambition. Kirkpatrick and Locke (1991), who examined managerial traits suggest that the following seven traits distinguish leaders from non-leaders: (1) drive, including determination, ambition, tenacity and energy ; (2) a strong desire to lead, (3) honesty and integrity, (4) self-confidence, (5) emotional stability, (6) cognitive ability, including intelligence, and the ability to process a wide variety of information, and finally (7) knowledge of the business.

In 1986, Bennis explored leadership traits and developed a framework which considered four traits essential for effective leadership. Management of attention is the first trait outlined by Bennis, and suggests that leaders have the capacity to make their

dreams come true and enroll others in making them happen. This is achieved specifically through a focus on commitment, and by developing a compelling vision. Second, he identified management of meaning, or the ability to communicate the vision and align people with it. Leaders are able to make their ideas tangible and real because they "integrate facts, concepts and anecdotes into meaning for the public" (Bennis, 1986, p. 85). The third trait he distinguishes is management of trust, or the reliability and constancy that is essential in all organizational relationships. The final trait highlighted by Bennis (1986) is management of self. Effective leaders know their limits, are aware of their own skills and abilities and are able to use them to their full potential.

Although the trait approach focuses entirely on the individual and does not take into account interactions with other individuals or the situation in which the leader must function, it is not entirely discounted as one of the factors involved in assessing the concept of leadership as a whole. Bass (1990a) indicates that research has reached a more balanced viewpoint on traits. Researchers realize that traits only tell part of the story, and that there is much more involved in being an effective leader than exhibiting a pre-determined list of personal traits.

### Leader Skills Approach

Personal skills are a promising indicator of leader effectiveness according to Katz (1955), who formulated a three-skill taxonomy in an attempt to identify not what leaders *are*, but instead *what special abilities they have*. He defines skill as an ability that can be developed and exercised, that which is not an innate quality, and which is evident in the day to day functioning of the individual in an organization (Katz, 1955).

The three-skill taxonomy proposed by Katz (1955) outlines technical, human and conceptual skills.

### Technical skills

"Technical skill involves specialized knowledge, analytical ability within that specialty and facility in the use of the tools and techniques of the specific discipline" (Katz, 1955, p. 34). Technical skills are specific to the type of activities in which the organization is involved, and are especially important in terms of specialized procedures, techniques and processes which require formal knowledge. Similarly, Adair (1984) identified the necessity for managers to possess general technical knowledge in order that scientific techniques may be systematically employed for the efficient use of resources. Technical skills may include, for example, those skills which are necessary to operate a computer, to budget, to schedule activities, and in sport organizations may include training procedures and technical knowledge about equipment.

### Human skills

These are "demonstrated in the way the individual perceives (and recognizes perceptions of) his [her] superiors, equals, subordinates and in the way he [she] behaves subsequently" (Katz 1955, p. 34). Human skills particularly focus on the interpersonal nature of leadership, and depend largely on the dynamics of the group processes. These skills centre around the leader's interactions with people, in other words the leader must be able to work with people. The leader must not only be able to direct processes and procedures, but must also retain ties to group membership, and ultimately, foster a sense of cooperation within the group that he/she leads. Yukl (1994)

believes that a leader who understands people and group processes, possesses tact and is diplomatic will have healthier, more effective relationships than a leader who is insensitive and ignorant of interpersonal dynamics.

Communication has also been identified as an important element of human skill by Adair (1984), particularly interpersonal dialogue, feedback, and information sharing. Communication can specifically create an atmosphere of approval and security. When individuals are aware of and informed on procedures and policies within an organization, they become more comfortable to share their opinions and ideas. Specifically by encouraging members to participate in the planning process and carry out those decisions and problems which directly affect them, the leader can create an environment of understanding, compassion, trust, and respect.

### Conceptual Skills

Katz (1955) asserts that "...not only does the effective co-ordination of the various parts of the business depend on the conceptual skills of the administrator involved, but so does the whole future direction and tone of the organization" (p. 36). Conceptual skills were identified by Katz (1955) as the ability to see the organization as a whole, to be able to conceptualize how the functions of one department in the organization will eventually affect the entire organization, and see how the various components of the organization are dependent on one another. He believes that it "...extends to visualizing the relationship of the individual business to the industry, the community, and the political, social and economic forces of the nation as a whole" (Katz, 1955, p. 35). Adair (1984) states that conceptual skills involve such abilities as

thinking, creativity, analysis, synthesizing, the ability to solve problems and make leadership decisions (i.e., selecting the best means of achieving a common goal).

Other authors have contributed to this theory and have expanded on those skill items which are considered to be conducive for effective management. For example Bray, Campbell, and Grant (1974) have identified several skills that would serve to indicate managerial effectiveness and potentially predict advancement: oral communication skills, human relation skills, planning-organizing skill, and creativity. Yukl (1989), in his extensive review of the literature, has also listed other skills found most frequently to be characteristic of successful leaders. These include: clever, conceptually skilled, diplomatic and tactful, eloquent, knowledgeable about group task, organized (administrative ability), persuasive and socially skilled. Other important managerial skills suggested by Adair (1984) include: better listening, and clear writing.

Katz (1955) points out that since executive managers are involved in making strategic decisions which affect the fate of the entire organization, the most important skills to cultivate are conceptual skills, although not to the exclusion of technical and human skills. Bass (1990a) corroborates with this notion and considers conceptual skills essential for effective leadership in organizations. Yukl (1994) believes that "when researchers examine a pattern of related traits and skills ... the results are more predictive of managerial effectiveness, and they can be interpreted in ways consistent with our knowledge about the types of behaviour required for effective leadership" (p. 278). Chelladurai (1985) supports Katz (1955), and substantiates the importance of Katz's three skill taxonomy for sport administrators who must effectively carry out the

functions of management, particularly keeping in mind the service orientation of most sport organizations.

### **Leader Behaviours**

The behavioural approach focuses primarily on styles of leadership (i.e. autocratic, democratic, laissez-faire or alternatively task/production orientation or people/relationship orientation), and it explores what a leader actually does, and how he/she acts to contribute to overall organizational performance. Behavioural research is primarily concerned with what types of behaviour enhance the effectiveness of the members of the group. Researchers from the Ohio State University and from the University of Michigan have contributed a great deal to the area of research on leader behaviours mainly through the analysis of questionnaires. This research has served as a starting point for many subsequent studies in this field.

Researchers from Ohio State University (Halpin & Winer, 1957; Hemphill & Coons, 1957; Katz & Kahn, 1952; Stogdill, 1963) identified two general behavioural dimensions. These two dimensions have been designated as consideration and initiating structure. Consideration relates to the extent to which a leader behaves in a warm and supportive manner, promotes camaraderie, mutual trust, liking and respect in the relationship between themselves and subordinates, as well as the degree to which the leader is sociable, participative, pleasant, egalitarian and concerned about the group members' welfare. Conversely, initiating structure denotes the degree to which a leader organizes the work tightly, provides clear-cut definitions of role responsibility and

defines and structures his/her own role and those of his/her subordinates towards goal achievement (Hemphill & Coons, 1957). While researching leader behaviours, Likert (1961) found that in order to obtain higher morale and greater productivity within the group, it was necessary for managers to practice general supervision and behave in an employee centered manner.

Seltzer and Bass (1990) state that the two factors of initiation and consideration have almost stood alone as the fundamental measures of consequence to leadership research. The focus has been largely oriented towards the accomplishment of the tasks at hand and the maintenance of good relations between subordinates and the leader. These behaviour dimensions, (i.e., consideration and initiating structure) have been conceptually compared with democratic (leader seeks participation in the decision making process) and autocratic behaviours (leader makes all the decisions without subordinate participation) respectively (Yukl, 1971). Yukl (1971) and Yukl and Lepsinger (1991) maintain that effective leadership shows concern for both dimensions of the leadership (i.e., exhibit a high score on both consideration and initiating structure).

Other researchers have speculated on leadership effectiveness and the identification of an "ideal leadership style". Blake and Mouton (1964) for example developed a "Managerial Grid" in an attempt to classify leader behaviours, which differed from the Ohio State University studies in the formulation of a four-quadrant paradigm. Blake and Mouton's grid identified five types of leader behaviour: and they suggested that the combination of both team and participative behaviours is the best type of leadership style (Blake & Mouton, 1964). McGregor (1960) introduced the

theory X and theory Y notion that the attitudes the manager has about the nature of people will greatly influence his/her behaviour towards members of the organization. An important consideration of this theory is that of a "self-fulfilling" prophecy. For example, if a manager expects the group members to be lazy and unproductive, he/she will treat them as such and this in turn will result in lazy and unproductive behaviour by group members.

The University of Michigan studies were also concerned with identifying and describing effective leader behaviours. Authors such as Katz, Maccoby, and Morse (1950), Katz, Maccoby, Gurin, and Floor (1951), and Morse and Reimer (1956) also developed a behavioural framework that included two styles of leader behaviour. The first, employee centered behaviour, denotes the degree to which a leader is concerned with the human relations aspect of the job. The second behavioural style identified is the production orientation of the leader, and this is classified as behaviour in which the leader is concerned with the technical aspects of the job and productivity (these two leadership styles described in the University of Michigan studies are parallel to consideration and initiating structure variables outlined in the Ohio State studies). Morse and Reimer (1956) observed that in some cases, the production oriented leader experienced a greater degree of employee resentment, dissatisfaction, absenteeism, and turnover than employee centered leaders.

Another approach to examining leader behaviour is the participative aspect of leadership, or the degree to which the leader behaves in a manner which allows members to participate in decision making (House & Mitchell, 1974). It has also been identified as decision participation, or the extent to which a leader consults with group

members and ultimately allows them to participate in the decision-making process (Yukl, 1981). In a subsequent study, Yukl (1989) stated that participative leadership may be effective in accomplishing a variety of objectives including: a better quality of decisions; an increased acceptance of the decisions made; a clearer understanding of the processes and the implementation of the decisions made; a conceptual development in decision making procedures by subordinates; enhancing the job satisfaction of the subordinates by making their jobs more interesting; and finally participative leadership serves to facilitate conflict resolution and team building among members of the group.

Leader behaviours have also been examined in the area of sport and sport management. For example, Chelladurai (1985), Chelladurai and Carron (1983), and Chelladurai and Saleh (1980) outlined effective leader behaviours in coaching athletic teams according to five dimensions: training and instruction, social support, positive feedback, democratic behaviour and autocratic behaviour.

More related to the administration of sport organizations, research has been conducted in identifying leader behaviour by Branch (1990), Snyder (1990) and Olafson and Hastings (1988). According to Branch (1990), who examined athletic director leader behaviour as a predictor of intercollegiate athletic organizational effectiveness, those athletic organizations which are most effective have leaders who are more task and goal oriented than those leaders who emphasize the development of good interpersonal relations with subordinates. He claims that "...understanding this new leadership role as it relates to organizational tasks and to interpersonal concerns of future athletic organizations may help direct and focus the attention of future athletic

directors" (Branch, 1990, p. 163). Snyder (1990) outlined the effects of leader behaviour and organizational climate on intercollegiate coaches' job satisfaction, and concluded that "athletic directors were perceived by coaches to be responsible for the degree of administrative support in the workplace" (p. 69).

Many authors have cited that inconsistencies and inconclusive evidence result from attempts at identifying effective leader behaviours (Bass, 1981; Bass, 1990a; Yukl, 1971). Yukl (1989) states that in some studies, subordinates were more satisfied and were more productive in situations which involved a structuring leader, whereas in other studies the opposite occurred and group members were more productive in democratic or laissez-faire situations. Many of these behavioural studies failed to take into account the situation in which the leader functions, and this has been identified as a major conceptual flaw in this approach.

### **Power Bases for Leadership**

According to a number of authors (Bass, 1981; Katz & Kahn, 1978; Kotter, 1985; Pfeffer, 1981; Yukl, 1989), leadership is about power. Like leadership, power is a complex, changing entity. Without power, the importance of leadership would be greatly diminished or even perhaps non-existent. Power is especially important in the organizational context because it is necessary to influence the behaviour of members of the group. Power has been described as the reciprocal influence process (over attitudes and behaviours) between group members and leader (Yukl, 1989), or more specifically as "...the agent's potential influence over the attitudes and behaviour of one or more designated target persons" (p. 14). Not only do leaders influence members of

the group through a variety of channels, for example, power attained through their position or power that results from controlling certain information, but members also have the potential to influence their leaders through resistance, compliance or commitment to the leader's requests for example.

Bass (1981) believes that power, among other variables, belongs in the overall study of the way we interact and influence each other. He states that "...a powerful person successfully persuades others to follow him/her because the power from his/her position or his/her power as a person makes others expect that he/she will reward them for compliance or punish them for rejection" (p. 221).

Different sources of power have been classified by French and Raven (1959), among which are included expert power, which results from expertise and knowledge in specific areas; legitimate power, also known as formal power and stems from a position of formal authority; reward power and coercive power, which depends on control over resources and subordinate perceptions that the request made by the leader is actually feasible and will result in some type of reward if the task is accomplished or punishment if the task is not completed properly; referent power, is that power which results from a relationship of friendship or feelings of loyalty to a certain individual and stems from a motivation to please that person.

Other sources of power have also been identified although Yukl (1989) contends that there is considerable overlap with the power classifications of French and Raven (1959). One source of power identified is charismatic power, which may be considered to be a variant of referent power, in that followers associate with a charismatic leader in a more personal manner and they experience feelings of intense emotional attraction to

the leader. The charismatic leader is attributed exceptional qualities by his/her followers such as visionary ideals and strong convictions, and as a result, the leader has a high degree of influence over group members (Bryman, 1992). Another important source of power is control over information. The opportunities is greater for individuals in managerial positions have more access to and control over information, and thus more potential influence over subordinates (Kotter, 1985). One final source of power identified by Yukl (1989) is political power which results from "...controlling key decisions, forming coalitions, and co-opting opponents whose support is needed" (p. 15).

According to Kotter (1982), effective leaders should not rely on just one type of power to influence members of their organizations. Leaders must cultivate their "power skills" in order to develop and grow as effective leaders. For example leaders who demonstrate they are competent, knowledgeable, and are able to solve problems within the organization, and who foster relationships within the organization will eventually gain expert power, referent power, and ultimately legitimate power and may be considered more effective. Hitt (1988) considers that effective leaders

...understand the nature of power and how to use it. They know that power is found in relationships, in connections and associations between and among people. They also know that power is based on formal relationships and informal relationships i.e., on what is given them by their formal position in the organization. The way in which leaders make use of power will determine greatly how effectively they function as leaders. (p. 7)

Initially, it is beneficial for a leader to have a moderate amount of position power, and then eventually develop and nurture sources of personal power so that they have at their disposal the ability to make important decisions and necessary changes without fear of retribution from members of the organization (Yukl, 1989). Podaskoff and Schriesheim (1985) indicate that in order to enhance subordinate satisfaction and performance, it is beneficial for a leader to rely more on personal power, such as expertise, friendship, loyalty and charisma than on position power (for example, formal authority, control over information, control over resources, rewards, and punishments). Effective leaders are adept in selecting the appropriate influence tactic for certain situations, and Yukl (1989) identifies those power approaches as legitimate requests, exchange of favours, consultation, inspirational appeals, and rational persuasion pressure tactics.

Boucher (1991) examined traditional and lower power in sport organizations and concluded that power, particularly when used properly, can facilitate the smooth operation of a sport department. He states that

Current sport administrators rely on more than one source of power to accomplish a multitude of tasks in organizations. Being able to recognize and examine one's own personal power bases can be very useful in avoiding inappropriate administrative behaviour. Similarly, a recognition of the advantages and disadvantages of the use of each of the types of power may assist administrators in making rational choices whether they be at the amateur or elite levels of sport. (Boucher, 1991, p. 139).

Also in the realm of sport management, Chelladurai (1985) identified the need for understanding and using available power bases in order for physical education graduates who are launching a career in fitness service or administration of sport to be successful.

### **Transformational And Charismatic Leadership**

Transformational and charismatic leadership have not only been classified under the rubric of leader behaviour (Conger & Kanungo, 1987), but have also been considered a personal attribute and a quality that can be enhanced through practice and frequent usage (House, 1977; Lindholm, 1990). Some researchers have identified this visionary type of leadership as the "new leadership" (Bryman, 1992) due to a resurgence of interest in the concept of an elusive quality that transformational or charismatic leaders possess.

