

A Leadership Analysis of Executive Directors of State Vocational Rehabilitation Agencies

by

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Abstract

Working-age individuals with disabilities in the United States experience meaningful employment at a significantly lower rate than individuals without disabilities, and having a job is a critical factor to having access to much of what life has to offer. State vocational rehabilitation agencies are the national public system federally mandated to address the employment issues of individuals with disabilities. In 2014, the passage of the Workforce Innovation and Opportunity Act (WIOA) set new performance standards by which all state vocational rehabilitation agencies will be judged. The literature indicates that there are many factors that contribute to an organization's performance; one of these is leadership, which may have a direct or indirect influence on performance outcomes. Yet there has been almost no research on the leadership within state vocational rehabilitation agencies. This study provides an initial analysis of the demographic background and the leadership style of the highest level leaders within state vocational rehabilitation agencies. Results of this study showed that most of these leaders have more than twenty years of experience in vocational rehabilitation with limited experience in their current role. Further, the results of this study indicated that a transformational leadership style and a transactional leadership style are the best predictors of an overall leadership style. The results also indicated that a transformational leadership style has a positive correlation with outcomes of leadership, such as extra effort and satisfaction, while a laissez-faire leadership style has a converse effect.

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List of Abbreviations

ADA	Americans with Disabilities Act
CSAVR	Council of State Administrators in Vocational Rehabilitation
HELP	U.S. Senate Committee on Health, Education, Labor and Pensions
MLQ	Multifactor Leadership Questionnaire
NOD	National Organization on Disability
NIDILRR	National Institute on Disability Independent Living and Rehabilitation Research
OSERS	Office of Special Education and Rehabilitation Services
RSA	Rehabilitation Services Administration
VR	Vocational Rehabilitation
WIOA	Workforce Innovation and Opportunity Act

CHAPTER 1. INTRODUCTION

Introduction

For more than a century, public vocational rehabilitation has evolved to help people with disabilities, in particular those with significant disabilities, obtain meaningful competitive and integrated employment. To support that effort, federal legislation intended to assist people with disabilities get jobs, has also evolved to further the employment of individuals with disabilities in the United States through broadened eligibility and increased funding. Major legislation, such as the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the Workforce Innovation and Opportunity Act of 2014, have all emphasized increasing the employment opportunities and outcomes for individuals with disabilities.

However, employment for individuals with disabilities has not significantly improved. A retrospective study, conducted by the U.S. Senate Committee on Health, Education, Labor and Pensions to examine the impact of the *Americans with Disabilities Act (ADA)* of 1990, found that employment for persons with disabilities had not significantly improved since the passage of the *ADA* (U.S. Senate Committee on Health, Education, Labor & Pensions Majority Committee Staff Report, 2014). According to the report, the labor force participation rate (employment rate) for people with disabilities is only 32%, as compared to 77% for people without disabilities. Other national data supports this concern. A recent Harris Poll on trends in employment of people with disabilities shows that people with disabilities are an increasing larger percentage of the overall population, and that the number of adults with disabilities who cannot work because

of a disability has grown from 29% to 43% under the age of 65 (The Harris Poll #59, 2000). The National Organization on Disability (NOD) has also reported negative disability employment trends, showing that people with disabilities comprise only 3% of the workforce at companies, which falls below the 7% target set by federal guidelines (National Organization on Disability, 2016).

The most recent federal legislation to address the current state of employment for persons with disabilities in the United States was the passage of the *Workforce Innovation and Opportunity Act (WIOA)*, which consolidates federally-sponsored job training programs. In addition, *WIOA* requires that specific performance expectations be met by public vocational rehabilitation agencies to continue to receive current levels of federal funding. *WIOA* ties performance accountability (employment outcomes for individuals with disabilities) to funding. All of this presents a challenge to public vocational rehabilitation (state vocational rehabilitation agencies) regarding performance. A review of the most recent RSA annual report for federal fiscal year 2013 published on the RSA website shows a significant reduction in employment outcomes indicated collectively for all state vocational rehabilitation agencies over the most recent ten-year period (www.rsa.ed.gov). According to the RSA report, the numbers of persons with disabilities who obtained employment through state vocational rehabilitation agencies have decreased.

To fully understand the continued high unemployment for persons with disabilities and the recent trend of fewer state vocational rehabilitation agency program participants achieving employment, multiple contributing factors need to be examined. Factors such as misperceptions of employers, the national economic downturn, the priority of providing vocational rehabilitation

services to individuals with the most significant disabilities, and the increased cost of providing services may contribute to lower employment outcomes.

In a recent four-state multiple case study to discover emerging and promising organizational practices that may lead to improvements in employment outcomes for people with disabilities, it was concluded that the likelihood of engaging in innovative best practices is affected by the organization in terms of its culture, leadership, support for innovative and promising practices, partnerships, and training and development (Sherman, et al., 2014). With the *WIOA* requirement for improved performance by state vocational rehabilitation agencies, there is a need to examine all of these factors and how each impacts performance. Of particular interest for this study is the element of leadership within state vocational rehabilitation agencies.

Research suggests there is a relationship between leadership and performance, and there is a growing interest among many professions to understand the possible implications of leadership regarding organizational performance. The relationship between leadership and performance has been studied extensively with respect to economics and integrated into theories of management and organizational behavior (Middlehurst, 2008). Although most of the leadership studies have been conducted in the private business sector, more recent studies are beginning to examine leadership within non-profit organizations, social services, healthcare, education and the public sector. With the current challenges facing state vocational rehabilitation agencies, it is equally important that they too begin to examine leadership and its potential impact on performance.

This study examined the leadership styles of the highest level executive directors (leader) of all state vocational rehabilitation agencies using a standardized leadership questionnaire, the Multifactor Leadership Questionnaire (MLQ) by Bass and Avolio (1995), as well as providing a

demographic descriptive analysis of the current highest level executive directors of all state vocational rehabilitation agencies.

Statement of the Problem

The problem for this study is the lack of information related to the primary leadership styles (transformational leadership, transactional leadership and/or laissez-faire leadership) of the highest level executive directors of state vocational rehabilitation agencies. Traditional vocational rehabilitation research has focused on evidence-based practices, such as the types of services provided to individuals with disabilities and/or the various characteristics and traits of those individuals, on the assumption that improvement in performance is primarily limited to those factors. However, some recent vocational rehabilitation studies have indicated that there may be other factors that contribute to vocational rehabilitation performance, including innovation and leadership.

Purpose of the Study

The purpose of this study was to create a model to predict the extent to which specific leadership styles are evident among the highest level executive directors of state vocational rehabilitation agencies. This study examined three different current leadership styles of the highest level executive directors of state vocational rehabilitation agencies: (a) transformational leadership, (b) transactional leadership, and (c) laissez-faire leadership; and also examined the demographic background characteristics of these highest level executive directors.

This study provides an initial analysis of the leadership styles in public state vocational rehabilitation agencies at the highest level of agency management nationwide, which heretofore has not been a research focus. It addresses a gap in current vocational rehabilitation research, it aligns with national strategies concerning the employment status of people with disabilities, and

it may provide an initial framework for future leadership studies and improved performance of state vocational rehabilitation agencies.

Research Questions

In order to better understand the current leadership styles within state vocational rehabilitation agencies, as well as to provide a descriptive perspective of the current state vocational rehabilitation agency leadership, the following research questions were developed:

1. What are the demographic attributes, such as gender, race, level of education, and years of service in a state vocational rehabilitation agency of the highest level executive directors of state vocational rehabilitation agencies?
2. To what extent do leadership scale scores on the Multifactor Leadership Questionnaire (MLQ), (a) transformational leadership, (b) transactional leadership, and/or (c) laissez-faire leadership, predict an overall leadership score on the Multifactor Leadership Questionnaire (MLQ) of the highest level executive directors of state vocational rehabilitation agencies?
3. To what extent do leadership scale scores on the Multifactor Leadership Questionnaire (MLQ), (a) transformational leadership, (b) transactional leadership, and/or (c) laissez-faire leadership, predict outcome scale scores on the Multifactor Leadership Questionnaire (MLQ), (a) extra effort, (b) effectiveness, and/or (c) satisfaction of the highest level executive directors of state vocational rehabilitation agencies?

Statement of Hypotheses

For this study, the following hypotheses were developed and tested, stated in the null form:

- H₀1. Leadership scale scores on the Multifactor Leadership Questionnaire (MLQ), (a) transformational leadership, (b) transactional leadership, and/or (c) laissez-faire leadership, are not statistically significant predictors of an overall leadership score on the Multifactor Leadership Questionnaire (MLQ) of the highest level executive directors of state vocational rehabilitation agencies.
- H₀2. Leadership scale scores on the Multifactor Leadership Questionnaire (MLQ), (a) transformational leadership, (b) transactional leadership, and/or (c) laissez-faire leadership, are not statistically significant predictors of outcome scale scores on the Multifactor Leadership Questionnaire (MLQ), (a) extra effort, (b) effectiveness, and/or (c) satisfaction of the highest level executive directors of state vocational rehabilitation agencies.

Significance of the Study

The significance of this study is that it begins to measure and analyze objectively the leadership styles in public state vocational rehabilitation agencies at the highest level of agency management nationwide, which heretofore has not been a research focus. Traditional vocational rehabilitation research has focused on evidence-based practices, such as which types of services provided to individuals with disabilities produce the best outcomes, or how the various characteristics and traits of the individuals served may impact outcomes. There is an assumption that improvement in performance is primarily limited to those types of factors. In the past,

leadership has not been viewed as a significant factor regarding the employment outcomes of individuals with disabilities served by state vocational rehabilitation agencies.

Additionally, the potential significance of this study is that it may provide an evidence-based foundation for improved leadership development within state vocational rehabilitation agencies, consistent with the National Institute on Disability, Independent Living, and Rehabilitation Research's (NIDILRR) recent emphasis on effective and responsive management. This study may provide preliminary insight into the role of leadership style and its potential influence on organizational performance. If so, the potential practical implications may include new perspectives on strategic leadership development and succession planning in state vocational rehabilitation agencies. As particular leadership styles become better understood, specific behaviors attributed to certain leadership styles can be taught, mentored and learned.

The value and potential value of this study is that it addresses a gap in current vocational rehabilitation research, it aligns with national strategies concerning the employment status of people with disabilities, and it may provide an initial framework for future leadership studies and the long-term improved performance of state vocational rehabilitation agencies.

Assumptions of the Study

The assumptions for this study are as follows:

1. The Multifactor Leadership Questionnaire (*MLQ*) is a valid and reliable instrument to measure leadership styles (a) transformational leadership, (b) transactional leadership and/or (c) laissez-faire leadership of the highest level executive directors within state vocational rehabilitation agencies.
2. Leadership styles (a) transformational leadership, (b) transactional leadership and/or (c) laissez-faire leadership evident in state vocational rehabilitation agencies can be

- predicted based on *MLQ* responses to of the highest level executive directors within state vocational rehabilitation agencies.
3. Participants will respond to items on the *MLQ* based on their honest and true feelings and practices.
 4. Participants will respond to items on the Demographic Questionnaire honestly to obtain each participant's accurate information.