Charismatic leadership is a concept that is based on the notion of "charisma". Charisma is a term that is used to describe the quality or attribute of an individual who is flamboyant, a passionate speaker, one who can persuade others of the importance of his/her message (Bryman, 1992). The initial meaning of charisma "...was 'gift', and is usually reserved for leaders who by their influence are able to cause followers to accomplish outstanding feats" (House, 1977, p. 189). House (1977) discussed three personal attributes believed to have charismatic effects: "extremely high levels of self-confidence, dominance, and strong convictions in the moral righteousness of his/her beliefs" (p. 193). Bryman (1992) expanded on this notion, considering the role that the

follower plays in the leadership relationship. He discussed three characteristics of the charismatic leader/follower relationship. These include the perception that the charismatic leader has extraordinary or even divine qualities, that the followers unconditionally accept the charismatic leader's authority, and that the followers are emotionally committed to the leader. Through the effects of charismatic leadership, the followers will exhibit a greater effort and commitment to the organization. According to these authors, in order to be effective in an organization, a leader needs to demonstrate these characteristics.

Similarly, transformational leaders enhance their followers' confidence and thus their motivation and sense of higher purpose in attainment of their pre-determined goals. In this situation, the goals and aspirations of both the leader and follower are melded and become one (Yukl, 1989). Kuhnert and Lewis (1987) believe that transformational leadership originates in the personal values and beliefs of leaders, not in the exchange of commodities between leader and subordinate. Various authors (Bass, 1985; Bass, 1990b; Kuhnert & Lewis, 1987; Manz & Sims, 1991; Selzer & Bass, 1990; and Tichy & Devanna, 1986) indicate that transformational leadership involves shifts in the beliefs, needs and values of leaders and followers. Bass (1990b) observed transformational leadership and concluded that it

...occurs when leaders broaden and elevate the interests of their employees, when they generate awareness and acceptance of the purposes and mission of the group and when they stir their employees to look beyond their own self interest for the good of the group...managers who behave like transformational leaders are more likely to be seen by

their colleagues and employees as satisfying and effective leaders than are those who behave like transactional leaders. (p. 21)

The four components of transformational leadership as outlined by Bass (1985) include: charisma, in which a sense of excitement is generated by the leader as a result of emotional arousal of the followers; inspiration, which also arouses and energizes followers through the use of symbols and gestures; individual consideration, in which the leader gives personal attention to the followers and is compassionate and understanding of their desires and expectations; and finally, intellectual stimulation, whereby the leader provides opportunities to assess old problems in new ways, and formulates new and exciting ideas which will challenge followers.

Another theory on transformational leadership developed by Tichy and Devanna (1986) proposes that transformational leaders are responsible for bringing about change, innovation, and entrepreneurship in the organization. They also suggest that the transformational process can be described in three steps including a trigger event or an occurrence in the organization which results in the need for a revitalization process, creating a new vision whereby the whole organization will be committed, and lastly institutionalizing this change by motivating people, and reweaving the social fabric of the organizational entity.

Research focusing on transformational leadership in sport administration has been conducted by Ulrich (1987) who discussed the expanding role of transformational leaders in the changing environment of sport organizations. He maintains that the "management of transformations facing all situations in sport must become a major agenda of sport administrators at all levels. For sport executives, sensitivity to shaping

new meaning out of traditional sport becomes a new role and responsibility" (p. 193). An outline of action for sport administrators is suggested by Ulrich (1987). He believes that these leaders must create and communicate a need for change themselves, that they must overcome resistance to change by identifying the sources of that resistance (potential barriers may be technical, political or cultural). They must make personal commitments and sacrifices in order to implement the change. By articulating a vision, a sport administrator can motivate and excite members of the organization to work towards a common set of principles and values. Finally, a sport administrator must be able to generate the commitment of the members in the organization and institutionalize the vision.

Maas (1991), who examined leadership in the managerial role in sport organizations, also emphasized the component of transformational and charismatic leadership. He suggests that this type of leadership (i.e. developing a vision), is critical for effectiveness in sport organizations.

### **Comprehensive Leadership Research**

This section deals with research conducted on group member perceptions of leadership and the perceptions and values of the leaders themselves. Often, the extent that subordinates will accept and work towards organizational goals is the result of satisfaction with the leader (Fiedler, 1967). How leaders are perceived is determined in part by how satisfied their subordinates are with their tasks, their work groups, and the leaders themselves (Kusiel and Newton, 1986). Results from Cooke, Rousseau, and

Lafferty's (1987) research examining descriptions about effective management by staff members, indicated a fair amount of agreement on how respondents described each manager. There were important differences, however, between the way managers see themselves and how they are perceived by others. They suggested that feedback can be useful to managers to promote self-awareness and provide a benchmark for change and development.

Much of the effectiveness of managerial leadership is a result of the quality of the relationship with subordinates, peers, and superiors. Posner and Schmidt (1984) stated that there are various factors which influence the development of an effective, enjoyable working relationship with others, an important one being a similarity in certain qualities or personal traits which are valued between group members. Their study identified numerous traits, characteristics and values that subordinates value in their superiors, among which included supportiveness of subordinates, competence, intelligence, and sensitivity. Kouzes and Posner (1987) similarly proposed that the majority of us admire leaders who are honest (traits), competent (skills), forward looking (transformational) and inspiring (charismatic). They argued that group members "...must be able to believe in leaders...must believe that their word can be trusted, that they will do what they say, that they have the knowledge and skill to lead, and that they are personally excited and enthusiastic about the direction in which we are headed" (Kouzes & Posner, 1987, p. 22). They also stated "...when employees perceive management to be trustworthy and to have a coherent philosophy, they also report higher levels of identification and value congruence" (Kouzes & Posner, 1987, p. 22).

Comprehensive research has also been conducted in the area of personal values (Chusmir, Koberg, & Mills, 1988; Cropanzano et al., 1992; Enz, 1986; Rokeach, 1973) and suggests that the values that an individual espouses lead to the construction of more specific tasks. In other words, the values that individuals have will drive their behaviours. This has been observed by Cropanzano et al. (1992) who considered values to be related to the work experience and that "the most important things that values do is to motivate the construction of more specific life goals" (p. 284).

### **Related Sport Leadership Literature**

In research related to sport leadership, a number of authors (Chelladurai, 1980; Chelladurai, 1984; Chelladurai, 1993; Chelladurai & Saleh, 1980; Horne & Carron, 1985; Schleisman, 1987) have documented the relationship between leaders and subordinates. These researchers take the aforementioned leadership theories developed in organizational analysis and apply them to the sport situation. These authors often indicated that satisfaction with the leadership style is the result of high degrees of congruence between subordinates' preferences for particular leader behaviours and the actual leader behaviours. For instance, Schleisman (1987) using Chelladurai's contingency model of leadership in athletics, examined the relationship between coaches and athletes to determine the perceptions that both leader and group member had regarding their relationship. He found that general satisfaction with leadership increased as the perception of actual leader behaviour matched respondent's leader behaviour preferences. Horne and Carron (1985) also considered

the two-way interaction between coaches and athletes, in an attempt to identify the predictors of satisfaction with the coach's leadership.

Chelladurai's multidimensional model has been developed in order to synthesize theories of leadership which focus on the leader, the members and the situation in which they are placed (Chelladurai, 1993). The predictors of effectiveness in Chelladurai's model consist of general job satisfaction and group performance, which can be carried over as the criteria of unit effectiveness in Yukl's (1989) integrating model of leadership. Chelladurai's model has been developed specifically for the sport situation which has rigidly structured rules, regulations, procedures and processes, and thus it may be difficult to translate the entire model in terms of considering leader effectiveness from an organizational standpoint. Consequently, it is important to note that the focus of researchers investigating leadership in sport has been almost exclusively on the relationship between athletes and coach. Caution must therefore be exercised when applying this work to the leader/subordinate relationship in the sport organization setting.

In terms of individual sport organizations, little in the way of leadership research has been conducted. Chelladurai's (1985) account of sport management identified the importance of the sport manager in processes such as planning, organizing, leading, and evaluating. He maintained that the prime responsibility for the sport organization rests on the shoulders of the sport administrator, and therefore he/she must be aware of the complexity of the nature of the sport organization. Thus effective leaders in sport organizations must be aware of all the components affecting the organization as well as understanding how to deal effectively and efficiently with its members.

Leadership was the major variable investigated by Soucie (1976) and Soucie and Renaud (1977), who conducted two studies at the college administrative level in departments of athletics. In the first study, Soucie (1976) examined leadership as one of the organizational climate variables in departments of physical education in public colleges in the province of Quebec. He found significant differences between department leaders and staff members with regards to the perception of "actual" leadership behaviours. He also found that there were no significant differences between leaders and staff members' perceptions of "ideal" leadership. Similarly, Soucie and Renaud (1977) examined leadership styles in public colleges in Montreal, again in departments of physical education. Among some of the findings, the authors found that the effectiveness of a particular management leadership style did not result from specific characteristics of the leader, but rather stemmed from healthy functional relationships between leader and staff members.

Soucie (1994) discussed the concept of effective managerial leadership in sport organizations. He stated that the leadership role is central in all managerial activities and thus, in order to influence people and outcomes in sport organizations, a sport administrator must develop their leadership skills as a manager. In the same vein, Weese (1994) examined the relationship between leader "self-reports" and compared them to "other" (i.e. superior / subordinate) perceptions of leadership in sport organizations. Results from this study indicated that executive leaders perceived their leadership tendencies and contributions as significantly higher than the actual perceptions of leadership held by their followers.

### Leadership and Organizational Effectiveness In Sport Organizations

Numerous authors (Chelladurai & Haggerty, 1991; Frisby, 1985; Kikulis, Slack, Hinings, & Zimmermann, 1989; Slack & Hinings, 1992), observed the burgeoning development of Canadian amateur sport organizations, especially the administrative and technical evolution of the infrastructure of amateur sport. Of interest to these authors was the increasing bureaucratization and professionalization of amateur sport organizations, particularly within the last two decades (Macintosh et al., 1987). This increasing complexity of the sport delivery system requires a more in-depth understanding of the process of the day to day administration. Administrators should be aware of and prepared for the challenges facing their organizations. It is therefore necessary for sport administrators to have a clear understanding of leadership and its importance as a phenomenon which potentially impacts upon organizational effectiveness, because through their values and perceptions about leadership, they influence the working environment within organizations. A good working relationship, in which both leaders and staff members share the same values and perceptions, may lead to decrease in conflict and concomitantly, an increase in effectiveness (and efficiency) (Hitt, 1988).

Organizational effectiveness should be a concern to those whose responsibility it is to manage sport organizations (Frisby, 1986). Frisby (1985) claimed that the trend towards a more professional and bureaucratic structure in amateur sport can serve as an indicator as to the degree of organizational effectiveness within NSOs. She stated that as a result of this trend, a need for a different approach to leadership is established, one which takes into consideration a more professional staff, more

formalized operating procedures and a hierarchical system of authority (Frisby, 1985). Administrators in NSOs must realize the necessity for strong, effective leadership because of the impact it has on many aspects of the organization.

In examining organizational effectiveness, Olafson and Hastings (1988) emphasized the importance of personal style and leadership behaviour as a critical variable in determining organizational effectiveness. They concluded that "...how effective an organization is in meeting its objectives depends upon the complex interplay of the situational determinants of the environment and the perceptual set that an administrator employs in the decision process" (p. 27). As indicated by Frisby (1986), alternative methods of examining organizational effectiveness include investigating the crucial transformative processes, which require knowledgeable, comprehensive, and informed leadership "...such as the decision making which occurs between government officials, volunteers and paid staff which mediate between organizational inputs and outputs" (p. 98). Thus, it can be gleaned from the literature that effective leadership is one of the important variables in the determination of effectiveness within organizations, specifically as identified in the environment of NSOs.

In this review of literature, many of the critical elements of leadership have been discussed. The foundation for an integrated approach to further understand effective leadership in organizations has also been outlined. In addition, leadership research in the area of sport administration has been examined, and the importance of effective leadership in Canadian NSOs has been discussed. From the literature, it is evident that leadership is a complex and multidimensional phenomenon, and one which impacts on organizational effectiveness. A congruence of leadership values between leaders and

staff members, as suggested by Hitt (1988), can contribute to healthier organizational relationships and has implications for performance and satisfaction within the organization. The next section documents the procedures carried out in this investigation of perceptions and values of effective leadership in NSOs.

## **CHAPTER 3**

### **Methodology**

This chapter outlines the procedures and processes undertaken to conduct this study. It discusses the selection of the subjects, the development of the research instruments, the methods of distribution and collection of these questionnaires, and the statistical procedures used for data analysis.

### **Subjects**

In this study, subjects consisted of paid staff members of selected NSOs. Eighteen organizations were invited to participate in the study (see Appendix A). In each organization, the Executive Director (General Manager or Managing Director depending on the nomenclature used in the organization) was considered the senior staff leader. Group members included all paid staff, support, as well as administrative and technical staff. The minimum number of staff members required in each organization was fixed at "four", and the maximum number set at "twelve". These arbitrary staff numbers indicated a "mid-sized" NSO.

Mid sized NSOs were selected for a number of reasons. In terms of human resources, the number of staff members is relatively stable (i.e. between four and twelve). Financial and physical resources for mid-sized NSOs are also relatively

homogeneous, which provides the researcher a position whereby comparisons can be made between relatively similar organizations in terms of scope. Finally, mid-sized NSOs are the norm in the CSFAC, and therefore there are more mid-sized sport organizations to choose from than there are larger or smaller ones.

Tables 3.1 and 3.2 present the organizational breakdown and demographic profiles of subjects. The population in this study represents all paid staff members in 17 mid-sized NSOs. A total of 73 individuals completed and returned questionnaires. This number represents 10 leaders (considered for the purposes of this study to be the Executive Director, Director General, General Manager, or CEO, depending on the nomenclature used in the organization) and 63 staff members (that is all paid staff working at the organization). All returned questionnaires were usable, although some respondents did not fill out all the elements in the questionnaire, hence the varying "n" rate for each analysis.

Gender representation for the senior staff leaders indicates 70 % males and 30 % females, and roughly a reverse situation for the staff members with 24 % males, 75 % females. The bulk (90%) of senior staff leaders are situated in the 30 to 49 age categories, whereas the majority (81%) of staff members are within the 20 to 39 age brackets.

The mean number of years with that particular organization is 4.9 for all senior staff leaders and 4.7 for all staff members. Senior staff leaders have been in their current position for an average 4.6 years and staff members for 4.1 years. Staff members have worked with their current staff leader for an average period of three years.

Table 3.1

Organizational breakdown by subjects

| Organization           | Senior Staff<br>Leader | Staff<br>Members |
|------------------------|------------------------|------------------|
| 1                      | 1                      | 2                |
| 2                      | 1                      | 6                |
| 3                      | 1                      | 4                |
| 4                      | 1                      | 2                |
| 5                      | 1                      | 5                |
| 6                      | 1                      | 5                |
| 7                      | 1                      | 2                |
| 8                      | 1                      | 2                |
| 9                      | 1                      | 3                |
| 10                     | 1                      | 3                |
| 11                     | 0                      | 6                |
| 12                     | 0                      | 2                |
| 13                     | 0                      | 2                |
| 14                     | 0                      | 7                |
| 15                     | 0                      | 4                |
| 16                     | 0                      | 6                |
| 17                     | 0                      | 2                |
| 18                     | 0                      | 0                |
| <b>TOTAL</b>           | <b>10</b>              | <b>63</b>        |
| <b>Return Rate 61%</b> |                        |                  |

Table 3.2

Demographic profile of subjects

| Demographic Variables             | Senior Staff Leaders<br>(N = 10)    | Staff Members<br>(N = 63)             |
|-----------------------------------|-------------------------------------|---------------------------------------|
| <b>Gender</b>                     | %                                   | %                                     |
| Male                              | 70                                  | 24                                    |
| Female                            | 30                                  | 75                                    |
| No Response                       |                                     | 1                                     |
| <b>Age</b>                        | %                                   | %                                     |
| Under 20                          |                                     |                                       |
| 20 - 29                           |                                     | 32                                    |
| 30 - 39                           | 50                                  | 49                                    |
| 40 - 49                           | 40                                  | 16                                    |
| 50+                               | 10                                  | 3                                     |
| <b>Years With Organization</b>    | 4.9<br>(RANGE: MIN = 1, MAX = 13.5) | 4.7<br>(RANGE: MIN = 0.1, MAX = 20)   |
| <b>Years In Position</b>          | 4.6<br>(RANGE: MIN = 1, MAX = 13.5) | 4.1<br>(RANGE: MIN = 0.1, MAX = 20)   |
| <b>Years With Surveyed Leader</b> |                                     | 3.0<br>(RANGE: MIN = 0.1, MAX = 13.5) |

## Research Instruments

The use of survey questionnaires were deemed appropriate because this method of data collection is considered to be the most effective in obtaining information from a large number of subjects (Thomas & Nelson, 1990). The purpose of the questionnaires was to identify the leadership perceptions and values considered important by the senior staff leaders as well as by the staff members, and determine the congruencies of the responses. The staff members were also asked to consider the 'actual' leadership situation, and in doing so to identify those leadership characteristics and behaviours evident in their own organizations.

Two questionnaires, subdivided into five variable constructs, were developed for the study. One was designed for the leader and consisted of value statements related to effective leadership in sport organizations (Appendix B). The leader was instructed to answer the questionnaire indicating the degree to which he/she felt each item was/is essential for leader effectiveness. A five-point value scale was used with essential (5) and not necessary (1) at both extremes of the continuum. The questionnaire included 11 items for leader traits, 16 items for leader skill, 14 items for leader behaviours, 8 items for leader power bases, and 8 items for transformational leadership characteristics. For each variable construct, the respondent had the possibility to include items they felt might be relevant. Leaders were also requested to rank order the top five items within each of the five variable constructs.

A second questionnaire was designed for the staff members (Appendix C). This questionnaire was structurally different from that of the leader in that it consisted of an A statement identifying the "ideal" leadership situation, or that leadership aspect which the member valued. It also included a B statement which represented the actual leadership situation within their respective organization. Staff members were asked to consider their organizational leader when completing the questionnaire for the B section only. The elements were exactly the same as those contained in the leader questionnaire and, for both A statement and B statement sections, the same five point scale was used to reflect how essential the items were for leader effectiveness. The staff members were also instructed to rank order the top five items for each variable construct.

The content of questionnaire items was derived from an extensive literature review on leadership. The researcher reviewed and retained elements that were considered to be relevant and important in that literature. The items were then structured into the five variable constructs based on Yukl's (1989) model. Several experts in the field were consulted. Individuals from the Tait McKenzie Institute as well as professors in sport management and business administration at the University of Ottawa were contacted for the purpose of enhancing and improving the validity of the items in the research instruments. Consultation with these experts was carried out in order to clearly establish the link between the questionnaire items and the precise nature of leadership characteristics the researcher wished to measure, and to ensure that the items were relevant and clearly enunciated. Following verification by experts, 20 pilot questionnaires were distributed, in November 1993, to 5 sport organizations

that were not included in the main study for the purpose of clarifying the items and ensuring that respondents understood how the questionnaire should be answered. After completing these procedures, the researcher felt confident that validity had been adequately addressed, and that the instrument adequately measured the central construct of managerial leadership. Finally, after several revisions, the two questionnaires were ready for distribution to the participating NSOs at the end of January, 1994.

### **Distribution and Collection of Questionnaires**

Subjects were contacted by telephone, and were subsequently notified of the leadership study via a cover letter. The researcher contacted the executive directors of each of the candidate organizations, explained the purpose of the study and answered any questions or concerns they might have. This was done in order to facilitate and expedite the return of completed questionnaires. Subsequently, a total of 119 questionnaires were hand delivered by the researcher.

In order to comply with the University's regulations governing research ethics, a cover letter (Appendix D), specifying the purpose of the study, the researcher's institutional affiliation and notification that the respondents may choose not to participate, was included with each questionnaire. This letter outlined the basic considerations with regards to confidentiality, anonymity, and researcher responsibility.

Unfortunately, data collection coincided with major events such as the winter Olympics Games, and the circulation of a Federal Government's Core Sport

Organizational Assessment Questionnaire, which was very lengthy and required a large investment of time on the part of staff to complete. As such, obstacles were encountered in the collection of questionnaires for this study. Consequently, after the first deadline, the response rate was 52 %. A second mailing of the questionnaire resulted in an increase of the response rate to 57%. A third, and final attempt was made when subjects were contacted by phone and letter (Appendix E). This garnered a final response rate of 61% (or 73 subjects in total). A response was received by ten senior staff leaders, which allowed the researcher to make inter-organizational comparisons in ten organizations. These organizations have been identified as one to ten by the researcher. Organizations 11 to 18 are those where no response was received by the senior staff leader, but where staff members in these organizations responded to the survey.

### **Statistical Procedures**

Upon receipt of the completed questionnaires, the 5 point Likert scale data were inputted into Microsoft Excel and were then recoded into three clusters (response 1 and 2 on the survey scale were recoded into cluster 1; response 3 on the survey scale was recoded into cluster 2; and responses 4 and 5 on the survey scale were recoded into cluster 3). The results were then analyzed by organization. If there was an agreement in the response, this was denoted by a value of 1. For example if both the senior staff leader and the staff member rated a particular item as 3, this was considered an agreement. If there was a disagreement in the response, this was denoted by 0. This

procedure was undertaken for each of the three relationships outlined previously. Following, percentages of agreement (calculated by dividing the number of agreements by the total possible number of responses) were obtained for each of the elements in all of the organizations for each relationship. Significance was determined by conducting a binomial exact operation on NPSTAT for each of the relationships at a level of  $p < 0.05$ . This identified whether there was either a very high (significant) degree of agreement, or a very low degree of agreement (not significant).

Additionally, the means of the responses were calculated for all of the respondents in order to determine the importance which they attributed to that particular leadership element. This analysis was conducted for all subjects as a group. Finally, ranking of the questionnaire items were analyzed by identifying the number of times each particular item appeared on the ranking scale for the respondents. Then a weighting was assigned to each item in order to attribute a value which would take into consideration the preference. Specifically, a value of 5 was given to each item ranked first, a 4 to items ranked second, a 3 to items ranked third, a 2 to items ranked fourth, and a 1 to items ranked fifth (see Appendix F). Results were analyzed according to which items obtained the highest score in the weighting analysis.

## CHAPTER 4

### Results And Discussion

The purpose of this study was to identify congruencies and incongruencies in perceptions of leadership effectiveness between staff members and senior staff leaders in selected Canadian national sport organizations. Additionally, qualitative information was gleaned from the data collected in the questionnaire items, pertaining to effective leadership in these organizations.

This chapter presents and discusses the results obtained from inter-organizational comparisons for the five leadership elements (traits, skills, behaviours, power bases and transformational and charismatic characteristics), and examines whether or not there were significant differences in leadership perceptions within each of the following three relationships: (1) Senior Staff Leader Ideal vs. Staff Member Ideal; (2) Senior Staff Ideal vs. Staff Member Actual; and (3) Staff Member Ideal vs. Staff Member Actual. The chapter also includes a global analysis and discusses results which pertain to an overall perspective of effective leadership in national sport organizations.

#### **Ideal Values of Effective Leadership: Comparison Between Senior Staff Leaders and Staff Members**

Results from this comparison are highlighted in Table 4.1. This analysis was conducted by organization, therefore only those organizations where the senior staff leader participated in the study were included. Each value in Table 4.1 represents the

Table 4.1

Percentage of agreements between perceptions of ideal effective leadership by senior staff leaders and staff members

| Organization | Leader Traits<br>(11 items) | Leader Skills<br>(16 items) | Leader Behaviours<br>(14 items) | Power Bases<br>(8 items) | Transformational / Charismatic<br>(8 items) |
|--------------|-----------------------------|-----------------------------|---------------------------------|--------------------------|---------------------------------------------|
| 1 (2 staff)  | 64                          | 81 <sup>A</sup>             | 86 <sup>A</sup>                 | 38                       | 88 <sup>A</sup>                             |
| 2 (6 staff)  | 52                          | 65 <sup>A</sup>             | 57                              | 43                       | 21 <sup>D</sup>                             |
| 3 (4 staff)  | 72 <sup>A</sup>             | 75 <sup>A</sup>             | 83 <sup>A</sup>                 | 41                       | 91 <sup>A</sup>                             |
| 4 (2 staff)  | 82 <sup>A</sup>             | 68                          | 68                              | 50                       | 69                                          |
| 5 (6 staff)  | 86 <sup>A</sup>             | 76 <sup>A</sup>             | 86 <sup>A</sup>                 | 58                       | 93 <sup>A</sup>                             |
| 6 (5 staff)  | 67 <sup>A</sup>             | 39                          | 44                              | 28 <sup>D</sup>          | 60                                          |
| 7 (2 staff)  | 86 <sup>A</sup>             | 84 <sup>A</sup>             | 82 <sup>A</sup>                 | 44                       | 88 <sup>A</sup>                             |
| 8 (2 staff)  | 64                          | 63                          | 79 <sup>A</sup>                 | 56                       | 56                                          |
| 9 (3 staff)  | 88 <sup>A</sup>             | 63                          | 48                              | 46                       | 79 <sup>A</sup>                             |
| 10 (3 staff) | 48                          | 58                          | 63                              | 42                       | 75 <sup>A</sup>                             |

<sup>A</sup> Significant agreement ( $p < 0.05$ )

<sup>D</sup> Significant disagreement ( $p < 0.05$ )

percentage of agreements between senior staff leader and their respective staff members on questionnaire items for each leadership element. These percentages were derived by dividing the number of actual agreements that occurred within each organization by the total possible number of agreements between leaders and staff members. As outlined in the previous chapter, the response was considered congruent if the subjects' answers fell into the same categories. An agreement indicates that all respondents value the item (i.e., they consider it essential for effective leadership in their sport organizations), and it is represented in the Table 4.1 (as well as Tables 4.2 and 4.3 which follow) by an A. A disagreement implies that leaders and staff members do not value the items to the same degree, or in fact value the items differently, and that is indicated in the tables by a D.

Significant agreements and disagreements were identified at the 0.05 level, as analyzed on NPSTAT after conducting a binomial exact operation for each element within each organization. It is important to note when examining the results in Table 4.1 (as well as Tables 4.2 and 4.3 following), that the percentages vary according to the number of responses in each organization. Thus, a significant agreement may be in evidence for one organization, yet the same percentage value for another organization may not be significant.

### Leader Traits

For this element, subjects were asked to assess 11 personal traits and indicate their importance in exercising leadership. As can be seen in Table 4.1, there appears to be a relatively high degree (i.e. 6 organizations out of 10) of statistically significant agreement or congruence between organizational members and their senior staff

leaders regarding the nature of "ideal" leader traits which are considered to be essential in order to achieve leader effectiveness. The global analysis, which appears later in this chapter, will be more explicit as to which specific traits are perceived to be important.

### Leader Skills

For this element, respondents were asked to rate 16 items describing different skills or personal abilities essential for leaders. Results show again a fairly high degree of congruence, where 5 out of 10 of the intra-organizational relationships indicate a statistically significant agreement between what skills leaders and their staff members consider to be necessary for effective leadership in their organizations. The other organizations show some degree of agreement (i.e., > 50%), although not statistically significant. Again, the overall analysis of results will shed more light on the specificity of those skills deemed essential.

### Leader Behaviours

In this part of the questionnaire, subjects were instructed to assess the pertinence of 14 different leadership behaviours. From Table 4.1, it can be observed that there is a statistically significant agreement on "ideal" leadership behaviours between the leaders and staff members in 5 of the 10 sport organizations. Additional results for the element of leader behaviours are provided in the overall analysis.

### Power Bases

In this section, respondents were asked to rate the importance of eight different sources of power necessary for leadership effectiveness. It appears that there was a certain degree of ambiguity and ambivalence with regards to what power bases are

necessary for effective leadership. Results show a significant disagreement between leaders and their staff members was evident in one organization (#6). There was no case in which there was significant agreement. The overall analysis will provide more details about specific sources of leader power upon which leaders and staff members disagree.

#### Transformational / Charismatic Leadership

Transformational / Charismatic leadership is about transforming or changing organizations. This form of leadership is characterized by leaders with a vision capable of motivating their staff in introducing innovation and change into their organization. The results related to this element in Table 4.1 indicate a statistically significant degree of agreement in 6 of the organizations examined, with some of the highest degrees of agreement shown in this Table (93 %; 91 %; and 88 %). In most cases, this agreement is evident where both the senior staff leader and the staff members in the respective organizations attached values of 3, in general, to transformational / charismatic leadership characteristics.

Paradoxically, there is one instance in this element where there is a statistically significant disagreement between the leader and his/her staff members. Organization #2 demonstrates a 21% degree of agreement. The data show that this disagreement stems from the fact that the leader did not rate as highly those transformational leadership items as the staff members did.

A possible explanation for this situation in that particular organization could rest in the notion that staff members value the need for change and see the organization as needing a vision as a vehicle to achieve the goals it has planned more than the leader

does. The current context of national sport organizations associated with changes occurring in government assistance, changes in the structural orientation of Canadian sport and the uncertainty related to such changes may perhaps have contributed to a stronger awareness of the need for leaders who are able to inspire and to motivate employees. On the other hand, in that organization, the leader might feel that it is not his/her responsibility, but the responsibility of the volunteer executives, to lead the organization in the mission for change to achieve its goals. Perhaps he/she does not perceive transformational leadership to be as relevant in his/her organization in order to implement change. Change may be occurring in this organization in such a manner that the leader believes that how he/she is managing leads to accomplishing the objectives, therefore leading him/her to value differing aspects of leadership.

Reflecting on Table 4.1 as a whole and relating it back to the first research question proposed for this study (i.e., do the ideal values of effective leadership differ between senior staff leaders and staff members in sport organizations?), there appears to be a relatively high degree of agreement as to what effective leadership ought to be like in sport organizations. Organizations #1, #3, #5, and #7 exhibit a high degree of congruence (i.e., at least 3 out of 5 elements with significant agreement).

Organizations #2 and #6 show, only in one instance each, a significant degree of disagreement. As will be seen later in this chapter, there appears to be much more disagreement in the perception of "actual" leadership elements of effective leadership in national sport organizations. Such congruence may result from the fact that individuals with similar backgrounds, experiences, and values are attracted to the area of sport. The model developed by Hitt (1988) and used in this study, suggests that a situation of

"harmony" arises when values between organizational members are congruent. This would result in a situation where there would be a positive impact on performance and satisfaction. Conversely, a situation of "discord" would result when values are not congruent, leading to a negative impact on performance and satisfaction. If this model is applied to the results of this study, except possibly for the element of power bases for leadership, it appears that there is a relative degree of harmony in the leadership values esteemed by senior staff leaders and their staff members.

For most people, the notion of power is associated with a great degree of complexity and multidimensionality, and as a result, according to Pfeffer (1992), is a difficult concept to comprehend. This may be a particularly relevant issue for sport organizations because of the nature of NSOs which may render competing constituents within the realm of sport. Power is wielded primarily at the top levels of the organization by not only the senior staff leader, but by the volunteer members of the organization as well (Minister's Task Force Report, 1992). Lee, Smith, and Cioci (1993) suggested that perhaps power should be distributed more evenly in organizations and not rest entirely at the top management level. From this arises the notion of empowerment of the subordinate, as opposed to attributing more power to senior staff leaders.

Power and influence actually prevail across all levels of the organization, but according to Pfeffer (1992), there are perceptions and notions that only the top-level managers are able to effectively initiate changes because they have the "power" in their organizations. Perceptions of the essential sources of power for exercising leadership in the sport domain were divergent conceivably because there are often negative connotations associated with the notion of power in organizations (Pfeffer, 1992).

Furthermore, Pfeffer (1981) suggested that organizational members often do not have a clear definition of what power actually is and how it exists and is exercised in organizations. This may be evident in the results in that there were few significant findings in the element of power bases for effective leadership. This finding is carried over to the subsequent relationships examined in this study.

Before a situation can exist whereby there is harmony or disharmony in organizational relationships, there needs to be a condition where a forum to reveal values can occur in order to furnish an awareness for group members. This provides group members with an insight as to how other individuals in the group function. Senior staff leaders are working with and through staff members in their organizations. Posner and Schmidt (1984) stated that much of the effectiveness of a managerial leader depends on the quality of their relationship with other members of the organization. They further state that there are several factors which can contribute to and improve the "development of an effective working relationship with others. Generally, we look for certain qualities or personal traits which we value.... When we find these qualities, we feel fortunate" (Posner & Schmidt, 1984, p. 208).