Limitations of the Study

The limitations for this study are the extent to which:

1. Leadership styles (a) transformational leadership, (b) transactional leadership and/or (c) laissez-faire leadership can be predicted based on responses of the highest level executive directors of state vocational rehabilitation agencies.
2. The Multifactor Leadership Questionnaire (*MLQ*) is a valid and reliable instrument to identify leadership styles for the population of this study.
3. Leadership styles (a) transformational leadership, (b) transactional leadership and/or (c) laissez-faire leadership are defined to the extent that participant responses on the *MLQ* define these particular leadership styles.
4. Leadership styles (a) transformational leadership, (b) transactional leadership and/or (c) laissez-faire leadership can be predicted using multiple regression procedures to analyze participant responses.
5. Interpretations of the results of this study are limited to the extent that the sampling procedures (the highest level executive directors in state vocational rehabilitation agencies holding membership in the Council of State Administrators in Vocational

Rehabilitation (CSAVR)) produced participants that reflect leadership styles within state vocational rehabilitation agencies.

6. The Council of State Administrators in Vocational Rehabilitation (CSAVR) survey participation endorsement and the researcher survey methodology were effective in garnering participant responses.

Definition of Terms

For this study, the terms used are defined as follows:

Blind/Deaf or Sensory Agency: a state-operated (public) vocational rehabilitation program within a state or United States territory that is federally funded through the Rehabilitation Services Administration (RSA), in accordance with the Rehabilitation Act, Section 110, and mandated by such state or United States territory to provide vocational rehabilitation services to only individuals who are blind and/or have a visual impairment, and/or who are deaf and/or have a hearing impairment, and/or who have a sensory impairment based on the individual's eligibility. (*Source: RSA*)

Combined Agency: a state-operated (public) vocational rehabilitation program within a state or United States territory that is federally funded through the Rehabilitation Services Administration (RSA), in accordance with the Rehabilitation Act, Section 110, and mandated by such state or United States territory to provide vocational rehabilitation services to individuals with any and all disabilities, based on the individual's eligibility. (*Source: RSA*)

Council of State Administrators in Vocational Rehabilitation (CSAVR): the national professional association of administrators/executive directors of state vocational rehabilitation agencies. The CSAVR professional association serves all state-operated (public) vocational rehabilitation programs, including combined agencies, general agencies, and blind agencies,

based on the payment of an agency's annual membership fee, which is based upon the budget of the agency. The Council of State Administrators of Vocational Rehabilitation is composed of the chief administrators of the public rehabilitation agencies serving individuals with physical and mental disabilities in the States, District of Columbia, and the territories. These agencies constitute the state partners in the State-Federal program of rehabilitation services provided under the Rehabilitation Act of 1973, as amended. The Council's members supervise the rehabilitation of some 1.2 million persons with disabilities. (*Source: CSAVR*)

General Agency: a state-operated (public) vocational rehabilitation program within a state or United States territory that is federally funded through the Rehabilitation Services Administration (RSA), in accordance with the Rehabilitation Act, Section 110, and mandated by such state or United States territory to provide vocational rehabilitation services to individuals with any and all disabilities, except for those individuals who are blind and/or have a visual impairment, based on the individual's eligibility. (*Source: RSA*)

Highest Level Executive Director: the highest-ranking, full-time position within a state agency with administrative authority over the state vocational rehabilitation program(s). The specific job titles used to identify study participants as the highest level executive director include any of the following: *Commissioner, Assistant Commissioner/Division Director, Deputy Commissioner, Executive Director, and/or Vocational Rehabilitation (VR) Director.* (*Source: CSAVR*)

Laissez-Faire Leadership: a non-authoritarian leadership style, in which very little, if any, direction is given to followers. It assumes that followers excel when they are left alone to respond to their responsibilities and obligations in their own ways. Laissez faire leaders try to

give the least possible guidance to followers, and try to achieve control through less obvious means. (*Source: Bass and Avolio, 1995*)

Meaningful Employment: the desired and preferred outcome for individuals with disabilities served through state vocational rehabilitation agencies, and is often referred to as competitive and integrated employment. Competitive and integrated employment refers to the individual with a disability being paid a competitive wage (same as the workers without disabilities), and working in the work environment alongside workers without disabilities. The individual with a disability's employment is also considered meaningful when the type of employment is in the primary labor market, and not in the secondary labor market.

State Vocational Rehabilitation Agency: any state-operated (public) vocational rehabilitation organization or program that is federally funded through the Rehabilitation Services Administration (RSA), in accordance with the Rehabilitation Act, Section 110. Every state in the United States, as well as United States' territories, has some form of state vocational rehabilitation agency. The forms of state vocational rehabilitation agencies that currently exist within every state and the United States' territories are: a) combined agency; b) general agency; or c) blind agency. (*Source: RSA*)

Transactional Leadership: a style of leadership that focuses on supervision of tasks, organizational structure, and specific performance expectations. It promotes compliance and job performance with followers through the use of rewards and punishments. Transactional leadership focuses on the here and now and maintaining the organization's performance, rather than a vision for the future and change. (*Source: Bass and Avolio, 1995*)

Transformational Leadership: a style of leadership in which a leader works with followers to identify needed change, creates a vision to guide the change, and executes the

change in tandem with committed followers. It attempts to enhance the motivation, morale, and job performance of followers by connecting the follower's sense of identity to a project and to the collective identity of the organization; being a role model for followers; challenging followers to take greater ownership for their work; and understanding the strengths and weaknesses of followers, allowing the leader to align followers with tasks that enhance their performance. (*Source: Bass and Avolio, 1995*)

Summary

This chapter presented an introduction to the topic of national employment issues for individuals with disabilities, the historic and recent mandates of public vocational rehabilitation programs to address such employment issues as a high priority, and the potential influence of leadership as a contributing factor. In addition, this chapter provided an overview of the problem that exists, the purpose of the study, the research questions and null hypotheses, the significance of the study, the assumptions and limitations of the study, and the definition of terms used within the study.

CHAPTER 2. REVIEW OF THE LITERATURE

Introduction

Chapter one presented an overview of the employment status of individuals with disabilities in the United States, current legislative actions intended to address this disparity, and a general introduction to the concept of leadership in state vocational rehabilitation agencies as a potential contributing factor to the employment outcomes for individuals with disabilities. In addition, the first chapter outlines the purpose of the study, the research questions, hypotheses to be tested, assumptions, the significance of the study, limitations of the study, and the definitions of the terms used throughout the study. This chapter presents a review of the literature, past and present, on the evolution of vocational rehabilitation and corresponding federal mandates, and the understanding and implications of leadership theories in general. The information reviewed includes the origins of leadership, various models of leadership, the changing context of leadership studies, the dynamics of applied leadership, the current and most popular leadership theories, and the potential positive and negative consequences of particular leadership styles.

The Origin and History of Vocational Rehabilitation

The origin of vocational rehabilitation dates back to the early 20th century, when government involvement began to occur at several levels. In 1908, a presidential committee for President Theodore Roosevelt concluded that public health was a responsibility of the federal government, as the responsibility was too great for private charities (Oberman, 1965). Prior to that time, services similar to vocational rehabilitation were provided in some manner by

charitable organizations, such as the Salvation Army and the American Red Cross (Elliott & Leung, 2004). Other services were formally provided by institutions that were founded or influenced by reformers, such as Thomas Gallaudet, Dorothea Dix, Samuel Gridley Howe and Washington Gladden (Oberman, 1965; Rubin & Roessler, 2001). Goodwill Industries and B'nai B'rith were also founded at the turn of the twentieth century.

Simultaneously, high rates of industrial accidents left workers who had sustained injuries that prevented them from working in their chosen occupations without medical treatment or a job with no recourse. Workers compensation legislation was enacted in 1908 with the passage of the *Federal Employees Compensation Act* to assist workers in hazardous occupations (Nordlund, 1991). Concurrent with the involvement of the federal government in workers compensation, the increased urbanization of the labor force created a need for relevant training and vocational education, as workers possessed skills that had been rendered obsolete by new technology and industry (Wirth, 1972). The *Smith-Hughes Act* of 1917 was passed to provide funding to states to develop vocational education programs. The *Smith-Hughes Act* also created the Federal Board of Vocational Education to administer the early vocational rehabilitation programs.

The post-World War I era produced the first legislative actions directed to helping returning soldiers with battle-related injuries adjust to civilian life with the *Soldiers Rehabilitation Act* of 1918. Beginning with the *Smith-Fess Act* of 1920, referred to as the *Civilian Rehabilitation Act*, which was patterned after the *Soldiers Rehabilitation Act*, the federal government initiated a series of legislative acts that expanded vocational rehabilitation services to citizens who were not affiliated with the government or eligible under worker compensation laws. The *Federal Social Security Act* in 1935 was passed with the intent to provide for the general welfare by establishing a system of federal old-age benefits, and by enabling the states to

make adequate provision for aged persons, blind persons, dependent and crippled (sic) children, maternal and child welfare, public health, and the administration of unemployment compensation laws. A year later in 1936, the *Randolph-Shepard Act* and *Wagner-O'Day Act* were passed in order to provide employment opportunities on federal property for persons with visual impairments. Subsequently in 1943, the *Barden-Lafollette Act* was passed to expand eligibility for vocational rehabilitation services to mentally retarded (sic) and psychiatrically handicapped (sic) individuals, as well as to expand the types of physical restoration services that could be provided to all other individuals with disabilities.

The post-World War II period is regarded as the “golden age” of vocational rehabilitation (Rusalem, 1976). The *Vocational Rehabilitation Act Amendments* of 1954 represented a major expansion of the federal government’s involvement with vocational rehabilitation. The Act increased the federal share of funding for states, funding for development of facilities, and funding to colleges and universities to train rehabilitation counselors, all of which was intended to expand services for the mentally retarded (sic) and psychiatrically handicapped (sic) individuals (Elliott & Leung, 2004). The *Vocational Rehabilitation Act Amendments* was later extended in 1965 to address architectural barriers, as well as extend the length of services to individuals with disabilities. The *Vocational Rehabilitation Act Amendments* of 1954 was amended again in 1967 to increase the share of federal funding and provide extended vocational evaluations to determine if more severely handicapped (sic) individuals could benefit from vocational rehabilitation.

The *Rehabilitation Act* of 1973 was a significant piece of vocational rehabilitation legislation, in that it redirected the vocational rehabilitation program to make its first priority to serve severely disabled (sic) individuals. In addition, consumer involvement was emphasized

and funding was authorized for demonstration of independent living centers that could work with individuals regardless of vocational potential. Title V of the *Rehabilitation Act* of 1973 advanced civil rights for individuals with disabilities, and Section 504 required institutions and programs receiving federal assistance to be accessible to persons with disabilities. The culmination of this legislative history came in 1990 with the passage of the *Americans with Disabilities Act (ADA)*.