### **Ideal Values of Effective Leadership of Senior Staff Leaders Versus Perceptions of Actual Leadership of Staff Members**

In this section, the relationship examined is that of what senior staff leaders value as ideal for effective leadership as compared to those perceptions by staff members of the actual leadership situation in their respective sport organization. The analysis was carried out within each specific organization to verify the degree of

**Table 4.2**

Percentage of agreements between ideal perceptions of effective leadership by senior staff leaders and perceptions by staff members of actual leadership in the respective organizations.

| Organization | Leader Traits<br>(11 items) | Leader Skills<br>(16 items) | Leader Behaviours<br>(14 items) | Power Bases<br>(8 items) | Transformational / Charismatic<br>(8 items) |
|--------------|-----------------------------|-----------------------------|---------------------------------|--------------------------|---------------------------------------------|
| 1 (2 staff)  | 24 <sup>D</sup>             | 13 <sup>D</sup>             | 3 <sup>D</sup>                  | 67                       | 0 <sup>D</sup>                              |
| 2 (6 staff)  | 38                          | 24 <sup>D</sup>             | 32 <sup>D</sup>                 | 48                       | 29 <sup>D</sup>                             |
| 3 (4 staff)  | 70 <sup>A</sup>             | 77 <sup>A</sup>             | 75 <sup>A</sup>                 | 22 <sup>D</sup>          | 94 <sup>A</sup>                             |
| 4 (2 staff)  | 68                          | 66                          | 57                              | 69                       | 75 <sup>A</sup>                             |
| 5 (5 staff)  | 67 <sup>A</sup>             | 61                          | 51                              | 50                       | 63                                          |
| 6 (5 staff)  | 60                          | 44                          | 34 <sup>D</sup>                 | 43                       | 40                                          |
| 7 (2 staff)  | 82 <sup>A</sup>             | 81 <sup>A</sup>             | 93 <sup>A</sup>                 | 44                       | 88 <sup>A</sup>                             |
| 8 (2 staff)  | 73                          | 72 <sup>A</sup>             | 68                              | 50                       | 50                                          |
| 9 (3 staff)  | 15 <sup>D</sup>             | 29 <sup>D</sup>             | 17 <sup>D</sup>                 | 29                       | 4 <sup>D</sup>                              |
| 10 (3 staff) | 50                          | 49                          | 76 <sup>A</sup>                 | 46                       | 67                                          |

A Significant agreement ( $p < 0.05$ )

D Significant disagreement ( $p < 0.05$ )

congruence or incongruence. Table 4.2 highlights the results of this analysis. In this case, organizationally specific findings were in evidence.

In organizations #1, #2 and #9, there appears to be a relatively high degree of incongruence or disagreement between the leader's ideal values of effective leadership and the staff members' perceptions of actual leadership in their respective organizations. Specific results indicate that leaders' ratings of ideal leadership elements are higher than staff member's rating of actual leadership characteristics in those particular organizations. This further implies that in those instances, what the leader values will not necessarily be translated into characteristics the leader will exhibit. On the other hand, organizations #3 and #7 exhibit a statistically significant congruence (4 out of 5 elements). For these two organizations, this implies that what the leader values (and presumably translates into action) is how the staff members actually perceive their leader. This could perhaps indicate that what the leader values, is in fact being perceived by the staff members to be actually occurring, supporting the notion of Cropanzano et al., (1992) that values are translated into behaviours.

We can now address the second research question proposed at the beginning of this study: do the staff members' actual perceptions of leadership differ from the ideal values of the leader? Reflecting on the overall data contained in Table 4.2, it appears that there are organizationally specific findings in this relationship. Some organizations show a high degree of congruence between the staff actual values and the leader ideal values (i.e., #3 and #7), whereas others (i.e., #1, #2, and #9) show more disagreement in responses. If we apply Hitt's (1988) propositions, we can speculate that there would

be a greater degree of harmony in the relationships in organizations #3 and #7 which would impact positively on performance and satisfaction, hence on organizational effectiveness. We can also speculate that in organizations #1, #2 and #9, there would be a greater degree of discord, which would impact negatively on performance and satisfaction of the members as well as on the overall effectiveness of these organizations. Thus, it would appear that the level of harmony or discord is obviously contextual and organizationally specific.

### **Ideal Values of Effective Leadership Versus Perceptions of Actual Leadership of Staff Members**

The relationship between ideal values of effective leadership versus perceptions of actual leadership by staff members depicts the trends that are evident between those elements staff members of the 17 sport organizations value as ideal for effective leadership, and those which the same staff members actually perceive as occurring with respect to leadership within their own organizations. As can be seen from Table 4.3, within certain organizations there exists a significant level of incongruence between actual leadership and ideal leadership values, whereas in certain others, congruence is high. In organizations #1, #2, #9 and #11, significant disagreements exist for at least 3 of the 5 elements. In organizations #12 and #17, congruence is also low. Conversely, organizations #7, #8, #10, #15 and #16 indicate a statistically significant degree of congruence on at least 4 of the 5 elements. As well, organizations #3, #4, #5, #6 #13 and #14 showed a relatively high degree of congruence.

as suggested by Schliesman (1987). He (1987) conducted a study on the

Table 4.3

Percentage of agreements between ideal perceptions of effective leadership by staff members and perceptions of actual leadership in their respective organizations.

| Organization | Leader Traits<br>(11 items) | Leader Skills<br>(16 items) | Leader Behaviours<br>(14 items) | Power Bases<br>(8 items) | Transformational/Charismatic<br>(8 items) |
|--------------|-----------------------------|-----------------------------|---------------------------------|--------------------------|-------------------------------------------|
| 1 (2 staff)  | 24 <sup>D</sup>             | 9 <sup>D</sup>              | 3 <sup>D</sup>                  | 25                       | 6 <sup>D</sup>                            |
| 2 (6 staff)  | 28 <sup>D</sup>             | 21 <sup>D</sup>             | 25 <sup>D</sup>                 | 30 <sup>D</sup>          | 35 <sup>D</sup>                           |
| 3 (4 staff)  | 64                          | 64 <sup>A</sup>             | 67 <sup>A</sup>                 | 69                       | 91 <sup>A</sup>                           |
| 4 (2 staff)  | 82 <sup>A</sup>             | 65                          | 79 <sup>A</sup>                 | 50                       | 56                                        |
| 5 (6 staff)  | 62                          | 55                          | 50                              | 45                       | 60                                        |
| 6 (6 staff)  | 60                          | 61                          | 53                              | 67                       | 60                                        |
| 7 (2 staff)  | 91 <sup>A</sup>             | 94 <sup>A</sup>             | 82 <sup>A</sup>                 | 69                       | 100 <sup>A</sup>                          |
| 8 (2 staff)  | 77 <sup>A</sup>             | 81 <sup>A</sup>             | 75 <sup>A</sup>                 | 88 <sup>A</sup>          | 94 <sup>A</sup>                           |
| 9 (3 staff)  | 12 <sup>D</sup>             | 10 <sup>D</sup>             | 8 <sup>D</sup>                  | 12 <sup>D</sup>          | 8 <sup>D</sup>                            |
| 10 (3 staff) | 72 <sup>A</sup>             | 72 <sup>A</sup>             | 78 <sup>A</sup>                 | 63                       | 83 <sup>A</sup>                           |
| 11 (6 staff) | 37                          | 35 <sup>D</sup>             | 16 <sup>D</sup>                 | 62                       | 33 <sup>D</sup>                           |
| 12 (2 staff) | 45                          | 63                          | 43                              | 25                       | 13 <sup>D</sup>                           |
| 13 (2 staff) | 41                          | 44                          | 43                              | 44                       | 29                                        |
| 14 (2 staff) | 64                          | 50                          | 71 <sup>A</sup>                 | 63                       | 75                                        |
| 15 (6 staff) | 76 <sup>A</sup>             | 68 <sup>A</sup>             | 83 <sup>A</sup>                 | 72 <sup>A</sup>          | 85 <sup>A</sup>                           |
| 16 (4 staff) | 82 <sup>A</sup>             | 69 <sup>A</sup>             | 88 <sup>A</sup>                 | 50                       | 84 <sup>A</sup>                           |
| 17 (6 staff) | 57                          | 47                          | 37 <sup>D</sup>                 | 43                       | 28 <sup>D</sup>                           |

A Significant agreement ( $p < 0.05$ )

D Significant disagreement ( $p < 0.05$ )

In this particular relationship, congruence (or incongruence) relates to the degree of satisfaction of staff members with the actual leadership in effect in their sport organizations relationship between the congruence of athletes' preferred and actual perceptions of leader behaviour and their satisfaction with the coaching leadership. Although this study was conducted on athletes, the theoretical basis originated from organizational theory and can be applied in this context. It was suggested that the degree of satisfaction with leadership occurs as a result of the amount of congruence between leadership qualities and behaviours preferred by subordinates and the actual behaviour exhibited by the leader (Schliesman, 1987). Chelladurai (1980), in developing his contingency model of leadership in athletics, examined the concept that satisfaction is the result of congruence between subordinate preferences for particular leader behaviours and the actual leader behaviours perceived.

Thus, following this logic, one could be led to conclude that in the present study, a relatively high degree of satisfaction with leadership of the staff members in organizations #7, #8, #10, #15 and #16, exists, and that some degree of satisfaction is evident in organizations #3, #4, #5, #6, and #14, which enhances of effective leadership. On the other hand, organizations #1, #2, #9 and #11, and possibly #12 and #17, reflect situations which could be considered potentially given the lack of congruence between responses.

If one examines the data in Table 4.3 in a vertical fashion, no one particular leadership element stands out specifically with respect to dissatisfaction on the part of staff members. However, for transformational leadership characteristics, there would be

some dissatisfaction, hence some ineffectiveness in 6 of the 17 organizations (#1, #2, #9, #11, #12, and #17).

Now we may address the third main research question: do the actual perceptions of leadership of the staff members differ from their ideal perceptions? It would appear that again organizationally specific findings are visible. Some organizations are operating in a situation of discord, according to Hitt's (1988) model, thus potentially impacting negatively on the performance and satisfaction of organizational members. We can also speculate that, for other organizations, there would be a greater degree of harmony, and that there would be a positive impact on performance and satisfaction within the organization. These findings are of interest to organizational members who must consider that often, the extent to which subordinates will accept and work towards goals is the result of satisfaction with the leader of the organization (Fiedler & Garcia, 1987). If Kouzes and Posner's (1987) approach to leadership is considered in relation to the findings from this study, those organizations where there are more congruencies may indicate a higher degree of identification and value congruence, which impacts on how staff members trust their leader and how much support they give their leader.

### **Overall Perspective of Effective Leadership in National Sport Organizations**

The data were examined to identify where the trends of congruence and incongruence between staff members and their senior staff leaders occurred. Means of the ratings for each item in the questionnaire for all respondents were obtained. From

this information, an overall perspective of what are the actual items that are valued for effective leadership in NSOs was obtained. Following this analysis, it can be observed that some degree of congruence exists between the items which were rated highly and those items that were ranked as the most important characteristics by respondents.

In the segment of the questionnaire in which the subjects were asked to rank the questionnaire items, the results were tabulated by calculating the frequency with which each specified item appeared in the top five ranks of all of the leaders and all of the staff members. The items were then weighted in order to determine the order of importance of the items chosen by the respondents. This analysis attributes a value to the items in the questionnaire which will take into consideration the actual preference of each particular item.

### Traits

Tables 4.4 and 4.5 highlight the respondents' views of important leadership traits. Organizational members on the whole, highly rated the items of *leader self-confidence* (T2), *goal and achievement oriented* (T4), *honesty* (T7), and the *willingness of the leader to assume responsibility within the organization* (T9) (i.e., 4 or 5 on the Likert scale, which corresponds to 3 after the conversion). In Table 4.4, those items that were the most highly rated by the respondents are presented in bold characters. The lowest rated items appear underlined. If one examines Table 4.5, it can be seen that both the leaders and the staff members include these highly rated traits in their top five ranking choices.

The results in this study are similar to the findings of a study conducted by Kouzes and Posner (1987). They examined leadership in organizations and

**Table 4.4**  
Means of overall ratings for leadership traits (staff / leader / sample)

| Item             | T1   | T2   | T3   | T4   | T5   | T6   | T7   | T8   | T9   | T10  | T11  |
|------------------|------|------|------|------|------|------|------|------|------|------|------|
| Staff<br>(N=62)  | 2.69 | 2.98 | 2.90 | 2.92 | 2.85 | 2.40 | 2.94 | 2.79 | 2.95 | 2.66 | 2.52 |
| Leader<br>(N=10) | 2.7  | 3.0  | 2.9  | 3.0  | 2.9  | 2.1  | 2.9  | 2.7  | 3.0  | 2.4  | 2.5  |
| M<br>(N=72)      | 2.69 | 2.98 | 2.90 | 2.93 | 2.86 | 2.36 | 2.93 | 2.78 | 2.96 | 2.62 | 2.51 |

**Table 4.5**  
Ranking of top five leadership traits

| Rank Order | Senior Staff Leaders            | Staff Members                        |
|------------|---------------------------------|--------------------------------------|
| #1         | (T2) SELF-CONFIDENCE (33)       | (T3) ANALYTICAL ABILITY (141)        |
| #2         | (T9) ASSUME RESPONSIBILITY (25) | (T7) HONESTY (140)                   |
| #3         | (T3) ANALYTICAL ABILITY (24)    | (T2) SELF-CONFIDENCE (122)           |
| #4         | (T7) HONESTY (21)               | (T4) GOAL/ACHIEVEMENT ORIENTED (102) |
| #5         | (T5) ADAPTABLE (18)             | (T9) ASSUME RESPONSIBILITY (101)     |

(\*NB - numbers in brackets represent indice score for rating scale)

determined that the traits of honesty, goal and achievement oriented, and the willingness to assume responsibility were important for leaders to possess in order to be considered effective. Leaders who are not honest will not be perceived as credible and will encounter problems in motivating and attaining the trust of organizational members. In addition, these traits encompass the notion of a leader as someone who is directly involved in the processes of the organization, not as an individual who delegates from afar and plays no intimate role in the activities of the organization.

Results in this study show that organizational members, in general, feel that the traits of *persuasiveness* (T11), *empathy* (T10), and a *strong desire to lead and influence others* (T6) as being not essential for leaders to function effectively in sport organizations (i.e., 1 or 2 on the Likert scale, which corresponds to 1 after the conversion). These findings are contrary to those of Kirkpatrick and Locke (1991), who argued that having a strong desire to lead, and being able to persuade group members were among some of the most important traits for effective leaders to possess. They suggested that possessing these traits, among others, is essential for leaders in order to develop and maintain healthy organizational relationships.

Staff members felt that *possessing analytical ability* (T3) was the most important item in this element for effective leadership, followed by *honesty* (T7) of the senior staff leader and *self-confidence* (T2). Similarly, results show that the senior staff leaders consider the items of *self-confidence* (T2), *willingness to assume responsibility* (T9), and *analytical ability* (T3) as important traits for leaders to possess in sport organizations. Results indicate a similarity in the items selected as the top five choices for this

element, although senior staff leaders and staff members attributed varying degrees of importance to the selected items.

### Skills

Upon reviewing the trends in respondents' values, it was noted that several skills appeared to be more highly valued for effective leadership in sport organizations than others. Staff members value the ability for effective leaders to be to *create an environment of understanding and openness* (S6), and *the ability of leaders to conceptualize the organization as a whole* (S7). Senior staff leaders consider *writing skills* (S4), *the ability to create an environment of understanding and openness* (S6), and *the ability to conceptualize the organization as a whole* (S7), as essential in order to be effective as a leader in a sport organizations. Some skills were considered by both staff members and senior staff leaders to be not as necessary for leader effectiveness in their organizations. These included: *sport specific technical knowledge* (S1), *knowledge of computers* (S2), and *bilingualism* (S12).

From the rankings in Table 4.7, it can be observed that both senior staff leaders and staff members indicate the *ability to conceptualize the organization as a whole* (S7) and the *ability to create an environment of understanding and openness* (S6), as their top two choices for effective leadership in their organizations. Senior staff leaders feel that conceptualizing the organization as a whole is the most important, whereas staff members rank the ability to create an environment of understanding and openness as their number one choice. The last three choices in each case are different, as is evident in Table 4.7.

Table 4.6

Means of overall ratings for leadership skills (staff / leader / sample)

| Item             | S1   | S2   | S3   | S4   | S5   | S6   | S7   | S8   | S9   | S10  | S11  | S12  | S13  | S14  | S15  | S16  |
|------------------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| Staff<br>(N=62)  | 2.06 | 2.10 | 2.76 | 2.86 | 2.97 | 3.0  | 2.97 | 2.67 | 2.92 | 2.80 | 2.95 | 2.00 | 2.89 | 2.81 | 2.87 | 2.87 |
| Leader<br>(N=10) | 1.7  | 1.7  | 2.5  | 2.9  | 2.7  | 2.9  | 2.9  | 2.6  | 2.9  | 2.7  | 2.9  | 1.8  | 2.8  | 2.5  | 2.6  | 2.9  |
| M<br>(N=73)      | 2.01 | 2.04 | 2.71 | 2.88 | 2.93 | 2.98 | 2.96 | 2.66 | 2.91 | 2.88 | 2.95 | 1.97 | 2.88 | 2.76 | 2.84 | 2.87 |

Table 4.7

Ranking of top five leadership skills

| Rank Order | Senior Staff Leaders                     | Staff Members                             |
|------------|------------------------------------------|-------------------------------------------|
| #1         | (S7) CONCEPTUALIZE ORG. AS WHOLE<br>(36) | (S6) CREATE OPEN ENVIRONMENT (146)        |
| #2         | (S6) CREATE OPEN ENVIRONMENT<br>(20)     | (S7) CONCEPTUALIZE ORG. AS WHOLE<br>(136) |
| #3         | (S6) FACILITATE DIALOGUE<br>(13)         | (S11) KNOWLEDGE OF ORG. GOALS<br>(109)    |
| #4         | (S9) SYNTHESIZE INFORMATION<br>(12)      | (S15) ORGANIZED & STRUCTURED<br>(68)      |
| #5         | (S16) MANAGE STRESS<br>(11)              | (S14) TIME MANAGEMENT ABILITY<br>(57)     |

(\*NB - numbers in brackets represent indice score for rating scale)

The results of this element concur with Bass's (1990a) assertion that technical skills, although necessary, do not need to be cultivated to the extent that human and conceptual skills need to be developed. In fact the results of this study indicate that organizational members attributed high ratings to human and conceptual skills. The emphasis on conceptual skills may reflect the importance attributed to the effective coordination of the various parts of the organization, whose effective functioning impacts the whole future direction and tone of the organization. This is of consequence because of the complex nature of national sport organizations which must consider a variety of often competing constituents, such as volunteers, members (i.e., athletes, participants), the federal, provincial and municipal governments, and the paid staff members. As Katz (1955) explains, leaders must be able to visualize the relationship of the organization to the industry, the community, the political, the social and the economic forces. In the context of sport organizations, leaders must consider not only government initiatives and directives, but also corporate sponsorship involvement, the sporting community, changes in the issues facing society and be able to conceptualize and coordinate these contrasting and sometimes conflicting influences to the benefit of their particular organization. This indicates an obvious need for highly developed analytical and conceptual skills.

### Behaviours

From Table 4.8, the results show that organization members value those leaders who *behave in a supportive and considerate manner* (B1), who *are approachable* (B11), and leaders who *encourage cooperation among the staff* (B8). These findings reflect the people / consideration orientation of organizational members and are

different to Branch's (1990) findings of leadership in sport organizations. Branch (1990) claims that those athletic organizations which are more effective have leaders who are more task and goal oriented than those leaders who emphasize the development of good interpersonal relations with subordinates. Branch (1990) examined leadership in athletic departments in colleges. According to him, the environment differs in this kind of setting from that of national sport organizations, where the staff are not as transient as the employees in athletic departments and thus a consideration in explaining the differences in the findings between these two studies.

The top 5 ranked items in this element are outlined in Table 4.9. There appears to be a wider range of discrepancy in this element when compared to the 2 previous elements, where 2 of the items ranked by the senior staff leaders are those which are ranked by the staff members in sport organizations. The top choices for the senior staff leader were: the leader being a *motivating factor within the organization* (B14); the need for leaders to *maintain definite standards of performance* (B9); and leaders should *be considerate of other staff members* (B1). Staff members ranked the items in this element as follows: effective leaders in sport organizations should be *considerate to members within the organization* (B1); leaders should *provide definite role responsibilities* (B5), and should *allow for participation in the decision-making process* (B3).

Leaders and staff members of sport organizations should keep in mind Yukl and Lepsinger's (1991) suggestion that an effective leaders shows concern for both ends of the leadership spectrum (i.e., consideration as well as initiating structure). Leaders in

Table 4.8

Means of overall ratings for leadership behaviours (staff / leader / sample)

| Item             | B1   | B2   | B3   | B4   | B5   | B6   | B7   | B8   | B9   | B10  | B11  | B12  | B13  | B14  |
|------------------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| Staff<br>(N=61)  | 2.98 | 2.85 | 2.95 | 2.68 | 2.89 | 2.67 | 2.46 | 2.98 | 2.95 | 2.69 | 2.97 | 2.97 | 2.69 | 2.93 |
| Leader<br>(N=10) | 3.0  | 2.3  | 2.8  | 2.6  | 2.8  | 2.8  | 2.2  | 2.8  | 2.9  | 2.5  | 3.0  | 2.8  | 2.6  | 2.9  |
| M<br>(N=72)      | 2.98 | 2.77 | 2.93 | 2.67 | 2.87 | 2.69 | 2.42 | 2.96 | 2.94 | 2.66 | 2.97 | 2.94 | 2.67 | 2.93 |

Table 4.9

Ranking of top five leadership behaviours

| Rank Order | Senior Staff Leaders                    | Staff Members                             |
|------------|-----------------------------------------|-------------------------------------------|
| #1         | (B14) MOTIVATING FACTOR W/ ORG<br>(26)  | (B1) CONSIDERATE<br>(123)                 |
| #2         | (B9) MAINTAIN PERF. STANDARDS<br>(20)   | (B5) PROVIDE ROLE RESPONSIBILITY<br>(116) |
| #3         | (B1) CONSIDERATE<br>(18)                | (B3) PART. IN DECISION - MAKING<br>(115)  |
| #4         | (B6) CONCERNED WITH PEOPLE<br>(13)      | (B8) ENCOURAGE COOPERATION<br>(79)        |
| #5         | (B3) PART. IN DECISION - MAKING<br>(13) | (B11) APPROACHABLE<br>(71)                |

(\*NB - numbers in brackets represent indice score for rating scale)

national sport organizations should work on developing and cultivating people orientation behaviours as well as work on the tasks being accomplished efficiently and effectively.

### Power

Although many authors (Bass, 1981; Kotter, 1985; Pfeffer, 1992; Yukl, 1994) consider leadership to be an influence process, evidenced primarily through the effective use of power bases, in this study, the element of power has proven to be ambiguous in some of the results. As can be seen in Table 4.10, respondents rated the items of *knowledge* (P2) and *controlling the decision-making process* (P8) highly. Questionnaire items which were not valued highly include power bases arising from *controlling the distribution of rewards and punishments* (P4) and *as a result of a close friendship* (P6).

The element of power indicates some similarity in the ranking response of the senior staff leaders and staff members (refer to Table 4.11). Four out of the 5 items chosen by respondents are the same, but are indicated in differing order by the subjects. This element contained only 8 items from which subjects were asked to choose from, which may have impacted upon the similarity of response. Senior staff leaders consider that effective leaders in sport organizations should exercise power by being instrumental in *controlling the decision-making processes* (P8), as a result of their *extensive knowledge* (P2), and that power should stem from the position of *formal authority* (P1) they hold. Conversely, staff members feel that power should be attained by effective leaders in sport organizations as a result of their *extensive knowledge* (P2) as the number one choice. The second choice for staff members is leader power

Table 4.10

Means of overall rating of power bases of leadership (staff / leader / sample)

| Item             | P1  | P2   | P3   | P4   | P5  | P6   | P7   | P8   |
|------------------|-----|------|------|------|-----|------|------|------|
| Staff<br>(N=61)  | 2.3 | 2.77 | 2.0  | 1.53 | 2.3 | 1.56 | 2.07 | 2.38 |
| Leader<br>(N=10) | 2.4 | 2.9  | 2.4  | 1.7  | 2.3 | 1.2  | 2.0  | 2.9  |
| MEAN<br>(N=71)   | 2.3 | 2.79 | 2.06 | 1.56 | 2.3 | 1.51 | 2.06 | 2.45 |

Table 4.11

Ranking of top five power bases

| Rank Order | Senior Staff Leaders                 | Staff Members                           |
|------------|--------------------------------------|-----------------------------------------|
| #1         | (P8) CONTROL DECISION MAKING<br>(34) | (P2) KNOWLEDGE<br>(180)                 |
| #2         | (P2) KNOWLEDGE<br>(33)               | (P5) CONTROL INFORMATION<br>(114)       |
| #3         | (P1) FORMAL AUTHORITY<br>(26)        | (P1) FORMAL AUTHORITY<br>(109)          |
| #4         | (P3) CONTROL RESOURCES<br>(20)       | (P8) CONTROL - DECISION MAKING<br>(108) |
| #5         | (P6) CONTROL INFORMATION<br>(14)     | (P7) FEELING LOYALTY / DUTY<br>(66)     |

(\*NB - numbers in brackets represent indice score for rating scale)

attained through the *control of information* (P5); thirdly power attained through the *position of formal authority* (P1).

Yukl (1989) proposes that initially leaders should have a moderate amount of position power, and then eventually develop and nurture sources of personal power in order to make important decisions and necessary changes without fear of retribution from members of the organization. In this study, two sources of personal power have been considered as essential for effective leadership: knowledge and feelings of loyalty and duty towards the leader. Three of the other five items ranked stem from the position that the leader holds.

These results are beneficial to practitioners because as Boucher (1991) argued, it is important for sport administrators to

...recognize and examine one's own personal power bases, as it can be useful in avoiding inappropriate administrative behaviour. Similarly, a recognition of the advantages and disadvantages of the use of each of the types of power may assist administrators in making rational choices.... (p.139).

#### Transformational / Charismatic Leadership

As can be seen in Table 4.12, the questionnaire items that were most highly perceived by respondents in the element of transformational leadership were the need for effective leaders to have a *vision* (TL 1) about the future directions of the organization, the ability to *inspire staff* (TL 5), as well as the need for leaders to *enroll commitment to the organizational mission* (TL 4), were indicated as "essential" for

effective leadership most often. There were no items in this element that were valued negatively or poorly.

Similar to the element of power bases, 4 of the 5 transformational / charismatic items ranked by respondents are the same for the senior staff leader and the staff members, although they appear in different order. Both the senior staff leaders and the staff members in the organizations examined selected the importance of effective leaders as needing a *vision* (TL 1) about the future directions in order to guide the organization as their first choice. Their second choice was the same as well, that is, the need for effective leaders to be able to *inspire their staff members to achieve their goals* (TL 5). Following these, senior staff leaders chose as their third selection the item of effective leaders being able to *enroll commitment to the organizational mission* (TL 4). Staff members ranked as their number three choice that they felt that effective leaders should *have strong convictions* (TL 2).

These results correspond to those of researchers such as Bass (1990b), Tichy and Devanna (1986), and Manz and Sims (1991), who suggested that having a vision and being able to inspire group members and motivate them to action are essential characteristics of effective leadership. The findings of this study also complement Ulrich's (1987) findings. Ulrich (1987) believed that leaders must create and communicate a need for change themselves, and that they must make personal commitments and sacrifices in order to implement change.

Table 4.12

Means of overall rating for transformational/charismatic leadership (staff / leader / sample)

| Item             | TL1  | TL2  | TL3  | TL4  | TL5  | TL6  | TL7  | TL8  |
|------------------|------|------|------|------|------|------|------|------|
| Staff<br>(N=61)  | 2.98 | 2.92 | 2.80 | 2.95 | 2.98 | 2.9  | 2.72 | 2.74 |
| Leader<br>(N=10) | 3.0  | 2.8  | 2.6  | 2.9  | 2.9  | 2.8  | 2.7  | 2.7  |
| MEAN<br>(N=71)   | 2.99 | 2.90 | 2.77 | 2.94 | 2.97 | 2.89 | 2.72 | 2.73 |

Table 4.13

Ranking of top five transformational / charismatic characteristics

| Rank Order | Senior Staff Leaders             |  |      | Staff Members                    |  |       |
|------------|----------------------------------|--|------|----------------------------------|--|-------|
| #1         | (TL1) VISION                     |  | (44) | (TL1) VISION                     |  | (231) |
| #2         | (TL6) INSPIRE STAFF              |  | (30) | (TL5) INSPIRE STAFF              |  | (158) |
| #3         | (TL4) COMMITMENT TO ORG. MISSION |  | (20) | (TL2) STRONG CONVICTIONS         |  | (104) |
| #4         | (TL2) STRONG CONVICTIONS         |  | (20) | (TL4) COMMITMENT TO ORG. MISSION |  | (95)  |
| #5         | (TL8) CHARISMA                   |  | (13) | (TL6) INDIVIDUALLY CONSIDERATE   |  | (69)  |

(\*NB - numbers in brackets represent indice score for rating scale)

Lindholm (1990) and House (1977) considered transformational and charismatic leadership an attribute that can be enhanced through practice and frequent usage. This is particularly important in sport organizations where financial, structural and socio-cultural changes are occurring.

## **CHAPTER 5**

### **Summary, Conclusions and Recommendations**

This final chapter reviews the theoretical underpinnings used to study managerial leadership in sport organizations. It also highlights some of the relevant results uncovered in this research, and progresses to provide an overview of what traits, skills, behaviours, power bases and transformational / charismatic components are considered valuable for effective managerial leadership in national sport organizations. Conclusions based on the findings are provided for theorists and practitioners alike. Finally, recommendations for further studies in the realm of effective managerial leadership for sport organizations are presented.

### **Summary**

This study was designed to examine managerial leadership perceptions and values using an integrated theoretical approach in the context of Canadian national sport organizations. The specific purpose of the study was to identify aspects of managerial leadership that were valued by leaders and staff members, and to determine the congruency of perceptions between the two groups. Three specific research questions were addressed in order to determine the level of congruence for each of the participating organizations. Then, a review of those leadership components that organizational members ranked highly was undertaken.

The theoretical framework used was adapted from Yukl's (1989) integrating framework of managerial leadership. It encompassed a number of theoretical components to studying leadership. The five primary components that were considered in this study included leader traits, leader skills, leader behaviours, power bases for leadership, and finally transformational and charismatic leadership characteristics. Hitt's (1988) framework was also incorporated for the purpose of this study, in order to explain the relationship of effective leadership to organizational relations. Hitt (1988) considers the congruence or the incongruence of values between leaders and staff members. He suggests that a congruence between the values held by the two groups has a positive impact on leader effectiveness in organizations, whereas an incongruence potentially contributes to a negative impact on leader effectiveness.

The first relationship examined the values of ideal leadership between senior staff leaders and their staff members. There appeared to be a relatively high degree of agreement between senior staff leaders and staff members as to what effective leadership ought to be like in sport organizations. The second relationship considered the leader ideal values and the staff actual perceptions of effective leadership in sport organizations. In this case, organizationally specific findings were evident. Some organizations showed a high degree of congruence between the staff's actual values and the leader ideal values, whereas others showed more disagreement in responses. The third relationship (i.e., staff ideal versus staff actual perceptions) indicated that within certain organizations there exists a significant level of incongruence between actual leadership and ideal leadership values, whereas in certain others, congruence is high.

Several additional findings were revealed by the ranking analysis of data.

Results pertaining to the traits element showed that organizational members ranked the items of leader self-confidence, honesty, and willingness to assume responsibility as the most important traits for leader effectiveness. Results pertinent to the skills element revealed that organizational members ranked conceptual and human skills highly, particularly the ability of leaders to be able to conceptualize the organization as a whole, and the ability to create an environment of openness and understanding. Thirdly, with respect to the behavioural approach to leadership effectiveness, the results emphasized the importance of consideration or a people orientation for effective leadership in sport organizations. Organizational members felt that in order to be effective, leaders should be supportive and considerate, be approachable, and be able to motivate individuals within their organizations. The initiating variables that were considered important, were the maintenance of high performance standards by leaders within the organization, and the provision of definite role responsibilities.