Over the past century, the practice of public vocational rehabilitation evolved to help people with disabilities, in particular, those with significant disabilities who meet certain eligibility criteria to obtain meaningful employment. Supported by more than one hundred years of federal legislation intended to assist people with disabilities obtain meaningful jobs and the ever-evolving practice of vocational rehabilitation, the employment of persons with disabilities in the United States, regardless of the severity of the disability, should have been more successful than it was at the turn of the twentieth century. That may not be the case.

In 2012, a retrospective study was conducted by the U.S. Senate Committee on Health, Education, Labor and Pensions (HELP) to examine the impact of the *Americans with Disabilities Act (ADA)* of 1990. The results of this study showed that employment for persons with disabilities has not significantly improved since the passage of the *Americans with Disabilities Act* two decades earlier (U.S. Senate Committee on Health, Education, Labor & Pensions Majority Committee Staff Report, 2014). This report details the state of employment for adults with disabilities in the United States in 2010, along with a list of specific federal government policy recommendations to increase labor force participation for people with disabilities.

Specifically, the findings challenge whether the practice of vocational rehabilitation has fulfilled its intended purpose and its legislative mandates. As noted in Table 1, the high

unemployment rate, the high employment dropout rate, and lower earnings of persons with disabilities, as pointed out in the U.S. Senate study, raise questions about the effectiveness of public vocational rehabilitation.

Table 1

Labor Force Participation, Earnings, and Poverty Rate in the United States in 2010

	People with disabilities	People without disabilities
Labor Force Participation Rate	32.1%	77.7%
If Employed, Left the Labor Force	10.4%	2.1%
If Employed, Median Earnings	\$19,500	\$29,997
Poverty Rate for Working Age Adults	27.3%	12.8%

Source: Adapted from “Fulfilling the Promise: Overcoming Persistent Barriers to Economic Self-Sufficiency for People with Disabilities,” by the United States Senate Committee on Health, Education, Labor & Pensions, Tom Harkin, Chairman, Majority Committee Staff Report, 2014.

Concurrent with the U.S. Senate study, the U.S. Department of Justice has become involved through its recent legal actions. Over the past several years federal lawsuits were filed by the U.S. Department of Justice against select states regarding the rights of persons with disabilities. Most of these U.S. Department of Justice lawsuits have been filed as a direct result of *Olmstead v. L.C. and E.W.* (1995), in which the Atlanta Legal Aid Society filed a lawsuit on behalf of two individuals, L.C. and E.W., with mental retardation and mental illness challenging the individuals’ confinement in a Georgia psychiatric institution based on Title II of the *ADA* (*Olmstead v. L.C. and E.W.*, 1995). The *Olmstead* lawsuit was eventually heard by the U.S.

Supreme Court in 1999, which ruled in favor of the plaintiffs citing that the prohibition of discrimination by public entities required that persons with mental illness and intellectual disabilities be placed in community settings rather than in institutions (*Olmstead v. L.C. and E.W.*, 1999). In its decision, the U.S. Supreme Court created three requirements for community placement, one of which is that the placement is a reasonable accommodation when balanced with the needs of others with mental illness and/or intellectual disabilities (*Olmstead v. L.C. and E. W.*, 1999). This particular requirement by the U.S. Supreme Court in the *Olmstead* lawsuit has been the focus of post-*Olmstead* litigation.

One such result of the post-*Olmstead* litigation was a five-year Settlement Agreement between the United States Department of Justice and the State of Georgia court-ordered in 2009 for alleged violations of Title II of the *Americans with Disabilities Act* (*United States v. Georgia*, 2006). One condition of the settlement agreement requires the state of Georgia, through the Georgia Department of Behavioral Health, which is the state agency charged with serving persons with mental illness and developmental disabilities, to provide supported employment for individuals with a severe and persistent mental illness. This requirement specifically states that the supported employment services be provided "...according to an evidenced-based model and assessed by an established fidelity scale..." for an increasing number of individuals with severe and persistent mental illness for each year of the settlement agreement (*United States v. Georgia*, 2006). The specificity of this requirement indicates that the state of Georgia must perform more effectively than previous to the settlement by increasing the number of successful supported employment outcomes annually for individuals with a severe and persistent mental illness. In the future perhaps through *W.I.O.A.*, more states and state agencies that serve persons with disabilities may be challenged by the federal government to improve their organizational

performance by producing increased employment outcomes through the services of vocational rehabilitation.

The most recent federal initiative to address the current state of employment for persons with disabilities in the United States was the passage of the Workforce Innovation and Opportunity Act (WIOA) in 2014. This new federal law consolidates job training programs under the *Workforce Investment Act* of 1998 into a single funding stream, amends the *Wagner-Peyser Act*, reauthorizes adult-education programs, and reauthorizes the programs under the *Rehabilitation Act* of 1973 (Workforce Innovation and Opportunity Act, 2014). All vocational programs in the law will be required to record and report how many people obtain jobs through participation in these programs. *WIOA* requires the Governor of every state to submit a three-year combined state plan among all the state agencies with job programs, including the state vocational rehabilitation agency. In addition, *WIOA* requires that specific performance expectations be met by all of the state agencies included in the state plan in order for the state to continue to receive its current levels of federal funding. As an example, if a state vocational rehabilitation agency does not meet its specific performance expectations as outlined in the combined state plan, federal funding for that state may be decreased (*WIOA* Final Regulations, 2016). *WIOA* ties performance accountability to funding. This may be the most consequential attention given to performance results since the very beginning of the delivery of vocational rehabilitation services.

Currently, all state vocational rehabilitation agencies are required to submit annual performance data to the Rehabilitation Services Administration (RSA), the government source of federal funding. This reporting requires that every state vocational rehabilitation agency report certain performance data for every year in accordance with several RSA-specified performance

indicators in a standard format. These performance data are then aggregated, combining the performance data submitted by all state vocational rehabilitation agencies, and presented each year in an annual report issued by RSA based on the federal fiscal year. These reports are prepared for the United States Congress, and reports are available for review on the RSA website (www.rsa.ed.gov).

One of the performance indicators included in the RSA report is the number of individuals with disabilities who achieve a successful employment outcome through participation in the vocational rehabilitation program. This indicator is a good measure of the overall effectiveness of the state agency, in that it represents an unduplicated count of all persons with disabilities, who participated in services and obtained meaningful employment as a result of those services. It is a measure that reflects the overall purpose and federal mandate of the state vocational rehabilitation agencies.

A review of the most recent RSA annual report for federal fiscal year 2013 published on the RSA website shows a significant reduction in employment outcomes indicated collectively for all state vocational rehabilitation agencies over the most recent ten-year period. Specifically, the numbers of persons with disabilities who obtained employment through state vocational rehabilitation agencies have decreased. As shown in Table 2, there has been a general decline in employment outcomes beginning in federal fiscal year 2004, which continued steadily until federal fiscal year 2010; and then there was a slight increase from federal fiscal year 2010 through federal fiscal year 2013. The RSA annual report for federal fiscal year 2013 delineates several factors that may have contributed to the general decline in employment outcomes during the period of federal fiscal years 2004 through 2013. Some of the factors listed include RSA policies encouraging state vocational rehabilitation agencies to serve individuals with significant

disabilities, the reduction in state funding faced by several state vocational rehabilitation agencies, and the increased cost of vocational rehabilitation services (U.S. Department of Education, OSERS, RSA, 2013a). The RSA report also points out that the most notable decline in employment outcomes, as shown in Table 2, was in federal fiscal year 2009, which coincided with the economic recession in the United States and the general decline in available employment opportunities.

Table 2

Number of Vocational Rehabilitation Participants Obtaining Employment Outcomes for Federal Fiscal Years 2004-2013

Fiscal Year	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Participants	213,432	206,695	205,791	205,448	205,023	180,539	171,964	178,289	180,216	182,696

Source: Adapted from “Rehabilitation Act Fiscal Year 2013 Annual Report” by the United States Department of Education, OSERS, RSA, 2013a.

Based on the performance data reported for the ten-year period from 2004 to 2013 by all state vocational rehabilitation agencies, there may be cause for concern, given the new regulatory context of the *Workforce Innovation and Opportunity Act* in which greater attention will be given to meeting performance expectations. In a recent four-state multiple case study to discover emerging and promising organizational practices that may lead to improvements in employment outcomes for people with disabilities, it was concluded that the likelihood of engaging in innovative best practices is affected by the organization in terms of its culture, leadership, support for innovative and promising practices, partnerships, and training and development (Sherman, et al., 2014). The performance of state agency personnel contributes to the overall performance of a state vocational rehabilitation agency. Any of the factors identified in the Sherman et al. (2014) study may contribute in some way to improving the overall performance of state vocational rehabilitation agencies.

To understand the continued high unemployment for persons with disabilities in the United States since the *Americans with Disabilities Act* was signed into law and the continued trend of fewer and fewer state vocational rehabilitation agency program participants achieving employment outcomes year after year, there may be multiple contributing factors that need to be examined. Factors such as negative perceptions of some employers regarding hiring people with disabilities, as well as the national economic downturn in 2007 that resulted in a higher unemployment rate nationally may be significant contributors to employment outcomes. Likewise, an increased focus in providing vocational rehabilitation services to individuals with the most significant disabilities and the increased cost of providing those services may also contribute to employment outcomes. Other contributing factors, such as those identified in the Sherman et al. (2014) study, include organizational culture, leadership, support for innovation,

partnerships, and training and development. With the pending potential financial consequences of higher performance expectations facing state vocational rehabilitation agencies due to the *Workforce Innovation and Opportunity Act*, there is a need to better understand all of these factors and how each impacts performance. Of particular interest for this study is the element of leadership within state vocational rehabilitation agencies.

Leadership and Performance

The relationship between leadership and performance has been studied extensively with respect to economics, and the insights from these studies have been integrated into theories of management and organizational behavior (Middlehurst, 2008). Although most of the leadership studies have been conducted in the private business sector, recent studies focus on non-profit organizations, social services, healthcare, education and the public sector. For example, recent research on effective leadership in non-profit organizations has shifted from the traditional focus on relationships between leaders and their subordinates that can emerge at any level within the organization to the relationship between the overall performance of a non-profit organization and the quality of leadership exercised at the top by their presidents, chief executive officers or executive directors (Wallis & Dollery, 2005). Wallis and Dollery concluded that the key relationships are not the vertical ones between leaders and their subordinates, but rather the horizontal ones established with key stakeholders. Nanus and Dobbs (1999) described successful leadership skills for non-profit organizations in their book, *Leaders Who Make a Difference: Essential Strategies for Meeting the Nonprofit Challenge*. The authors define a successful leader as a person who marshals the people, capital, and intellectual resources of the organization to move it in the right direction, and an effective leader fosters teamwork, mobilizes a diverse cross section of stakeholders, and encourages top performance.