For power bases of leadership, the rankings suggested that organizational members regard effective leadership as stemming from the leaders' extensive knowledge, from their position of formal authority and from controlling the decision-making process. The final element concerned transformational and charismatic leadership, where the findings suggested that, in order to be effective, leaders must develop a vision to guide the organization and they must have the ability to inspire staff members to achieve above and beyond their expectations.

## Conclusions

This study provided a brief glimpse into the complex nature of managerial leadership in sport organizations. In a nutshell, the research suggested that managerial leadership in these organizations appeared to be contextual, and related to the specific organization itself. In those sport organizations where there was congruence, the general trend appeared for all three relationships examined. Thus, if Hitt's (1988) model of harmony and discord is applied to the results, except possibly for the element of power bases for leadership, it appeared that there existed a relatively high degree of harmony in the leadership values esteemed by senior staff leaders and their staff members. On the other hand, it also appeared that other organizations exhibited a significant degree of incongruence, hence, suggesting that these organizations were operating in a situation of discord, according to Hitt's (1988) model. This would potentially impact negatively on the performance and satisfaction of organizational members.

Additionally, highly valued aspects of leadership were indicated by respondents in each of the five elements. When all of the information obtained in this study is assimilated into a coherent whole, it is instrumental in assuaging some of the confusion and stress associated with unawareness of values and beliefs in organizations. This is pertinent, because as Kouzes and Posner (1984) suggested, not knowing the leader's beliefs can contribute to conflict, indecision and political rivalry. "We simply do not trust people who will not tell us their values, ethics and standards" (p. 85). Feedback from others can provide organizational members with otherwise unavailable insights

regarding the inferences others make with respect to how they perceive and value effective managerial leadership (Cooke, et al., 1987).

The results uncovered in the study are reflective of the research literature on leadership, and further suggest that practitioners should be aware of their own actions and how they may be perceived by staff members. This has an impact on leadership development programs, workshops and services offered to organizational members working in sport.

As with any empirical research, there are limitations to studying managerial leadership using the protocol outlined in this research. When considering the results, caution must be used when extrapolating the results to other situations. The small sample size within each organization is a factor to consider when examining the results. In addition, to the leadership elements outlined in this study, there are other factors which influence the effectiveness of leaders within organizations, but these were beyond the scope of this study. Suffice it to say that effectiveness, as an end-result variable in organization theory is complex and multi-faceted (i.e., different constituents and different organizational members operate from different perspectives, with a different set of goals in mind).

Caution must also be exercised when examining the results pertaining to the last two leadership elements (i.e., power bases and transformational / charismatic leadership). Only 8 items in the questionnaire related to each one of these two aspects of leadership. A more elaborate questionnaire and a larger sample from different organizations needs to be explored before any definitive conclusions can be drawn about effective leadership in national sport organizations.

In closing, it must be remembered that leadership is not just an innate, single dimensional characteristic, and that it encompasses more than skills, traits, behaviours, power bases and transformational and charismatic characteristics. It is in fact, a complex interaction of these elements and much more. Leadership is a critical component of organizational effectiveness (Smith, Carson, & Alexander, 1984), and often has an impact on the success or failure of an enterprise. As such, the importance of effective leadership in national sport organizations has been outlined, and the hope of the researcher is that this present exploratory study, despite its limitations, will stimulate more research into these fascinating issues.

### **Recommendations For Further Study**

A number of considerations have been addressed as a consequence of conducting this study on managerial leadership. As a result, the following recommendations are suggested in order to further study this phenomenon in sport organizations. First of all, because of the dearth of empirical studies carried out on leadership in sport organizations, we recommend that another study using a larger sample of sport organizations be conducted. This would provide theorists and practitioners alike with a more thorough understanding of the nature as well as the relationships regarding managerial leadership within these organizations. Because of the multi-dimensional, constantly evolving nature of leadership in sport organizations, it is suggested that researchers expand on the methodology and the integrated approach used in this particular investigation. This would concur with the suggestion of Slack and

Kikulis (1989) that further studies in sport be conducted using theoretical foundations based on organizational theory. This could encompass a variety of approaches, because leadership is not solely about traits, skills, behaviours, power bases and transformational or charismatic characteristics alone, but rather is a more complex, multi-faceted issue.

As a second recommendation, it is proposed that future researchers further develop the questionnaire in order to make it a more thorough investigative instrument, and in addition, complement this information by using the interview technique, which would permit more in depth knowledge about the leadership phenomenon. This would be done as well by including self-reports (self-perceptions) of leaders in order to provide practitioners with a sense of self-awareness as to how they perceive themselves compared to how their staff members perceive them.

As a third recommendation, it is suggested that in order to delve deeper into understanding the enigma of managerial leadership in sport organizations, researchers should endeavour to examine individual organizations through the case study approach. In depth interviews with leaders and staff members in only a few organizations are encouraged in order that researchers may relate the concept of leadership to relevant experiences and situational variables in these organizations, and thus probe further into the relationship of effective leadership to group member performance and satisfaction.

Fourth, it is recommended that the relationship between leader effectiveness and organizational effectiveness be empirically measured. Often leadership has been considered an essential component of the overall effectiveness of organizations, yet it

is still unclear as to the degree of significance that leadership contributes in terms of organizational success.

It is the hope of this researcher that the findings from this and other empirical studies be applied to promote and enhance already existing leadership development initiatives, programs and other leadership agendas at the senior management level of national sport organizations. It is also the hope of this researcher that theorists and practitioners work in corroboration with organizations whose mandate it is to develop and train leaders for sport organizations. This will provide not only leaders with development opportunities, but allow staff members to have input into what aspects of effective leadership they believe should be expanded and improved upon in sport organizations.

## REFERENCES

- Adair, J. (1984). The skills of leadership. Aldershot, England: Gower Publishing Co.
- Badaracco, J. L. & Ellsworth, R. R. (1989). Leadership and the quest for integrity. Boston, Mass.: Harvard Business School Press.
- Bass, B. M. (1981). Stogdill's handbook of leadership. New York: Free Press.
- Bass, B. M. (1985). Leadership and performance beyond expectations. New York: Free Press.
- Bass, B. M. (1990a). Bass & Stogdill's handbook of leadership. New York: The Free Press.
- Bass, B. M. (1990b). From transactional to transformational leadership: Learning to share the vision. Organizational Dynamics, Winter. (19-31).
- Bennis, W. (1986). Four traits of leadership. In J. Williamson (Ed.), The leader-manager. New York: Wiley.
- Blake, R. R., & Mouton, J. S. (1964). The managerial grid. Houston: Gulf Publishing.
- Boucher, R. L. (1991). Traditional and lower power in sport organizations. In R. L. Boucher and W. J. Weese (Eds.), Management of recreational sports in higher education. Brown and Benchmark.
- Branch, D. Jr. (1990). Athletic director leader behavior as a predictor of intercollegiate athletic organizational effectiveness. Journal of Sport Management, 4, 161-173.
- Bray, D. W., Campbell, R. J., & Grant, D. L. (1974). Formative years in business: A long term AT&T study of managerial lives. New York: Wiley.
- Bryman, A. (1992). Charisma and leadership in organizations. London, England: Sage Publications.

- Chelladurai, P. (1980). Leadership in sports organizations. Canadian Journal of Applied Sports Science, 5(4), 226-231.
- Chelladurai, P. (1984). Discrepancy between preferences and perceptions of leadership behavior and satisfaction of athletes in varying sports. Journal of Sport Psychology, 6, 27-41.
- Chelladurai, P. (1985). Sport management: Macro perspectives. London, ON: Sport Dynamics.
- Chelladurai, P., & Carron, A. V. (1983). Athletic maturity and preferred leadership. Journal of Sport Psychology, 6, 27-41.
- Chelladurai, P. & Haggerty, T. R. (1991). Differentiation in National Sport Organizations in Canada. Canadian Journal of Sport Sciences, 16(2), 117-125.
- Chelladurai, P. & Saleh, S. D. (1980). Dimensions of leader behavior in sports: Development of a leadership scale. Journal of Sport Psychology, 2, 34-45.
- Conger, J. A., & Kanungo, R. N. (1987). Toward a behavioral theory of charismatic leadership in organizational settings. Academy of Management Review, 12(4), 637-647.
- Cooke, R., Rousseau, D. M. & Lafferty, J. C. (1987). Thinking and behavioral styles: Consistency between self-descriptions and descriptions by others. Educational and Psychological Measurement, 47, 815-823.
- Cropanzano, R., James, K., & Citera, M. (1992). A goal hierarchy model of personality, motivation, and leadership. Research in Organizational Behavior, 15, 267-322.

- Cushmir, L. H., Koberg, C. S., & Mills, J. (1988). Male-female differences in the association of managerial style and personal value. The Journal of Social Psychology, 129(1), 65-78.
- Enz, C. A. (1986). Power and shared values in the corporate culture. Ann Arbor, Michigan: UMI Research Press.
- Fiedler, F. E. (1967). A theory of leadership effectiveness. New York: McGraw-Hill.
- Fiedler, F. E. & Garcia, J. E. (1987). New approaches to effective leadership: Cognitive resources and organizational performance. New York: John Wiley.
- French, J., & Raven, B. H. (1959). The bases of social power. In D. Cartwright (Ed.), Studies of social power. Ann Arbor, MI: Institute for Social Research.
- Frisby, W. (1985). A conceptual framework for measuring the organizational structure and context of voluntary leisure service organizations. Society and Leisure, 8(2), 605-613.
- Frisby, W. (1986). The organizational structure and effectiveness of voluntary organizations: The case of Canadian national sport governing bodies. Journal of Park and Recreation Administration, 4(3), 61-74.
- Halpin, A. W., & Winer, B. J. (1957). A factorial study of the leader behavior descriptions. In R. M. Stogdill and A. E. Coons (Eds.), Leader behavior: Its description and measurement. Columbus, OH: Bureau of Business Research, Ohio State University.
- Hemphill, J. K., & Coons, A. E. (1957). Development of the leader behavior description questionnaire. In R. M. Stogdill and A. E. Coons (Eds.), Leader behavior: Its

description and measurement. Columbus, OH: Bureau of Business Research, Ohio State University.

Hersey, P., & Blanchard, K. H. (1988). Management of organizational behavior. (5th ed.). Englewood Cliffs, NJ: Prentice Hall.

Hitt, W. D. (1988). The leader-manager: Guidelines for action. Columbus, Ohio: Battelle Press.

Hollander, E. P. (1978). Leadership dynamics: A practical guide to effective relationships. New York: The Free Press.

Horne, T. & Carron, A. (1985). Compatibility in coach-athlete relationships. Journal of Sport Psychology, 7, 137-149.

Hosking, D. M. (1988). Organizing, leadership and skilful process. Journal of Management Studies, 25(2), 147-166.

House, R. J. (1971). A path-goal theory of leader effectiveness. Administrative Science Quarterly, 16, 321-339.

House, R. J. (1977). A 1976 theory of charismatic leadership. In J. G. Hunt and L. L. Larson (Eds.), Leadership: The cutting edge. Carbondale, IL: Southern Illinois University Press.

House, R. J., & Mitchell, T. R. (1974) Path-goal theory of leadership. Journal of Contemporary Business, 3, 81-97.

Jongbloed, L. & Frost, P. J. (1985). Pfeffer's model of management: An expansion and modification. Journal of Management, 11(3), 97-110.

Katz, D. (1955). Skills of an effective administrator. Harvard Business Review, January-February, 33-42.

- Katz, D., & Kahn, R. L. (1952). Some recent findings in human relations research. In E. Swanson, T. Newcomb, and E. Hartley (Eds.), Readings in social psychology. New York: Holt, Rinehart & Winston.
- Katz, D., & Kahn, R. L. (1978). The social psychology of organizations. (2nd ed.). New York: John Wiley.
- Katz, D., Maccoby, N., & Morse, N. (1950). Productivity, supervision, and morale in an office situation. Ann Arbor MI: Institute for Social Research.
- Katz, D., Maccoby, N., Gurin, G., & Floor, L. (1951). Productivity, supervision, and morale among railroad workers. Ann Arbor, MI: Survey Research Center, University of Michigan.
- Kikulis, L. M., Slack, T., Hinings, B., & Zimmermann, A. (1989). A structural taxonomy of amateur sport organizations. Journal of Sport Management, 3, 129-150.
- Kirkpatrick, S. A. & Locke, E. A. (1991). Leadership: Do traits matter? The executive, 5, 48-60.
- Kotter, J. P. (1982). The general managers. New York: Free Press.
- Kotter, J. P. (1985). Power and influence: Beyond formal authority. New York: Free Press.
- Kotter, J. P. (1990). What leaders really do. Harvard Business Review, 3, (May-June). 103-111.
- Kouzes, J. M. & Posner, B. Z. (1987). The leadership challenge. San Francisco: Jossey-Bass.

- Kuhnert, K. W., & Lewis, P. (1987). Transactional and transformational leadership: A constructive/developmental analysis. Academy of Management Review, 12, 648-657.
- Kushell, E. & Newton, R. (1986). Gender, leadership style and subordinate satisfaction: An experiment. Sex Roles, 14(3-4), 203-209.
- Lee, V. E., Smith, J. B., & Cioci, M. (1993). Teachers and Principals: Gender-related perceptions of leadership and power in secondary schools. Educational Evaluation and Policy Analysis, 15(2), 153-180.
- Likert, R. (1961). New patterns of management. New York: McGraw-Hill.
- Lindholm, C. (1990). Charisma. Massachusetts: Basil Blackwell Inc.
- Maas, G. M. (1991). Leadership in the managerial role. In R. L Boucher and W. J. Weese (Eds.), Management of recreational sports in higher education. Brown and Benchmark.
- Macintosh, D., Bedeck, T., & Franks, C. E. S. (1987). Sport and politics in Canada. Federal government involvement since 1961. Kingston and Montréal: McGill-Queen's University Press.
- Macintosh, D., & Whitson, D. (1990). The game planners: Transforming Canada's sport system. Kingston and Montréal: McGill-Queen's University Press.
- Manz, C. C., & Sims, H. P. Jr. (1991). Super leadership: Beyond the myth of heroic leadership. Organizational Dynamics, Spring, 18-35.
- McGregor, D. (1960). The human side of enterprise. New York: McGraw-Hill.
- Minister's Task Force Report. (1992). Sport: The way ahead. Minister's task force on federal sport policy. Ottawa, Ontario: Government of Canada.

- Morse, N. C., & Reimer, E. (1956). The experimental change of a major organizational variable. Journal of Abnormal and Social Psychology, 52, 120-129.
- Olafson, G. A. & Hastings, D. W. (1988). Personal style and administrative behavior in amateur sport organizations. Journal of Sport Management, 2, 26-39.
- The Oxford Dictionary. (1990).
- Pfeffer, J. (1981). Power in organizations. Marshfield, MA: Pittman.
- Pfeffer, J. (1992). Understanding power in organizations. California Management Review, 34(2), 29-50.
- Podsakoff, P. M., & Schriesheim, C. A. (1985). Field studies of French and Raven's bases of power: Critique, reanalysis, and suggestions for future research. Psychological Bulletin, 29, 387-411.
- Posner, B. Z., & Schmidt, W. H. (1984). Values and expectations of federal service executives. California Management Review, 26(3), 202-216.
- Rokeach, M. (1973). The nature of human values. New York: The Free Press.
- Schleisman, E. (1987). Relationship between the congruence of preferred and actual leader behavior and subordinate satisfaction with leadership. Journal of Sport Behavior, 10, 157-166.
- Selzer, J. & Bass, B. M. (1990). Transformational leadership: Beyond initiation and consideration. Journal of Management, 16(4), 693-703.
- Slack, T. & Kikulis, L. M. (1989). The sociological study of sport organizations: Some observations on the situation in Canada. International Review for Sociology of Sport, 24(3), 179-199.