The concept of effective leadership incorporating different skills and broader responsibilities than those of management, whose main responsibility is to operate and maintain an organization efficiently, is also getting attention in other professions. In education for example, there is emerging and innovative thinking by educators that schools should be communities of learners rather than institutions that turn out students as products (Doyle, 2004). Effective leadership in education is vital to the successful functioning of schools. These new concepts of effective leadership in education now extend beyond the traditional hierarchy and formal roles of authority to prompt school principals to engage in a more diffuse approach to leadership that incorporates a multitude of stakeholders (DeMatthews, 2014).

Healthcare is another profession where the concept of leadership is adapting. The doctor-patient relationship has always been at the heart of medical practice. However, in recent years there has been increasing focus on another relationship: the relationship between doctors and healthcare managers (Davies, Hodges & Rundall, 2003). Modern healthcare is complex and involves collaborative working between multiple and different disciplines. The effective management of resources is essential for high quality healthcare; and the evidence suggests that improving physicians' exposure to management can actually improve patient outcomes (Ellis, Rutter & Greaves, 2011). Recognizing the positive impact on patient outcomes from these studies, the National Health Service has adopted a practical application by creating new training opportunities for physicians to develop their leadership skills by working directly in senior management and leadership roles (Ellis et al., 2011).

The desire to apply leadership theory and research extends into organized religion. In an effort to modernize the church and engage the community outside the cloister of the church, the Episcopal Church is examining new ways to develop future church leaders rather than the

traditional seminary approach and the one size fits all pattern (Bartz, 2009). The traditional seminary approach of developing future leaders from within is not unlike the process used currently by many state vocational rehabilitation agencies. Similar to most government agencies, future leaders within state vocational rehabilitation agencies are often promoted from within the system based on seniority and tenure, or political assignment, and not necessarily based upon their leadership skills.

The current employment of persons with disabilities in the United States is not equal to that of persons without disabilities, despite a century of federal legislation intended to ensure greater employment opportunities. Persons with disabilities who receive services from state vocational rehabilitation agencies are not achieving employment outcomes equal to those a decade ago (See Table 2.). According to the most recent Harris Poll on trends in employment of people with disabilities, there are conflicting trends (The Harris Poll #59, 2000). The Harris Poll reports that people with disabilities are an increasingly larger percentage of the overall population due to advances in health and medical care; as a result, the proportion of adults with disabilities who say that their disabilities are very or somewhat severe has increased from 52% in 1986 to 60% in 2000. The Harris Poll also reports that the number of adults with disabilities who say they cannot work because of a health problem or disability has grown from 29% to 43% under the age of 65. The National Organization on Disability (NOD) has reported both positive and negative disability employment trends (National Organization on Disability, 2016). The NOD 2016 data show that on average 75% of companies track the ratio of employees with disabilities hired to all employees hired, which reflects a 6% increase from 2015. However, the NOD 2016 data also show that on average, people with disabilities comprise 3% of the workforce at companies, which falls below the 7% target set by federal guidelines.

Research suggests there is a relationship between leadership and performance, and there is a growing interest among many professions to understand the possible implications of leadership within their organizations. Much like other professions, along with the recent legal implications for better performance and the lack of significant improvement in employment outcomes for persons with disabilities, it is important that advocates for vocational rehabilitation examine leadership and the potential impact on performance.

Concepts and Models of Leadership

Leadership is a part of human culture. In its simplest form, leadership involves one person influencing another to engage in some purposeful or goal-directed behavior (Halpin, 2008). The concept of leadership may be referred to in contextual terms such as political leadership, global leadership, military leadership, economic leadership, or organizational leadership. Evidence of leadership dates to the beginning of oral and written history. Great historical figures, such as Moses, Plato, Gandhi, Freud, Marx and even Adolf Hitler, a notorious dictator, have been identified as leaders.

According to Rejai, Mostafa, and Phillips (2004), perceptions of leadership differ depending on conceptions of human nature at the time. For example, Karp (2017) compares Jefferson Davis, who embraced the Civil War and believed in slavery, to Adolph Hitler and Idi Amin, who had diabolical reigns. Karp also compares President George W. Bush's invasion of Iraq to President Ronald Reagan's refusal to address the AIDS crisis, and Napoleon Bonaparte's foreign policies to dismember nations to Kaiser Wilhelm II's decision to back Hungary against Serbia that led to World War I. On the occasion of the fiftieth anniversary of the signing of the first peace agreement between the Soviet Union and the United States, the Partial Nuclear Test Ban Treaty was believed impossible to achieve. History attributes the success of this peace

agreement to President John Kennedy's leadership style (Sachs, 2013). Leadership is often characterized from good to bad, successful to unsuccessful, and effective to ineffective.

Influence of Leadership

The impact of leadership extends beyond the political arena. Just as leadership can exert influence on the affairs between nations, leadership contributes to social culture. A recent article in the Boston University Law Review (Fluker, 2015) focused on the leadership style of Martin Luther King within the civil rights movement and the passage of the *U.S. Civil Rights Act of 1964*. Fluker suggests that Reverend King's vision of a greater purpose coupled with the strategy of non-violence during a time of great discord and great hostility in the United States resulted in changing the perspective and culture of an entire nation. Leadership is important during times of discord and war, as well as in times of peace and prosperity. Leadership may be devastating, such as when businesses gamble with people's life savings or when religions create sectarian divides (Van Vugt, Hogan, & Kaiser, 2008).

Foley (1997) suggested that the history of human leadership has evolved like that of a pack of animals. The very existence of early humans allowed them to survive despite the predators, while living in an environment poorly supplied with shelter, food, and water. For these early humans, it was an environment where the group members decided what, when, and how to do things, with decisions often made by one individual taking the initiative and providing direction for the group.

Van Vugt et al. (2008) offered four stages for the evolution of leadership over the course of non-human to human history. Stage one is defined as pre-human leadership with simple leader-follower structures for coordinating group activities, such as the dance of honeybees and the swimming patterns of schools of fish, in which the members follow the one that moves first.

Stage two is defined as tribal leadership, in which humans lived in semi-nomadic small clans that merged into larger tribal structures with authority figures that were inherently democratic (Dunbar, 2004; Van Vugt et al., 2008). Stage three is defined as chiefs, kings, and warlord leadership that came about with the beginning of agriculture, in which leaders played a key role in distribution of resources within the community (Diamond, 1997; Johnson & Earle, 2000). In these communities, leaders had power to respond to conflicts, which paved the way to formal authority powers, chiefdoms and kingdoms. Finally, Stage four is defined as state and business leadership, where communities merged into states and nations, and large businesses developed resulting in the Industrial Revolution (Van Vugt et al., 2008). In this stage, leadership is focused on the welfare of nations and the success of businesses.

Leadership is studied by many disciplines, ranging from political science to communication to sociology, and especially management and business; however, the core theories of leadership emanate from the discipline of psychology (Riggio, 2015). The concept of leadership is mirrored by the study of psychology. In the early twentieth century, psychologists began exploring the emergence of leaders in groups of people and speculating about the attributes of leaders. For example, Terman (1904) was interested in the development of leadership in individuals, whereas LeBon (1908) focused on the leadership in crowds. Weber (1927) studied charismatic leadership. These early studies examined how and why certain individuals were more likely to attain the role of leader, primarily based on the psychology of group dynamics. As the discipline of psychology began to focus on understanding human behavior and personal traits, researchers began to focus on the behaviors of effective and ineffective leaders (Nysted, 1997). Due to limitations with both trait studies and behavior studies, leadership theories evolved into what are known as “interactive models of leadership,”

which explore the interactions of leaders and their followers in various situations (Chemers, 2000).

One of the most notable models of interactional leadership is the contingency model developed by Fiedler in 1967. He proposed that the pertinent characteristics of a leader are relatively fixed and stable; and that effective leadership occurs when there is a match between the leader's primary motivational orientation (task motivated or relationship motivated) and the elements of the situation (Fiedler, 1967). This contingency model represented a breakthrough in the study of leadership, because it began to examine leadership comprehensively. Fiedler's contingency model was supplanted in the 1980s by models of leadership that focused on the quality of the relationship between the leader and subordinates. Currently, the most popular of these models is that of transformational leadership by Bass (1985), which combines the leader's charisma with an ability to develop strong interpersonal relationships with subordinates not only to meet their individual needs, but also to challenge them to be creative and productive (Bass, 1985; Bass & Riggio, 2006).

From a psychological perspective, leadership has been defined as influencing people in the direction of contributing to group goals, and coordinating the pursuit and achievement of those goals (Rokach, 2012). Leadership has also been defined as the process of providing direction and influence (Banai & Reisel, 2007). Bandura and Jourden (1991) suggested that a leader's behavior shapes subordinates' feelings of self-efficacy, which in turn, positively influence performance. Social psychology defines leadership as a process of social influence in which one person is able to enlist the aid and support of others in the accomplishment of a common task (Chemers, 2000). Chemers (2000) implies that leaders must first earn the legitimacy of their authority by appearing competent and trustworthy to their subordinates.

Rejai et al. (2004) contend that the past several decades of leadership research demonstrated that life experiences and life chances (a) imbue a person with a vision and a set of goals, (b) endow that person with the skill to articulate the vision and the goals in such a way as to attract a significant following, (c) provide that person with the skill to specify the means and to organize and mobilize followers toward the realization of the vision and the goals, and (d) give the person sufficient understanding of the followers in order to devise and pursue goals that are rewarding to both the leader and the followers.

The definition by Rejai et al. (2004), which includes an element of fulfillment or reward for the followers, is significant because it shows a change in the view of leadership from the view prior to World War II that did not include benefits to followers. Leadership involves the behaviors, traits, and characteristics of leaders as they are interpreted by observers; and that the scientific study of leadership requires sensitivity to followers' cognitions and not simply to their overt behaviors (Brown & Lord, 2001). Other definitions of leadership focus on the interaction between leaders and followers, including their changing perceptions of one another (Kenney, Blascovich, & Shaver, 1994). When leaders and their followers share an expected behavioral standard, the leaders may gain increased influence potential (Foti & Luch, 1992). Effelsberg, Solga, and Gurt (2014) studied a leader's capacity to enhance the followers' willingness to engage in selfless, pro-organizational behavior solely for the benefit of the company and not the benefit of the followers. Their results proved contrary to definitions that imply that followers are driven by self-interest (Effelsberg et al., 2014).

Other definitions of leadership differ among professions based on the unique applicability of the definition for a specific profession. For example, the nursing profession considers leadership to be a multifaceted process of identifying a goal, motivating other people to act, and

providing support and motivation to achieve mutually negotiated goals (Porter-O'Grady, 2003). Similarly, the Department of Health has defined the essence of clinical leadership as the ability to motivate, to inspire, to empower, and to create a consistent focus on the needs of patients being served (Department of Health, 2007). In education, leadership is viewed in the context of advancing scholarship (Eacott & Evers, 2015).

Other views of leadership are based on intrinsic characteristics, rather than professional applicability, and have an almost moralistic framework. These definitions focus on terms, such as values, ethics, servanthood, and charisma as the essential ingredients of effective leadership. Much of the recent interest in concepts of leadership is due in part to the highly publicized business scandals and collapse of financial institutions that have called into question the character of the leaders, implying that particular leadership styles may have resulted in questionable and immoral behavior of the organizations (Zhu, Zheng, Riggio, & Zhang, 2015),

According to *A Critical Review of Theories and Measures of Ethics-Related Leadership* (Zhu et al., 2015) and *Leadership Research and Theory: A Functional Integration* (Chemers, 2000), there are four models of ethics-based leadership that have similar leadership attributes and similar types of impact on the followers. Comparisons of Values-Based Leadership, Ethics-Related Leadership, Servant Leadership and Charismatic Leadership are shown in Table 3. As noted in Table 3, each of these models of leadership is focused on the intrinsic personal attributes of the leader, and requires a personal set of values, ethics, or beliefs that has a moralistic influence on followers. Although each of the four models of leadership is based on some moralistic belief system or set of values and principles, there are similarities and distinct differences among the four models with respect to the attributes of the leaders, as well as the type and scope of impact.

Table 3

Intrinsic Leadership Models, Characteristics, and Impact

Model	Leader Attributes	Influence
Value-Based Leadership	Core Values, Principles, Beliefs, Purpose	Increased Potential of Followers
Ethics-Related Leadership	Beliefs, Ethical Standards, Altruism	Increased Organizational Ethics
Servant Leadership	Servanthood, Emotional Healing	Empowered Followers, Workplace Spirituality
Charismatic Leadership	Strong Belief in Moral Righteousness, Self Confidence, Need to Influence	Arousal of Followers' Motives, Expression of Group Goals in Moralistic Terms

Values-based leadership is defined as living, working, and leading in alignment with one's core values, principles, beliefs and purpose; which in turn ignites the extraordinary potential in those around the leader (Sehring, 2015). Ethics-related leadership is defined as a leader's actions that are consistent with his beliefs and ethical standards, or when a leader is motivated by altruism rather than selfishness (Zhu et al., 2015). Furthermore, Trevino, Hartman, and Brown (2000) assert that ethical leadership consists of two elements, the moral person and the moral manager. According to Trevino et al. (2000), a moral person should possess personal traits of honesty, integrity, and trustworthiness; whereas a moral manager should visibly serve as a role model for ethical conduct and intentionally influence subordinates to make ethical decisions and take ethical actions. Servant leadership, which has its root in religion, has gained

popularity as another concept of leadership in which the leader is a servant to his or her followers first (Kahn, Kahn, & Chaudry, 2015). Kahn et al. (2015) describe servant leadership as the leader serving the followers with emotional healing that empowers the followers to newer heights. Kahn et al. (2015) demonstrated that servant leadership has a positive and significant relationship with workplace spirituality and organizational culture.

The earliest proponents of charismatic leadership were religious scholars, who observed that some leaders had an uncanny mystical ability to attract and maintain followers (Van Vugt & Ahuja, 2011). Charisma is most often used in the context of the emergence of exceptional, radical leaders in times of crisis (Eatwell, 2006). House (1977) published a theoretical analysis of charismatic leadership using the characteristics of historical leaders who elicited extraordinary levels of devotion and commitment, such as Gandhi and Martin Luther King, Jr. (Chemers, 2000).

James Burns, a Pulitzer Prize winning American historian and political scientist published the book *Leadership*, which sparked a major shift in leadership research (Burns, 1978). Burns' pioneering study of leadership introduced the highly influential theory of transformational leadership, stating that the best leaders are those who inspire others to come together toward the achievement of higher aims (Burns, 1978). Burns (1978) differentiated transactional leaders, who related to followers on mutually beneficial transactions, from transformational leaders, who influence followers to transcend personal interests and transform themselves into agents of collective achievement.

Another leadership style is referred to as laissez-faire, which is a deliberate abstention from direction or interference that allows individual freedom and choice. Laissez-faire leadership is often compared with transformational leadership and transactional leadership (Bass

& Avolio, 1990). This study focuses on transformational leadership, transactional leadership and laissez-faire leadership.

Transformational, Transactional, and Laissez-Faire Leadership

There are many ways to define and describe leadership, and many conceptual frameworks for explaining leadership styles and the influence of leadership. Much of the current research has categorized leadership as either (a) transformational leadership; (b) transactional leadership; or (c) laissez-faire leadership. Within each of these three categories of leadership, there are varying dimensions and styles of leadership.

Transformational Leadership

Transformational leadership is synonymous with proactive implementation of change (to transform). Transformational leadership is based on creating a vision that inspires subordinates to strive beyond required expectations. Transformational leaders unify followers through a shared vision, and work together with their followers to identify common values, that empower followers (Marquis & Huston, 2009). Sims, Faraj, and Yun (2009) suggested that transformational leaders provide inspiration and motivation to invigorate others to pursue the team's vision. If followers have input into the team's vision they feel valued, and the relationship between leader and follower is enhanced. This encourages followers to develop ownership of the vision and move towards achieving it.

Burns (1998) proposed that transformational leadership involves four dimensions of influence: (a) personality; (b) communication; (c) rational stimulation; and (d) individualized thought. Similarly, Horowitz, Daram, Brandt, Brunicardi, and Awad (2008) identified different types of transformational leadership, including (a) *inspirational motivation*, where leaders influence followers through charismatic communication of a set of goals and motivate

the followers to achieve them; (b) *idealized influence*, in which the leader's charisma is used to form strong positive emotional bonds with followers; and (c) *intellectual stimulation*, in which the leader pushes followers to think creatively and pursue new and creative ideas.

Transformational leaders inspire their followers to go beyond the call of duty and act as mentors (Vickenburg, Van Engen, Eagly, & Johannesen-Schmidt, 2011). Transformational leaders tend to adopt a democratic approach to leadership, in that transformational leaders believe workers are motivated to do well, and that they seek autonomy and opportunities to prove themselves (Bass, 2008). Democratic leaders are considerate and share responsibility with their followers, which allow followers to develop their own leadership skills and become independent, while reducing the leader's stress and risk of burnout (Bass, 2008). Rolfe (2011) stated that leaders should be visible role models and empower followers to become leaders. Empowered followers possess increased organizational loyalty, motivation and job satisfaction, reducing sickness levels and promoting a positive work environment (Rolfe, 2011).

Transformational leaders influence the attitudes and beliefs of followers and motivate them for the betterment of the organization (Burns, 1998). Transformational leaders facilitate new understandings by increasing or altering the followers' awareness of issues; and as a result, they foster inspiration and anticipation to put extra labor into achieving common goals. Transformational leaders try to develop their followers' full potential by influencing and engaging them; such that followers feel more transformed and developed (Bass, 1985). Organizational commitment is achieved through the followers' internal satisfaction and motivation, as the followers discover that the organizational environment is beneficial for their personal development. The value of transformational leadership is that it emphasizes the follower's personality, attitude and beliefs in performance outcomes. The premise of

transformational leadership is the leader's ability to motivate the follower to accomplish more than the follower planned to accomplish (Krishnan, 2005).

Transformational leadership is about change, innovation, entrepreneurship, and the capacity to move resources for greater productivity (Tichy & Devanna, 1986). Central to transformational leadership are change and adaptability, and transformational leaders persuade others to endure changes and show them how to adapt to change (Johns & Moser, 1989). A transformational leader creates a vision of change that a critical mass of followers will accept as desirable. According to Tichy and Devanna (1986), the characteristics of transformational leaders are that they (a) identify themselves as change agents; (b) are courageous individuals; (c) believe in people; (d) are value-driven; (e) are lifelong learners; (f) have the ability to deal with complexity, ambiguity, and uncertainty; and (g) are visionaries.

Transactional Leadership

Transactional leadership is based on exchanges between the leader and followers, in which followers are rewarded for meeting specific goals or performance criteria; and it emphasizes meeting specific targets and objectives (Cragg & Spurgeon, 2007). Followers perform according to the will and direction of the leader and the leader positively rewards their efforts. The basis of the leader-follower exchange is a reward system. It can be positive, such as praise and appreciation, if the follower meets the terms and conditions of assigned goals by the leader; or it can be negative, such as disciplinary action, if the follower fails to obey.

Transactional leadership is task focused, reliant on hierarchy and bypasses any requirement to engage the individual follower; however, transactional leadership, based on contingent rewards, can have a positive effect on followers' satisfaction and performance (Burke, Stagl, Klein,

Goodwin, Salas, & Halpin, 2006). Transactional leadership is concerned only with the maintenance of existing service, rather than having a strategic focus on proactive change.

Transactional leadership involves three major types: (a) *contingent rewards*, where rewards are offered if certain criteria are met; (b) *active management by exception*, where leaders aim to intervene in followers' behaviors before they become problematic; and (c) *passive management by exception*, where leaders do not intervene until followers' behaviors become problematic (Horowitz et al., 2008). Autocratic leadership is an example of transactional leadership. Autocratic leaders have been described as controlling, power-orientated and closed-minded (Bass 2008). They stress obedience, loyalty and strict adherence to the rules.

Transactional leaders communicate with their followers what they should do and how they should do it, and then monitor them closely. The followers perform tasks and obtain contingent rewards upon satisfactory performance and get punished on non-satisfactory performance (Zhu, Riggio, & Yang, 2012). Transactional leaders observe performance on the basis of their predetermined parameters and take actions to change followers' behaviors so they perform as directed (Sosik & Jung, 2012). Transactional leadership theory recognizes the reciprocal nature of leadership, in which leaders and followers are viewed as bargaining agents where relative power regulates an exchange process as benefits are issued and received (Bass, 1981). Transactional leadership suggests that leaders and/or followers can exercise considerable power and influence by engaging in a mutually beneficial exchange process, such as a leader's control of vital information or a follower's special skill in solving an organizational problem, providing both the leader and follower leverage from which to negotiate (Pettigrew, 1972).

Laissez-Faire Leadership

Lastly, laissez-faire leadership, also referred to as passive-avoidant leadership, is based on the delegation of decision-making by the leader to the followers, and involves the leader's disregard of supervisory duties and lack of direction and guidance to the followers (Bradford & Lippitt, 1945). Laissez-faire or passive-avoidant leadership, as the name implies, offers little support to followers and is careless regarding productivity and the necessary completion of duties. Bass and Avolio (1994) define laissez-faire leadership as the avoidance or absence of leadership, and by definition, the most inactive type of leadership. As opposed to transactional leadership, laissez-faire leadership represents a non-transaction. Laissez-faire leaders give complete freedom to their followers to make decisions by providing them all the necessary tools and resources. The Laissez-faire style of leadership is similar to the passive management by exception style of transactional leadership, in which leaders have little control and provide minimal direction (Marquis & Huston, 2009). Unlike transactional leaders, the laissez-faire leader does not plan or coordinate, and there is little cooperation from followers.