- Slack, T. & Hinings, B. (1987). Planning and organizational change: A conceptual framework for the analysis of amateur sport organizations. Canadian Journal of Sport Science, 12(4), 185-193.
- Slack, T. & Hinings, B. (1992). Understanding change in national sport organizations: An integration of theoretical perspectives. Journal of Sport Management, 6(2), 114-132.
- Smith, J. E., Carson, K. P., & Alexander, R. A. (1984). Leadership: It can make a difference. Academy of Management Journal, 27, 765-776.
- Snyder, C. J. (1990). The effects of leader behavior and organizational climate on intercollegiate coaches' job satisfaction. Journal of Sport Management, 4, 59-70.
- Soucie, D. (1976). Analyse du climat organisationnel caractérisant les départements d'éducation physique dans les collèges du Québec. Mouvement, 11(2), 67-82.
- Soucie, D. (1994). Effective managerial leadership in sport organizations. Journal of Sport Management, 8(1), 1-13.
- Soucie, D. & Renaud, J. (1978). Analyse du leadership dans les départements d'éducation physique des collèges de la région de Montréal. Canadian Journal of Applied Sport Sciences, 3(3), 124-132.
- Stogdill, R. M. (1948). Personal factors associated with leadership: A survey of the literature. Journal of Psychology, 25, 35-71.
- Stogdill, R. M. (1963). Manual for the leader behavior description questionnaire-Form XII. In R. M. Stogdill and A. E. Coons (Eds.), Leader behavior: Its description

and measurement. Columbus, OH: Bureau of Business Research, Ohio State University.

Stogdill, R. M. (1974). Handbook of leadership: A survey of the literature. New York: Free Press.

Thomas, A. B. (1988). Does leadership make a difference to organizational performance? Administrative Science Quarterly, 33, 388-400.

Thomas, J. R. & Nelson, J. K. (1990). Research methods in physical activity. Champaign, IL.: Human Kinetics Books.

Tichy, N. M., & Devanna, M. A. (1986). The transformational leader. New York: Wiley.

Ulrich, D. (1987). The role of transformational leaders in changing sport arenas. In Slack, T. & Hinings, B. (Eds.) The organization and administration of sport. London, Ontario: Sport Dynamics Publishers. 193-227.

Weese, W. J. (1994). Are sport management executive leaders as good as they think? Paper presented at the North American Society for Sport Management conference, Pittsburgh, PA.

Yukl, G. A. (1971). Toward a behavioral theory of leadership. Organizational Behavior and Human Performance, 6, 414-440.

Yukl, G. (1981). Leadership in organizations. Englewood Cliffs: Prentice Hall.

Yukl, G. A. (1989). Leadership in organizations. (2nd Edition). Englewood Cliffs: Prentice-Hall.

Yukl, G. A. (1994) Leadership in organizations. (3rd Edition). Englewood Cliffs: Prentice Hall.

- Yukl, G. & Lepsinger, R. (1991). An integrating taxonomy of managerial behavior: Implications for improving managerial effectiveness. In J. W. Jones, B. D. Steffy, and D. W. Bray (Eds.), Applying psychology in business: The manager's handbook. Lexington, MA: Lexington Press.
- Zaleznik, A. (1990). The leadership gap. Academy of Management Executive, 4(1), 7-22.

## **Appendix A**

### **List of National Sport Organizations in the Sample**

Canadian Canoe Association  
Cycling Association of Canada  
Canadian Fencing Federation  
Canadian Gymnastics Federation  
Judo Canada  
Ringette Canada  
Rowing Canada Aviron  
Canadian Rugby Union  
Shooting Federation of Canada  
The Canadian Soccer Association  
Softball Canada  
Canadian Amateur Speed Skating Association  
Squash Canada  
Synchro Canada  
Canadian Volleyball Association  
Water Polo Canada  
Canadian Amateur Wrestling Association  
Canadian Yachting Association

## **Appendix B**

### **Leadership Survey Questionnaire for Managers**

### LEADERSHIP SURVEY FOR MANAGERS

#### Instructions for completion of questionnaire:

Please answer the following items keeping in mind your formal managerial position within the organization as well as those leadership characteristics that you consider to be important for effective leadership. There are five sections representing leadership research that has been conducted in the past. You are asked to indicate the degree to which you feel each item is necessary according to the representation on value scales from 1 to 5 with "not necessary" at one extreme, and "essential" at the other extreme. You are then asked to rank, in order of importance, those leadership variables you feel are vital for effective leaders to exhibit or possess. Please take your time and reflect on each individual item.

#### Please fill out the following demographic information:

How long have you been in your current administrative position?      Years: \_\_\_\_\_ Months: \_\_\_\_\_

How long have you worked in this particular National Sport Organization?      Years: \_\_\_\_\_ Months: \_\_\_\_\_

Age:      below 20 \_\_\_\_\_  
              20-29 \_\_\_\_\_  
              30-39 \_\_\_\_\_  
              40-49 \_\_\_\_\_  
              50+ \_\_\_\_\_

Sex:      M \_\_\_\_\_ F \_\_\_\_\_

### LEADER TRAITS

Research has indicated that leader traits represent those innate personal attributes and personality characteristics which are more inherited than acquired. They are identified as components of the leader's character that interrelate and result in each unique persona.

According to you, to what degree are the following items necessary for leader effectiveness?

Please circle the number which best represents your opinion. Additionally, please rank the top five items you consider to be most important (1=most; 5=least). Use the number which corresponds with the selected items in the left column.

| Traits                                                               | Not           |   | Essential (5) | Rank |
|----------------------------------------------------------------------|---------------|---|---------------|------|
|                                                                      | Necessary (1) |   |               |      |
| 1. assertiveness                                                     | 1             | 2 | 4             | 5    |
| 2. self-confidence                                                   | 1             | 2 | 4             | 5    |
| 3. analytical ability (i.e. to critically assess and solve problems) | 1             | 2 | 4             | 5    |
| 4. goal and achievement oriented                                     | 1             | 2 | 4             | 5    |
| 5. adaptability in different situations                              | 1             | 2 | 4             | 5    |
| 6. have a strong desire to lead and influence others                 | 1             | 2 | 4             | 5    |
| 7. honesty with members of the group                                 | 1             | 2 | 4             | 5    |
| 8. emotional stability                                               | 1             | 2 | 4             | 5    |
| 9. willingness to assume responsibility                              | 1             | 2 | 4             | 5    |
| 10. empathy                                                          | 1             | 2 | 4             | 5    |
| 11. persuasiveness                                                   | 1             | 2 | 4             | 5    |
| 12. others?(please specify)                                          | 1             | 2 | 4             | 5    |

\_\_\_\_\_ / \_\_\_\_\_

### LEADER SKILLS

Research has indicated that leader skills identify personal abilities that an individual is adept at or has some propensity for. These are characteristics that leaders have the potential to work at, develop and improve, and are acquired through training, experience and education.

According to you, to what degree are the following items necessary for leader effectiveness?

Please circle the number which best represents your opinion. Additionally, please rank the top five items you consider to be the most important (1=most; 5=least). Use the number which corresponds with the selected items in the left column.

| Skills                                                            | Not           |   | Essential (5) | Rank |
|-------------------------------------------------------------------|---------------|---|---------------|------|
|                                                                   | Necessary (1) |   |               |      |
| 1. sport-specific technical knowledge                             | 1             | 2 | 4             | 1.   |
| 2. knowledge of computers                                         | 1             | 2 | 4             | 5    |
| 3. public speaking ability                                        | 1             | 2 | 4             | 5    |
| 4. writing skills                                                 | 1             | 2 | 4             | 5    |
| 5. ability to facilitate interpersonal dialogue                   |               | 1 | 3             | 5    |
| 6. ability to create an environment of understanding and openness | 1             | 2 | 4             | 5    |
| 7. ability to conceptualize the organization as a whole           | 1             | 2 | 4             | 3.   |
| 8. creative ability                                               | 1             | 2 | 4             | 5    |
| 9. ability to synthesize a variety of information                 | 1             | 2 | 4             | 5    |
| 10. diplomacy and tact                                            | 1             | 2 | 4             | 4.   |
| 11. thorough knowledge of organizational goals                    | 1             | 2 | 4             | 5    |
| 12. bilingualism                                                  | 1             | 2 | 4             | 5    |
| 13. ability to understand group dynamics                          | 1             | 2 | 4             | 5.   |
| 14. time management ability                                       | 1             | 2 | 4             | 5    |
| 15. ability to be organized and structured                        | 1             | 2 | 4             | 5    |
| 16. ability to manage stress                                      | 1             | 2 | 4             | 5    |
| 17. others? (please specify) _____                                | 1             | 2 | 4             | 5    |

### LEADER BEHAVIOURS

Leader behaviours Identify the way leaders actually behave, and what they do on the job.

According to you, to what degree are the following items necessary for leader effectiveness?

Please circle the number which best represents your opinion. Additionally, please rank the top five items you consider to be most important (1=most; 5=least). Use the number which corresponds with the selected items in the left column.

| Behaviours                                                | Not Necessary (1) |   | Essential (5) |   | Rank |
|-----------------------------------------------------------|-------------------|---|---------------|---|------|
| 1. support/considerate of staff members                   | 1                 | 2 | 3             | 4 | 5    |
| 2. allow staff to schedule their own work                 | 1                 | 2 | 3             | 4 | 5    |
| 3. encourage participation in the decision making process | 1                 | 2 | 3             | 4 | 5    |
| 4. strive to be egalitarian                               | 1                 | 2 | 3             | 4 | 5    |
| 5. provide definite role responsibilities                 | 1                 | 2 | 3             | 4 | 5    |
| 6. be concerned primarily with people                     | 1                 | 2 | 3             | 4 | 5    |
| 7. be concerned primarily with production                 | 1                 | 2 | 3             | 4 | 5    |
| 8. encourage cooperation among staff                      | 1                 | 2 | 3             | 4 | 5    |
| 9. maintain definite standards of performance             | 1                 | 2 | 3             | 4 | 5    |
| 10. act in a friendly manner                              | 1                 | 2 | 3             | 4 | 5    |
| 11. be approachable                                       | 1                 | 2 | 3             | 4 | 5    |
| 12. share information with staff members                  | 1                 | 2 | 3             | 4 | 5    |
| 13. promote development of work teams within organization | 1                 | 2 | 3             | 4 | 5    |
| 14. be a motivating factor within the organization        | 1                 | 2 | 3             | 4 | 5    |
| 15. others? (please specify) _____                        | 1                 | 2 | 3             | 4 | 5    |

### LEADER POWER

Understanding leadership effectiveness requires a consideration of power relationships between managers and staff members. Power is the capacity to influence the attitudes and behaviours of people, and it may stem from a variety of different sources. It is also essential to consider how the leader chooses to exercise power.

According to you, to what degree are the use of the following sources of power necessary for leader effectiveness?

Please circle the number which best represents your opinion. Additionally, please rank the top five items you consider to be most important (1=most; 5=least). Use the number which corresponds with the selected items in the left column.

| Sources of Power                                                             | Not           |   | Essential (5) | Rank |   |    |
|------------------------------------------------------------------------------|---------------|---|---------------|------|---|----|
|                                                                              | Necessary (1) |   |               |      |   |    |
| 1. from the position of formal authority that a leader maintains             | 1             | 2 | 3             | 4    | 5 | 1. |
| 2. as a result of a leader's extensive knowledge                             | 1             | 2 | 3             | 4    | 5 |    |
| 3. from controlling resources                                                | 1             | 2 | 3             | 4    | 5 | 2. |
| 4. from controlling distribution of rewards and punishment                   | 1             | 2 | 3             | 4    | 5 |    |
| 5. from controlling the flow of information                                  | 1             | 2 | 3             | 4    | 5 | 3. |
| 6. as a result of a close friendship                                         | 1             | 2 | 3             | 4    | 5 |    |
| 7. due to feelings of loyalty and duty toward another individual             | 1             | 2 | 3             | 4    | 5 | 4. |
| 8. as a result of being in a position to control the decision making process | 1             | 2 | 3             | 4    | 5 |    |
| 9. others? (please specify) _____                                            | 1             | 2 | 3             | 4    | 5 | 5. |

### TRANSFORMATIONAL LEADERSHIP

The current trend in leadership research is from the perspective of transforming or changing organizations. This type of leadership is characterized by leaders with a vision, who are able to motivate, excite and enthuse their staff in order to introduce changes in the organization.

According to you, to what degree are the following items necessary for leader effectiveness?  
Please circle the number which best represents your opinion. Additionally, please rank the top five items you consider to be most important (1=most; 5=least). Use the number which corresponds with the selected items in the left column.

| Transformational Characteristics                              | Not           |               | Rank |
|---------------------------------------------------------------|---------------|---------------|------|
|                                                               | Necessary (1) | Essential (5) |      |
| 1. has a vision of future directions for the organization     | 1             | 2             | 5    |
| 2. have strong convictions                                    | 1             | 2             | 5    |
| 3. be visible within the organization                         | 1             | 2             | 5    |
| 4. enroll commitment to organizational mission                | 1             | 2             | 5    |
| 5. inspire their staff                                        | 1             | 2             | 5    |
| 6. be individually considerate to each member                 | 1             | 2             | 5    |
| 7. intellectually stimulate staff                             | 1             | 2             | 5    |
| 8. possess 'charisma' (intellectual and emotional attraction) | 1             | 2             | 5    |
| 9. others? (please specify) _____                             | 1             | 2             | 5    |

Thank you very much for participating in this study. Your response is greatly appreciated!  
Please return the questionnaire in the attached envelope no later than MARCH 1, 1994, to:

Kathy Bablak, c/o Dr. Daniel Soucie  
School of Human Kinetics, University of Ottawa  
Ottawa, Ontario  
K1N 6N5

## **Appendix C**

### **Leadership Survey Questionnaire for Staff Members**

## LEADERSHIP SURVEY FOR STAFF MEMBERS

### Instructions for completion of questionnaire:

Please answer the questions keeping in mind your position on the staff within your national sport organization as well as those leadership values that you consider to be important for effective leadership. There are five sections representing leadership research conducted in the past. The first statement you will respond to (Section A), will reflect your "ideal" perceptions with respect to leadership. These statements are represented by value scales from 1 to 5 with 'Not Necessary' as one extreme, and 'Essential' at the other extreme. Upon completing the value scales at the end of part A, you will be asked to rank, in order of importance, those leadership variables you feel are necessary for effective leaders to possess or exhibit. The second statement (Section B) requires you to respond according to how you perceive the leader (Executive Director) of your organization. This statement identifies your perceptions of the 'actual' leadership exhibited in your organization.

### Please fill out the following demographic information:

How long have you been in your current position?      Years \_\_\_\_\_ Months \_\_\_\_\_

How long have you worked in this organization?      Years \_\_\_\_\_ Months \_\_\_\_\_

How long have you worked with the leader of your organization?      Years \_\_\_\_\_ Months \_\_\_\_\_

Age: below 20 \_\_\_\_\_

20-29 \_\_\_\_\_

30-39 \_\_\_\_\_

40-49 \_\_\_\_\_

50+ \_\_\_\_\_

Sex: M \_\_\_\_\_ F \_\_\_\_\_

N.B. In order to save trees, this questionnaire has been printed on both sides of the page.

### LEADER TRAITS

Research has indicated that leader traits represent those innate personal attributes and personality characteristics which are more inherited than acquired. They are identified as components of the leader's character that interrelate and result in each unique persona.