Transformational and transactional leadership may be perceived as the opposite of laissez-faire leadership on an active-passive continuum for leader-follower transactions (Bass & Avolio, 1994). However, Bass (1990) stated that laissez-faire leadership does not seem to be the exact opposite of active leadership. Bass and Riggio (2006) stated that every leader displays each style of leadership to some amount, and therefore laissez-faire leadership is probably different from transformational and transactional leadership in more ways than simply representing the exact opposite of leadership activity.

Avoidance is identified in relation to laissez-faire or passive-avoidant leadership (Horowitz et al., 2008); however, there is no reference to avoidance, or the nature and

characteristics of avoidance. In a study examining laissez-faire leadership in a healthcare setting, the results indicated that there are three types of a laissez-faire leader's response: (a) *placating avoidance*, where the leader affirms concerns but abstains from action; (b) *equivocal avoidance*, where the leader is ambivalent in his or her response; and (c) *hostile avoidance*, where the failure of the leader to address concerns escalates hostility (Jackson, Hutchinson, Peters, Luck & Saltman, 2013). Although laissez-faire leadership may appear completely passive or inactive, these different types of laissez-faire leadership may result in different responses from followers. A laissez-faire leader's behaviors may represent volitional and intentional activity with respect to avoiding followers when they need assistance, and at the same time the laissez-faire leader's behaviors may reflect inactivity with respect to approaching followers who require the leader's assistance. Thus, laissez-faire leadership may be defined as a follower-centered form of avoidance-based leadership by focusing on the followers' perceived situational need for leadership, and the leader's non-response to such needs, as the main difference in outcomes (Skogstada, Hetlanda, Glasoa, & Stale, 2014).

All three leadership styles, transformational leadership, transactional leadership, and laissez-faire leadership can be described and studied based on the key features of each leadership style, the various types within each leadership style, the differing characteristics of the leaders within each leadership style, and the intended influence on the followers within each style. A comparison of transformational leadership, transactional leadership, and laissez-faire leadership is shown in Table 4. As noted in Table 4, each style of leadership has distinguishing features with a different and unique focus, and the leaders' behaviors model those unique features within each leadership style. In addition, each leadership style is further defined by particular types within each leadership style, and each of those leadership types has

corresponding leader behaviors. These differences highlight varying degrees of interaction and/or lack of interaction or engagement with followers, and thus potentially varying degrees of influence on followers. Just as there are differences among all three leadership styles, there are also distinct potential benefits and consequences with transformational leadership, transactional leadership, and laissez-faire leadership.

Table 4

Transformational, Transactional, and Laissez-Faire Leadership Descriptions, Types, and Leader Behaviors

Style	Type	Leader Behaviors
Transformational Leadership <ul style="list-style-type: none"> ▪ Implementation of change ▪ Vision that inspires followers ▪ Values that empower followers ▪ Democratic leadership approach ▪ Develop followers' potential ▪ Focuses on personality, attitudes and beliefs 	1. Inspirational Motivation 2. Idealized Influence 3. Intellectual Stimulation	Charismatic communication of goals and motivates followers to achieve them Charisma is used to form strong positive emotional bonds with followers Pushes followers to think creatively and pursue new and creative ideas
Transactional Leadership <ul style="list-style-type: none"> ▪ Leader and followers exchange ▪ Reward system (positive or negative) ▪ Task focused and reliant on hierarchy ▪ Bypasses follower engagement ▪ Autocratic leadership approach ▪ Concerned with maintenance and monitoring 	1. Contingent Rewards 2. Active Management By Exception 3. Passive Management By Exception	Rewards are offered followers if certain criteria are met Intervene in followers' behaviors before they become problematic Do not intervene until followers' behaviors become problematic
Laissez-Faire/Passive-Avoidant Leadership <ul style="list-style-type: none"> ▪ Delegated decision-making to followers ▪ Leader's lack of direction to followers ▪ Leader does not plan or coordinate ▪ Follower-centered avoidance-based leadership 	1. Placating Avoidance 2. Equivocal Avoidance 3. Hostile Avoidance	Affirms concern but abstains from action Ambivalent in his or her response Failure to address concerns escalates hostility

Consequences of Leadership Styles

Transformational leadership, transactional leadership, and/or laissez-faire leadership may have more positive influence or negative influence on followers depending on the particular leadership style; however, each of these leadership styles has been shown to have both benefits and consequences. In many cases, depending on the situation or context, the same leadership style may influence followers in a positive manner in one situation and a negative manner in another situation. For example, because a transactional leadership style is task-oriented, it can be effective when meeting deadlines, or in emergencies, such as when responding to a cardiac arrest in a healthcare setting (Giltinane, 2013). However, the same transactional leadership style in a healthcare setting may also lead to non-holistic patient care, because nurses focus only on the task they need to complete, rather than the whole patient (Bach & Ellis, 2011). When leadership is weak, poor performance is not addressed, resulting in poor-quality patient care and unacceptable behavior being allowed to flourish (Bassett & Westmore, 2012).

Similarly, transactional leaders who are autocratic can be effective because they create good structure and determine what needs to be done; and an autocratic leader may be abusive, create fear among followers, and often make decisions without consulting the followers (Bass, 2008). Followers of an autocratic leader can rely heavily on their leader, yet may underperform in the leader's absence (Giltinane, 2013). Although followers may dislike autocratic leaders, they often work well under them (Bass, 2008). Schoel, Bluemke, Mueller, and Stahlberg (2011) found that well-liked leaders may be perceived as ineffective, while disliked leaders may be perceived as effective.

Whitehead, Weiss, and Tappen (2009) suggested that democratic (transformational) leaders have less control than autocratic leaders, providing guidance to their followers rather than

controlling them. Democratic leaders ask questions and make suggestions, rather than issuing orders; which can work well if followers have adequate knowledge and skills, and work well with each other (Marriner & Tomey, 2009). Consulting followers before making decisions can be time consuming, and such a democratic approach may be empowering for those followers wishing to be engaged, and simultaneously frustrating for those followers wanting a rapid decision (Marquis & Huston, 2009). Whitehead et al. (2009) suggested that although democratic leadership can be less effective than other forms of leadership, it can be more flexible, and usually increases motivation and creativity. Likewise, mature followers can thrive under laissez-faire leadership, as they need little guidance; while others may struggle (Whitehead et al., 2009).

Effective transformational leadership requires trust between the leaders and followers. If followers trust the leader they will do whatever the leader envisions (Bach & Ellis, 2011). Rolfe (2011) recommended that to develop trust, leaders must treat everyone in the way they would wish to be treated. Such trust between leaders and their followers is important, because transformational leadership is an approach based on change. Leaders who use this approach are able to use their own qualities to motivate their followers to change (Grimm, 2010). Leaders who have trust and support from their followers can lead a change more successfully than leaders who do not (Bach & Ellis, 2011; Rolfe, 2011).

A recent study by Skogstada, Hetlanda, Glasoa and Stale (2014) examined the relationship between laissez-faire leadership as a root cause of followers' stress. The results indicate that a laissez-faire leadership style may be perceived as a type of situational lack of leadership when followers experience lack of competence or resources, and thus may have strong negative consequences in critical situations; whereas a laissez-faire leadership style may be far less influential in situations where followers are able to cope with a situation. Results in a

similar study by Jackson et al. (2013) revealed that a laissez-faire leadership style of nurse leaders in a healthcare setting potentially eroded the ethical character of the workplace and undermined the perceptions held by nurses regarding the trustworthiness of the healthcare organization.

Other researchers have studied whether different leadership styles and leadership behaviors stimulate followers' motivation and performance. The results of a study in higher education by Webb (2007) indicated that faculty members are motivated toward extra effort when leaders model self-confidence, high energy, personal conviction, power, and assertiveness. This study further indicated that leadership behaviors associated with charisma or intellectual stimulation (transformational leadership attributes), and who are considerate of others, are most likely to increase motivation toward extra effort by faculty members. However, the same study also suggests that higher levels of motivation may be achieved when leaders provide specific plans of reward (transactional leadership attributes) and create cultures of affirmation, consideration, and appreciation for faculty members' abilities and effective actions. Burns (1998) argues that effective transactional leaders lead by manipulating incentives and disincentives, which implies adherence to instrumental values to get the job done; whereas, a transformational leader is committed to the pursuit of end values, such as liberty, justice, and equality. Transactional leadership theorists believe that the behavior of followers can be controlled via external incentives and disincentives; and transformational leadership theorists believe that successful leaders are capable of transforming followers' internal feelings, thoughts, and behaviors by inspiring, cajoling, or convincing followers to pursue higher and more altruistic goals and purposes (Van Vugt & Ahuja, 2011).

Webb's (2007) study further indicated that "hands-on" leaders who are prone to correcting others (transactional leadership attributes), and "hands-off" leaders, who neither actively engage with followers nor affirm the individual contributions of followers (laissez-faire leadership attributes), are both highly likely to lower motivation among followers. A separate study in education specifically examined the potential benefits and consequences of academic administrators with a laissez-faire leadership style (Sternberg, 2013). In this study, the potential benefits of a laissez-faire leadership style in education were that (a) it maximally empowers faculty to guide the institution; (b) it generates a great deal of goodwill among faculty, in that faculty have control of their own destiny; and (c) it puts the academic administrator in the "deep background," which many faculty members prefer. The same study, however, showed some potential negative consequences of a laissez-faire leadership style in education, including (a) the academic administrator may be seen as abrogating his or her responsibilities; (b) it may put the faculty in a position of greater power than they are prepared to assume; and (c) it may produce results that are skewed in favor of the faculty's interests and not necessarily the institution's interests. Followers under a laissez-faire leader may actually compete for power and influence that has been abdicated by the laissez-faire leader, which may create an uncomfortable organizational atmosphere characterized by followers' in-fighting (Deluga, 1990).

The influence of a particular leadership style, whether it is beneficial or consequential to the followers and/or the organization, may also depend on the followers' perceptions of leaders. Brown and Lord (2001) noted that leadership involves the behaviors, traits, and characteristics of leaders as they are interpreted by observers (followers); and that the study of leadership requires sensitivity to followers' cognitions. MacDonald, Sulsky, and Brown (2008) examined the relationship between followers' self-identity and their perceptions of leaders. The results

indicated that followers with an independent self-identity rated transactional leadership as being more effective leadership; and followers with an interdependent self-identity rated transformational leadership as being more effective. Jung and Avolio (1999) found that individuals with an independent self-identity are more motivated to satisfy their own self-interests and personal goals, and prefer leadership styles that emphasize behaviors associated with transactional leadership, such as clarifying roles, giving feedback, and rewarding individual performance. Lord, Brown, Harvey, and Hall (2001) found that individuals with an interdependent self-identity are motivated for the greater good and altruism, and prefer leadership styles that emphasize behaviors associated with transformational leadership, such as trust and commitment.

In a study of social workers in a human service organization, transformational leadership and a democratic leadership style were correlated with successful leadership outcomes (Mary, 2005). Conversely, in a study examining the influence of transformational, transactional, and laissez-faire leadership on employees' job satisfaction, turnover, work motivation and job neglect, Mathieu and Babiak (2015) found that laissez-faire leadership had the strongest impact, both positive and negative, on employee attitudes. Further, the same study showed that laissez-faire leadership was the only significant predictor for employee job satisfaction and job neglect. Transformational leadership was significantly associated with employee work motivation and turnover, although to a lesser degree than laissez-faire leadership.

As research has shown, transformational leadership, transactional leadership, and laissez-faire leadership can each have both positive and negative consequences on followers and the organization. Table 5 presents a comparison of the key consequences, positive and negative, for transformational, transactional and laissez-faire leadership styles.

Table 5

Consequences of Transformational, Transactional, and Laissez-Faire Leadership

Transformational Leadership	Transactional Leadership	Laissez-Faire Leadership
Positive Consequences	Positive Consequences	Positive Consequences
<ul style="list-style-type: none"> ▪ May empower employees by including them ▪ May work well with employees with adequate knowledge/skills ▪ May increase employees' motivation and creativity because of flexibility ▪ May be aligned with employees with interdependent self-identity 	<ul style="list-style-type: none"> ▪ May create good structure ▪ May determine exactly what needs to be done ▪ May be effective meeting critical deadlines ▪ May lead to higher motivation by rewarding performance ▪ May be aligned with employees with independent self-identity 	<ul style="list-style-type: none"> ▪ May generate good will among employees ▪ May empower employees to guide the organization ▪ May be ideal for employees who don't need direction ▪ May have strongest influence on employee attitude
Negative Consequences	Negative Consequences	Negative Consequences
<ul style="list-style-type: none"> ▪ May be frustrating for employees who require rapid decisions ▪ May not work for employees without adequate knowledge/skills ▪ May be less effective in completing specific assignments ▪ May lower employees' motivation and creativity without rewards 	<ul style="list-style-type: none"> ▪ May be too task-focused and miss a holistic approach ▪ May be abusive and create fear among employees ▪ May cause underperformance of employees in leader's absence ▪ May lower employees' motivation with "hands on" leader 	<ul style="list-style-type: none"> ▪ May be perceived as a lack of leadership ▪ May erode ethical climate of the workplace, and cause in-fighting ▪ May cause employees who need direction to struggle ▪ May produce results in favor of employees and not organization

Impact of Leadership on Performance

Understanding the potential impact of leadership on performance is just as important as understanding the consequences of leadership on followers. Employee attitudes are important predictors of an organization's performance (Ricketta, 2002) and organizational effectiveness (Laschinger, Shamian, & Thomson, 2001). Research suggests that employee well-being, job satisfaction, and organizational commitment are related to perceived supervisor leadership style (Bligh, Kohles, Pearch, Justin, & Stovall, 2007). Understanding the relationship between a transformational, transactional, and laissez-faire leadership style and employee attitudes, as well as the ability to influence this relationship, may be significant to an organization's performance.

A study about a leader's style and its impact on their employees' job performance revealed that the style of leadership exhibited by a manager is significantly associated with subordinates' job performance (Qazi, Shafique, & Ahmad, 2014). Breevaart, et al. (2014) examined a leader's daily behavior influence on employees' daily work engagement, as well as a leader's daily behavior and the work environment. The results found that transformational leadership and the use of contingent reward (transactional leadership) contributed to a favorable work environment (more autonomy and support).

Lindholm, Sivberg, and Udea (2000) studied nurse manager leadership styles and organizational culture in a healthcare system. Lindholm et al. concluded that nurse managers who had a clear leadership style, that related mainly to a transformational leadership or transactional leadership, experienced fewer management problems. Likewise, in a study that examined the impact of leadership on teamwork in medical emergencies, the results showed that the best-performing team members readily accepted followership roles (transformational leadership), regardless of seniority; whereas, the poorer performing teams had a team leader who

fixated on one task and did not lead the team as a whole (transactional leadership) (Endacott, et al., 2015). Another study examined the relationship between doctors' perceptions of leadership and organizational commitment and found that there was an increase in doctors' level of organizational commitment based on an increase in their perception of positive leadership behavior (Gokce, Guney, & Katrinli, 2014).

Other research has shown that where there are well-developed transformational leaders, healthcare teams take on more responsibility and have greater empowerment and job clarity (Dierckx de Casterle', Willemse, Verschueren, & Milisen, 2008). Effelsberg et al. (2014) tested a core assumption of transformational leadership capacity to enhance employees' willingness to engage in selfless pro-organizational behavior. The findings indicate that transformational leadership could, in fact, predict followers' willingness to engage in selfless pro-organizational behavior and organizational identification.

Although a transformational leadership style may be popular, Bass (2008) and other management theorists caution that transformational qualities need to be combined with traditional transactional leadership skills. Whitehead et al. (2009) suggest that effective leaders need to have vision, as well as a plan and structure if goals are to be accomplished. Transformational leadership does not address all relationship situations, and some management requirements of a leader may have a negative effect on the relationship with followers, such as handling employee absences and employee conflict; however, these requirements are essential to being an effective leader (Rolfe, 2011). Grimm (2010) suggests that leaders should develop different leadership styles to manage different situations.

Crevani, Lindgren, and Packendorff (2010) recommend that a task-oriented approach (transactional leadership) should be adopted when handling either very simple or very

complicated situations. Similarly, Fiedler (1967) found that task-motivated leaders (transactional leaders) perform better in situations that are either highly favorable (i.e. strong power, structured, good leader-follower relations) or highly unfavorable (i.e. weak power, unstructured, poor leader-follower relations); whereas relationship-motivated leaders (transformational leaders) perform better in middle-ground situations, such as those that are neither highly favorable nor unfavorable.

Traditional views of leadership suggest that the impact of leaders on performance is direct, visible and tangible, assuming a linear causal relationship. There have been many studies trying to identify links between leadership styles and performance at different levels of an organization and in different types of organizations; the results have been mixed (Middlehurst, 2008). A direct impact of a particular leadership style on organizational performance would involve the specific influence on followers, decisions or policies, such that followers' behaviors or actions are changed with positive organizational results. Lord and Maher (1991) suggest that the indirect impact of leadership on performance involves the ways in which leaders create strategies and an environment that is conducive to high performance through an appropriate culture and that systems are aligned and fit for purpose.

Aryee, Walumbwa, Zhou, and Hartnell (2012) studied the indirect impact of transformational leadership on performance by examining the boundary conditions and mechanisms through which transformational leaders foster positive employee outcomes. The findings suggest that transformational leadership is positively related to employee work engagement, experienced meaningfulness of work, and experienced responsibility for work outcomes, respectively. The results suggest that experienced meaningfulness of work and experienced responsibility for work outcomes are two psychological mechanisms through which

transformational leaders augment employee work engagement. In particular, employee work engagement may be a proximal psychological resource through which transformational leaders augment innovative behavior. In other words, a relationship between a leader and followers that exhibits trust, openness, and communication may provide engaged followers a safe environment that encourages them to take risks, explore unique options, and champion new ideas. In contrast, transactional or an exchange-based relationship may have a stifling effect on employee creativity because the employees are incentivized to perform to the job's explicit specifications (Pieterse, Van Kippenberg, Schippers, & Stam, 2010).

The results of a similar study suggest that organizations can benefit from implementing measures to increase employees' work engagement, because it can enhance employees' performance (Kovjanic, Schuh, & Jonas, 2013). Specifically, the study indicated that initiatives focusing on followers' basic psychological needs satisfaction (especially the needs for competence and relatedness) are effective; and that transformational leadership is one way to foster employees' needs satisfaction, and consequently, work engagement and performance. Schaufeli, Bakker, and Salanova (2006) define work engagement as a positive, work-related state that is characterized by vigor (e.g., high levels of energy and persistence), dedication (e.g., enthusiasm, inspiration, and a strong psychological identification with one's work), and absorption (e.g., being fully concentrated and happily engrossed in one's work).

Leadership Impact on Organizational Performance

Other aspects of the indirect impact of leadership on organizational performance have been studied. Hamstra, Van Yperen, Wisse, and Sassenberg (2014) proposed that leadership styles may be related to employees' achievement goals. Employees' achievement goals are standards of competence toward which individual employees aim, and which regulate

employees' achievement activity. This research showed that transformational leadership was positively related to employees' endorsement of mastery goals, while transactional leadership was positively related to employees' endorsement of performance goals. Another study (Noruzi, Dalfard, Azharai, Nazari-Shirkouhi, & Rezazadeh, 2013) examined the relationship between transformational leadership and organizational learning, knowledge management, organizational innovation, and organizational performance. The findings indicate that transformational leadership directly influenced organizational learning and knowledge management, which in turn directly influenced organizational innovation and organizational performance.

Leadership and Innovation

Innovation, which refers to the creation or adoption of an idea or behavior, has been recognized as a key to an organization's competitive success (Noruzi et al., 2013). The goal of innovation is to create organizational value by developing worthwhile ideas, which for most organizations is difficult to achieve due to the lack of systematic innovative thinking. Alberto, Victor, and Eulogio (2007) showed that leadership style and organizational learning had a positive influence on organizational innovation. Liao, Fei, and Liu (2008) found that organizational learning directly influenced innovation, and transformational leadership had a direct and positive influence on organizational learning and an indirect influence on organizational innovation.

Innovation is often associated with organizational change. Boga and Ensari (2009) examined the relationship between organizational change, transformational leadership, and the perception of organizational success. Boga and Ensari found that an organization undergoing many organizational changes is perceived as more successful when managed by a transformational leader. This study showed that transformational leadership predicts the

perception of organizational success better under the condition of high organizational change rather than low organizational change. This finding may indicate that transactional leadership, which has been shown effective in crisis situations, may be more successful than transformational leadership in low organizational change situations.

As all of these studies indicate, there is a possible relationship between a particular leadership style and performance; although the exactness of such a relationship is more likely to be indirect than direct, dependent on the nature of the situation at the time. The relationship may have either a positive or negative impact. This lack of clarity is supported by Wilkinson and Kemmis (2015) who suggest the need for a practice theory of leadership. Carroll, Levy, and Richmond (2008) suggest that leadership has more power as a discourse and identity, rather than as a specific set of practices within an organization. From a training perspective, there needs to be a model of leadership that creates a common understanding of what it means to be an effective leader, the personal commitments required, and the actions needed to improve employee engagement to maintain an organization's competitive edge (Armstrong Welch, 2013).

Table 6 presents a comparison of the potential impact, direct and indirect, of transformational, transactional and laissez-faire leadership styles on organizational culture, organizational innovation, and organizational performance.