**Section A:** According to you, to what degree are the following items necessary for leader effectiveness?

Please circle the number which best represents your opinion. Additionally, please rank the top five items you consider to be most important (1=most; 5=least). Use the number which corresponds with the selected items in the left column.

| Traits                                                               | Not           |   | Essential (5) | Rank |
|----------------------------------------------------------------------|---------------|---|---------------|------|
|                                                                      | Necessary (1) |   |               |      |
| 1. assertiveness                                                     | 1             | 2 | 4             | 5    |
| 2. self-confidence                                                   | 1             | 2 | 4             | 5    |
| 3. analytical ability (i.e. to critically assess and solve problems) | 1             | 2 | 4             | 5    |
| 4. goal and achievement oriented                                     | 1             | 2 | 4             | 5    |
| 5. adaptability in different situations                              | 1             | 2 | 4             | 5    |
| 6. have a strong desire to lead and influence others                 | 1             | 2 | 4             | 5    |
| 7. honesty with members of the group                                 | 1             | 2 | 4             | 5    |
| 8. emotional stability                                               | 1             | 2 | 4             | 5    |
| 9. willingness to assume responsibility                              | 1             | 2 | 4             | 5    |
| 10. empathy                                                          | 1             | 2 | 4             | 5    |
| 11. persuasiveness                                                   | 1             | 2 | 4             | 5    |
| 12. others? (please specify) _____                                   | 1             | 2 | 4             | 5    |

Section B: Please circle the number you feel most appropriately describes the leader in your organization. He/She:

| Traits                                                       | Strongly<br>Disagree | 1 | 2 | 3 | 4 | Strongly<br>Agree |
|--------------------------------------------------------------|----------------------|---|---|---|---|-------------------|
| 1. Is assertive                                              |                      |   |   |   |   | 5                 |
| 2. exhibits self-confidence                                  |                      |   |   |   |   | 5                 |
| 3. possesses analytical ability                              |                      |   |   |   |   | 5                 |
| 4. Is goal and achievement oriented                          |                      |   |   |   |   | 5                 |
| 5. Is able to adapt to different situations                  |                      |   |   |   |   | 5                 |
| 6. has a strong desire to lead                               |                      |   |   |   |   | 5                 |
| 7. is honest with the members of the group                   |                      |   |   |   |   | 5                 |
| 8. is emotionally stable                                     |                      |   |   |   |   | 5                 |
| 9. Is willing to assume responsibility                       |                      |   |   |   |   | 5                 |
| 10. Is an empathetic individual                              |                      |   |   |   |   | 5                 |
| 11. Is able to persuade others                               |                      |   |   |   |   | 5                 |
| 12. others? (please specify) _____                           |                      |   |   |   |   | 5                 |
| 13. has a balanced combination of all these traits (1 to 12) |                      | 1 | 2 | 3 | 4 | 5                 |

### LEADER SKILLS

Research has indicated that leader skills identify personal abilities that an individual is adept at or has some propensity for. These are characteristics that leaders have the potential to work at, develop and improve, and are acquired through training, experience and education.

Section A: According to you, to what degree are the following items necessary for leader effectiveness?

Please circle the number which best represents your opinion. Additionally, please rank the top five items you consider to be the most important (1=most; 5=least). Use the number which corresponds with the selected items in the left column.

| Skills                                                            | Not           |   | Essential (5) | Rank |
|-------------------------------------------------------------------|---------------|---|---------------|------|
|                                                                   | Necessary (1) |   |               |      |
| 1. sport-specific technical knowledge                             | 1             | 2 | 3             | 1.   |
| 2. knowledge of computers                                         | 1             | 2 | 3             |      |
| 3. public speaking ability                                        | 1             | 2 | 3             | 2.   |
| 4. writing skills                                                 | 1             | 2 | 3             |      |
| 5. ability to facilitate interpersonal dialogue                   |               | 1 | 2             | 5    |
| 6. ability to create an environment of understanding and openness | 1             | 2 | 3             |      |
| 7. ability to conceptualize the organization as a whole           | 1             | 2 | 3             | 3.   |
| 8. creative ability                                               | 1             | 2 | 3             |      |
| 9. ability to synthesize a variety of information                 | 1             | 2 | 3             |      |
| 10. diplomacy and tact                                            | 1             | 2 | 3             | 4.   |
| 11. thorough knowledge of organizational goals                    | 1             | 2 | 3             |      |
| 12. bilingualism                                                  | 1             | 2 | 3             |      |
| 13. ability to understand group dynamics                          | 1             | 2 | 3             | 5.   |
| 14. time management ability                                       | 1             | 2 | 3             |      |
| 15. ability to be organized and structured                        | 1             | 2 | 3             |      |
| 16. ability to manage stress                                      | 1             | 2 | 3             |      |
| 17. others? (please specify) _____                                | 1             | 2 | 3             |      |

Section B: Please circle the number you feel most appropriately describes the leader in your organization. He/She:

| Skills                                                        | Strongly Disagree | Strongly Agree |
|---------------------------------------------------------------|-------------------|----------------|
| 1. has sport specific technical knowledge                     | 1                 | 5              |
| 2. has knowledge about computers                              | 1                 | 5              |
| 3. has public speaking abilities                              | 1                 | 5              |
| 4. has excellent writing skills                               | 1                 | 5              |
| 5. facilitates interpersonal dialogue                         | 1                 | 5              |
| 6. creates an environment of understanding and openness       | 1                 | 5              |
| 7. sees the organization as a whole                           | 1                 | 5              |
| 8. is creative                                                | 1                 | 5              |
| 9. can synthesize a variety of information                    | 1                 | 5              |
| 10. is diplomatic and tactful                                 | 1                 | 5              |
| 11. has thorough knowledge about organizational goals         | 1                 | 5              |
| 12. is bilingual                                              | 1                 | 5              |
| 13. understands group dynamics                                | 1                 | 5              |
| 14. manages his or her time well                              | 1                 | 5              |
| 15. is organized and structured                               | 1                 | 5              |
| 16. is able to manage stress                                  | 1                 | 5              |
| 17. others?                                                   | 1                 | 5              |
| 18. exhibits a balanced combination of these skills (1 to 17) | 1                 | 5              |

### LEADER BEHAVIOURS

Leader behaviours Identify the way leaders actually behave, and what they do on the job.

Section A: According to you, to what degree are the following items necessary for leader effectiveness? Please circle the number which best represents your opinion. Additionally, please rank the top five items you consider to be most important (1=most; 5=least). Use the number which corresponds with the selected items in the left column.

| Behaviours                                                | Not           |               | Essential (5) | Rank     |
|-----------------------------------------------------------|---------------|---------------|---------------|----------|
|                                                           | Necessary (1) | Essential (5) |               |          |
| 1. support/considerate of staff members                   | 1             | 2             | 4             | 1. _____ |
| 2. allow staff to schedule their own work                 | 1             | 2             | 4             |          |
| 3. encourage participation in the decision making process | 1             | 2             | 4             | 2. _____ |
| 4. strive to be egalitarian                               | 1             | 2             | 4             |          |
| 5. provide definite role responsibilities                 | 1             | 2             | 4             |          |
| 6. be concerned primarily with people                     | 1             | 2             | 4             | 3. _____ |
| 7. be concerned primarily with production                 | 1             | 2             | 4             |          |
| 8. encourage cooperation among staff                      | 1             | 2             | 4             |          |
| 9. maintain definite standards of performance             | 1             | 2             | 4             | 4. _____ |
| 10. act in a friendly manner                              | 1             | 2             | 4             |          |
| 11. be approachable                                       | 1             | 2             | 4             |          |
| 12. share information with staff members                  | 1             | 2             | 4             | 5. _____ |
| 13. promote development of work teams within organization | 1             | 2             | 4             |          |
| 14. be a motivating factor within the organization        | 1             | 2             | 4             |          |
| 15. others? (please specify) _____                        | 1             | 2             | 4             |          |

Section B: Please circle the number you feel most appropriately describes the leader in your organization. He/She:

| Behaviours                                                            | Strongly<br>Disagree | 1 | 2 | 3 | 4 | Strongly<br>Agree |
|-----------------------------------------------------------------------|----------------------|---|---|---|---|-------------------|
| 1. behaves in a supportive and considerate manner                     | 1                    |   | 2 | 3 | 4 | 5                 |
| 2. allows staff to schedule their own work                            | 1                    |   | 2 | 3 | 4 | 5                 |
| 3. encourages participation in the decision making process            | 1                    |   | 2 | 3 | 4 | 5                 |
| 4. strives to be egalitarian                                          | 1                    |   | 2 | 3 | 4 | 5                 |
| 5. provides definite role responsibilities                            | 1                    |   | 2 | 3 | 4 | 5                 |
| 6. is primarily concerned with people                                 | 1                    |   | 2 | 3 | 4 | 5                 |
| 7. is primarily concerned with production                             | 1                    |   | 2 | 3 | 4 | 5                 |
| 8. encourages cooperation among staff                                 | 1                    |   | 2 | 3 | 4 | 5                 |
| 9. maintains definite standards of performance                        | 1                    |   | 2 | 3 | 4 | 5                 |
| 10. behaves in a friendly manner                                      | 1                    |   | 2 | 3 | 4 | 5                 |
| 11. is approachable                                                   | 1                    |   | 2 | 3 | 4 | 5                 |
| 13. promotes team building within the organization                    | 1                    |   | 2 | 3 | 4 | 5                 |
| 14. motivates members of the organization                             | 1                    |   | 2 | 3 | 4 | 5                 |
| 15. others? (please specify) _____                                    | 1                    |   | 2 | 3 | 4 | 5                 |
| 16. exhibits a balanced combination of all these behaviours (1 to 15) | 1                    |   | 2 | 3 | 4 | 5                 |

### LEADER POWER

Understanding leadership effectiveness requires a consideration of power relationships between managers and staff members. Power is the capacity to influence the attitudes and behaviours of people, and it may stem from a variety of different sources. It is also essential to consider how the leader chooses to exercise power.

**Section A:** According to you, to what degree are the use of the following sources of power necessary for leader effectiveness? Please circle the number which best represents your opinion. Additionally, please rank the top five items you consider to be most important (1=most; 5=least). Use the number which corresponds with the selected items in the left column.

| Sources of Power                                                             | Not<br>Necessary (1) | Essential (5) | Rank |
|------------------------------------------------------------------------------|----------------------|---------------|------|
| 1. from the position of formal authority that a leader maintains             | 1                    | 4             | 1.   |
| 2. as a result of a leader's extensive knowledge                             | 1                    | 4             | 5    |
| 3. from controlling resources                                                | 1                    | 4             | 2.   |
| 4. from controlling distribution of rewards and punishment                   | 1                    | 4             | 5    |
| 5. from controlling the flow of information                                  | 1                    | 4             | 3.   |
| 6. as a result of a close friendship                                         | 1                    | 4             | 5    |
| 7. due to feelings of loyalty and duty toward another individual             | 1                    | 4             | 4.   |
| 8. as a result of being in a position to control the decision making process | 1                    | 4             | 5.   |
| 9. others? (please specify) _____                                            | 1                    | 4             | 5    |

Section B: Please circle the number you feel to be most appropriate for the leader in your organization. He/She uses his/her power primarily:

| Sources of Power                                                             | Strongly Disagree |   | Strongly Agree |   |   |
|------------------------------------------------------------------------------|-------------------|---|----------------|---|---|
| 1. from the position of formal authority that they maintain                  | 1                 | 2 | 3              | 4 | 5 |
| 2. as a result of their extensive knowledge                                  | 1                 | 2 | 3              | 4 | 5 |
| 3. from controlling resources                                                | 1                 | 2 | 3              | 4 | 5 |
| 4. from controlling distribution of rewards and punishment                   | 1                 | 2 | 3              | 4 | 5 |
| 5. as a result of controlling the flow of information                        | 1                 | 2 | 3              | 4 | 5 |
| 6. as a result of a close friendship                                         | 1                 | 2 | 3              | 4 | 5 |
| 7. due to feelings of loyalty and duty of organization members               | 1                 | 2 | 3              | 4 | 5 |
| 8. as a result of being in a position to control the decision making process | 1                 | 2 | 3              | 4 | 5 |
| 9. others? (please specify) _____                                            |                   |   |                |   |   |
| 10. as a result of using a variety of power bases (1 to 9)                   | 1                 | 2 | 3              | 4 | 5 |

### TRANSFORMATIONAL LEADERSHIP

The current trend in leadership research is from the perspective of transforming or changing organizations. This type of leadership is characterized by leaders with a vision, who are able to motivate, excite and enthuse their staff in order to introduce changes in the organization.

Section A: According to you, to what degree are the following items necessary for leader effectiveness?

Please circle the number which best represents your opinion. Additionally, please rank the top five items you consider to be most important (1=most; 5=least). Use the number which corresponds with the selected items in the left column.

| Transformational Characteristics                              | Not           |   | Essential (5) | Rank |   |
|---------------------------------------------------------------|---------------|---|---------------|------|---|
|                                                               | Necessary (1) |   |               |      |   |
| 1. has a vision of future directions for the organization     | 1             | 2 | 3             | 4    | 5 |
| 2. have strong convictions                                    | 1             | 2 | 3             | 4    | 5 |
| 3. be visible within the organization                         | 1             | 2 | 3             | 4    | 5 |
| 4. enroll commitment to organizational mission                | 1             | 2 | 3             | 4    | 5 |
| 5. inspire their staff                                        | 1             | 2 | 3             | 4    | 5 |
| 6. be individually considerate to each member                 | 1             | 2 | 3             | 4    | 5 |
| 7. intellectually stimulate staff                             | 1             | 2 | 3             | 4    | 5 |
| 8. possess 'charisma' (Intellectual and emotional attraction) | 1             | 2 | 3             | 4    | 5 |
| 9. others? (please specify) _____                             | 1             | 2 | 3             | 4    | 5 |

Section B: Please circle the number you feel most appropriately describes the leader in your organization. He/She:

| Transformational Characteristics                                      | Strongly Disagree |   | Strongly Agree |
|-----------------------------------------------------------------------|-------------------|---|----------------|
| 1. has a vision of future directions for the organization             | 1                 | 2 | 3 4 5          |
| 2. has strong convictions                                             | 1                 | 2 | 3 4 5          |
| 3. is visible within the organization                                 | 1                 | 2 | 3 4 5          |
| 4. enrolls commitment to organizational mission                       | 1                 | 2 | 3 4 5          |
| 5. inspires the staff                                                 | 1                 | 2 | 3 4 5          |
| 6. is individually considerate to each member                         | 1                 | 2 | 3 4 5          |
| 7. intellectually stimulates staff                                    | 1                 | 2 | 3 4 5          |
| 8. possesses 'charisma'                                               | 1                 | 2 | 3 4 5          |
| 9. others? (please specify) _____                                     | 1                 | 2 | 3 4 5          |
| 10. exhibits a balanced combination of these characteristics (1 to 9) | 1                 | 2 | 3 4 5          |

Thank you very much for participating in this study. Your response is greatly appreciated!  
Please return the questionnaire in the attached envelope no later than MARCH 1, 1994, to:

Kathy Babiak, c/o Dr. Daniel Soucie  
School of Human Kinetics  
University of Ottawa  
Ottawa, Ontario  
K1N 6N5

## **Appendix D**

### **Letter of Information**

January 28, 1994

Dear Participant:

I am a graduate student in the School of Human Kinetics at the University of Ottawa specializing in sport administration. For my thesis research, I am conducting a study on managerial leadership with a particular focus on Canadian national sport organizations.

With the recent and continuing changes in Canada's sport delivery system, leadership has become a central issue in organizational effectiveness. Strong and effective managerial leadership is a key element in dealing with and adapting to environmental uncertainty. This study will attempt to identify the leadership attributes that are most valued by individuals within national sport organizations. Attitudes of both leader (i.e. Executive Directors, General Managers, Director Generals) and all paid staff members with respect to managerial leadership will be investigated to determine what differences in perceptions, if any, exist between these two groups. In addition, staff members are asked to describe the actual situation as it pertains to the managerial leadership within their own organizations.

I am asking for your cooperation in completing this questionnaire on or before March 1, 1994. Although your participation in this research is purely voluntary, and you are not bound to participate, your response is valuable in furthering an understanding of managerial leadership in the context of national sport organizations. The questionnaire will take approximately 20 minutes of your time to complete. If you decide to participate, the return of your completed questionnaire will indicate your consent as a subject in this study.

Confidentiality and anonymity will be maintained at all times and only myself and my research supervisor, Dr. Daniel Soucie, will have access to the data. A summary of the final results will be distributed to all participating organizations. If you have any questions, please feel free to contact either one of us anytime. Thank you for your anticipated participation and I look forward to your response.

Sincerely yours,

Kathy Babiak (613) 234-0726  
c/o Dr. Daniel Soucie (613) 564-5911  
School of Human Kinetics  
125 University Priv.  
University of Ottawa  
Ottawa, Ontario  
K1N 6N5

**Appendix E**  
**Follow-up Letter**

March 4, 1994

Dear Participant:

**RE: University of Ottawa Questionnaire: Perceptions and Values of Managerial Leadership in Canadian National Sport Organizations.**

The response to the study to date has been very encouraging. To those of you who have sent back completed questionnaires, we would like to thank you and inform you that analysis is presently underway and we will be sending out a summary of the results in the near future. If you have not yet completed and returned the questionnaire, we would ask you to do so, in order that we may complete our analysis and get feedback to your organization as soon as possible. If you have any questions regarding the study, or require another copy of the questionnaire, please contact either Kathy Babiak (234-0726) or Daniel Soucie (564-5911).

Thanks again and we hope to hear from you soon!

Sincerely,

Kathy Babiak

**N.B. We would appreciate your cooperation in returning the completed questionnaires before March 15, 1994.**