Table 6

Leadership Styles and Potential Impact on Organizational Culture, Innovation, and Performance

Transformational Leadership	Transactional Leadership	Laissez-Faire Leadership
<p>Organizational Culture</p> <ul style="list-style-type: none"> Contributes to a favorable work environment, with fewer management problems, and tends to increase employees' commitment for the organization 	<p>Organizational Culture</p> <ul style="list-style-type: none"> Contributes to a favorable work environment, with fewer management problems, and does not inherently increase employees' commitment for the organization 	<p>Organizational Performance</p> <ul style="list-style-type: none"> Often does not contribute to a favorable work environment, may create management problems by avoidance, and does not increase employees' commitment
<p>Organizational Innovation</p> <ul style="list-style-type: none"> Provides a safe environment that encourages workers to take risks, and has a direct and positive influence on organizational learning and knowledge management 	<p>Organizational Innovation</p> <ul style="list-style-type: none"> May have a stifling effect on employee creativity, and only has an impact on organizational learning and knowledge if it is essential for employees' rewards 	<p>Organizational Innovation</p> <ul style="list-style-type: none"> Has no direct impact on organization learning or knowledge, and innovation is dependent on the employees' own creativity
<p>Organizational Performance</p> <ul style="list-style-type: none"> Works best in middle-ground situations, and is positively related to work engagement, experienced meaningfulness of work, and experienced responsibility for work 	<p>Organizational Performance</p> <ul style="list-style-type: none"> Works best in good leader-follower relationships and poor leader-follower relationships, and is effective in crisis situations and when organization is not highly involved in change 	<p>Organizational Performance</p> <ul style="list-style-type: none"> May only work well when employees are knowledgeable and have the skills to perform the tasks at hand

The need for greater clarity of leadership styles and potential impact on organizational performance exists now more than ever with respect to public vocational rehabilitation organizations. As previously detailed, the continued high unemployment for individuals with disabilities following the passage of the *Americans with Disabilities Act* (1990), the decreased performance of state vocational rehabilitation agencies over the past decade, and the new emphasis on performance of state vocational rehabilitation agencies due to the *Workforce Innovation and Opportunity Act* (2014), require that attention be given to leadership styles within public vocational rehabilitation agencies.

Summary

For more than a century, the United States government has increased its responsibility to help individuals with disabilities, and in particular to support the employment of individuals with disabilities. The increase in the government's support for the rehabilitation and employment of individuals with disabilities has been primarily driven by federal legislation. The intent of each law passed was to address some specific concern of individuals with disabilities, or some specific disability group; however, collectively all of the laws have been passed to increase the employment outcomes of individuals with disabilities.

The Pre-World War II legislation, including the *Federal Employees Compensation Act*, the *Smith Hughes Act*, the *Soldiers Rehabilitation Act*, the *Smith Fess Act*, the *Federal Social Security Act*, and the *Randolph-Shepard Act* became the foundation for the public vocational rehabilitation system in the United States. The legislation that continued after World War II, including the *1973 Rehabilitation Act*, the *Americans with Disabilities Act (as amended)*, and most recently the *Workforce Innovation and Opportunity Act (2014)*, were more expansive in both scope and funding to further support the employment of individuals with disabilities.

Contrary to the significant increase of government support for employment outcomes for individuals with disabilities, the labor participation rate for individuals with disabilities in the United States has not significantly increased. According to multiple sources, including the U.S. Senate's Health, Education, Labor and Pensions Committee, the Harris Poll, and the National Organization on Disability, the labor participation rate of individuals with disabilities is the same as it was before the passage of the *Americans with Disabilities Act* in 1990. Likewise, according to the U.S. Department of Education, Rehabilitation Services Administration, there has not been a significant increase in the number of individuals with disabilities served and employed through the public vocational rehabilitation system. This lack of significant improvement in the employment outcomes for individuals with disabilities was part of the impetus for the most recent federal legislation, the *Workforce Innovation and Opportunity Act (2014)* that mandates greater accountability in public vocational rehabilitation by linking funding to performance.

There are many factors that may contribute to the current performance of vocational rehabilitation and the lack of a significant increase in employment outcomes for individuals with disabilities. Some of these factors include the most recent economic downturn (2006-2010), a focus on serving individuals with the most significant disabilities, and misperceptions of employers about hiring individuals with disabilities. However, recent studies, such as Sherman et al. (2014), indicate that there may be other factors that contribute to performance in vocational rehabilitation, such as organizational culture, innovation, training, and leadership.

The concept of leadership has also evolved over the past century, including a variety of theories and models of leadership. More recent research has focused on three categories of leadership styles: (a) *transformational leadership*, based on creating a vision to inspire the performance of followers; (b) *transactional leadership*, based on the use of rewards and

consequences for good or bad performance; and (c) *lasses-faire leadership*, based on intentional absence of guidance or direction. Each of these leadership styles has distinct characteristics and leader behaviors as previously identified in Table 4. Similarly, each of these leadership styles has distinct consequences, both positive and negative, as previously identified in Table 5.

Although there has been much research about leadership, there has been little research on leadership within public vocational rehabilitation organizations. Additionally, there is limited research on the relationship between leadership style and an individual's demographic background and related experience within public vocational rehabilitation organizations. This paper examined three different leadership styles: (a) *transformational leadership*, (b) *transactional leadership*, and (c) *laissez-faire leadership* among the highest level executive directors of state vocational rehabilitation agencies, and any possible relationship between leadership styles and individual demographic background and professional experience.

As the demand for improved performance within vocational rehabilitation agencies continues to increase, as measured by the employment outcomes of individuals with disabilities, so too will the need to examine all factors that may contribute to organizational effectiveness and efficiency. Past research indicates leadership style does appear to impact organizational performance, either positively or negatively. It is proposed that an analysis of current leadership styles within vocational rehabilitation agencies, and the potential impact on employment outcomes of individuals with disabilities, would add valuable data regarding the vocational rehabilitation agencies' performance relative to the job placement of those individuals with disabilities served in meaningful employment.

CHAPTER 3. METHODOLOGY

Introduction

The focus of this study was to investigate the style of leadership, (a) transformational leadership, (b) transactional leadership, and/or (c) laissez-faire leadership, of the highest level executive directors of all state vocational rehabilitation agencies in the United States and territories based on participant scores on the MLQ. The independent variables were the composite scores on the MLQ for the three leadership styles. Eight demographic variables were (a) gender, (b) age group, (c) marital status, (d) race, (e) highest level of education, (f) years in vocational rehabilitation, (g) years in management, and (h) years in current role. Chapter one presented a theoretical framework for the study, statement of the research problem, research questions and hypotheses, significance of the study, and assumptions and limitations of the study. Chapter two presented a review of the literature and research related to vocational rehabilitation, leadership, and employment status for individuals with disabilities in the United States. This chapter discusses the methods and procedures used to conduct the study. It includes information regarding the study design, study participants, the data collection instruments and the procedures followed to collect the study data. The chapter concludes with the statistical procedures used for the data analysis.

Design of the Study

This was a survey research study to explore specific leadership styles and behaviors of the highest level executive directors of state rehabilitation agencies. The study design included

analyses of self-reported responses to two survey forms, a leadership questionnaire, the Multifactor Leadership Questionnaire (MLQ) by Bass and Avolio (1995), and a demographic questionnaire developed by the researcher. The following research questions were developed for this study:

1. What are the demographic attributes, such as gender, race, level of education, and years of service in a state vocational rehabilitation agency of the highest level executive directors of state vocational rehabilitation agencies?
2. To what extent do leadership scale scores on the Multifactor Leadership Questionnaire (MLQ), (a) transformational leadership, (b) transactional leadership, and/or (c) laissez-faire leadership, predict an overall leadership score on the Multifactor Leadership Questionnaire (MLQ) of the highest level executive directors of state vocational rehabilitation agencies?
3. To what extent do leadership scale scores on the Multifactor Leadership Questionnaire (MLQ), (a) transformational leadership, (b) transactional leadership, and/or (c) laissez-faire leadership, predict outcome scale scores on the Multifactor Leadership Questionnaire (MLQ), (a) extra effort, (b) effectiveness, and/or (c) satisfaction of the highest level executive directors of state vocational rehabilitation agencies?

In addition, the following hypotheses were tested in this study:

- H₀1. Leadership scale scores on the Multifactor Leadership Questionnaire (MLQ), (a) transformational leadership, (b) transactional leadership, and/or (c) laissez-faire leadership, are not statistically significant predictors of an overall leadership score on the

Multifactor Leadership Questionnaire (MLQ) of the highest level executive directors of state vocational rehabilitation agencies.

H₀2. Leadership scale scores on the Multifactor Leadership Questionnaire (MLQ), (a) transformational leadership, (b) transactional leadership, and/or (c) laissez-faire leadership, are not statistically significant predictors of outcome scale scores on the Multifactor Leadership Questionnaire (MLQ), (a) extra effort, (b) effectiveness, and/or (c) satisfaction of the highest level executive directors of state vocational rehabilitation agencies.

Participants

The participants for this study included the entire population of the highest level executive directors of state vocational rehabilitation agencies. There is typically a state vocational rehabilitation agency in each state in the United States, as well as in each United States territory. Such vocational rehabilitation agencies are considered part of the state government system within each state, and depending on the state, are organized in different ways. In some states, the state vocational rehabilitation agency is organized as part of a much larger state agency, such as the state department of human services or state department of labor as an example. In some states, the state vocational rehabilitation agency is organized as a separate agency to its own. Likewise, each state decides on how the state vocational rehabilitation agency will be structured, either as a “general state vocational rehabilitation agency,” a “blind state vocational rehabilitation agency,” or a “combined state vocational rehabilitation agency.” Some states have a single state vocational rehabilitation agency, which is considered a “combined state vocational rehabilitation agency”, while other states have both a “general state vocational rehabilitation agency” and a “blind state vocational rehabilitation

agency.” Regardless of the type of structure or how the state vocational rehabilitation agency is organized within each state, each state vocational rehabilitation agency is primarily funded through the Rehabilitation Services Administration (RSA) under the United States Department of Education in accordance with the Rehabilitation Act of 1973. In addition, each state vocational rehabilitation agency is mandated to provide vocational rehabilitation services to individuals with disabilities in the general public to assist those individuals obtain meaningful employment.

The highest level executive director of each state vocational rehabilitation agency is the individual who has the most administrative authority over the state vocational rehabilitation agency. The individuals who are in the role of the highest level executive director of the state vocational rehabilitation agency are often selected for this role by an “appointment” into the role from a higher state government authority, such as the state governor or a state board of commissioners. There are currently no standardized job criteria for individuals selected into this role, and the criteria and process of selection varies from state to state. Likewise, the job titles for this role also differ from state to state. The most common job titles for the highest level executive director of state vocational rehabilitation agencies are: commissioner, executive director, state director, assistant commissioner/division director, deputy commissioner, and/or vocational rehabilitation director. The job responsibilities for this position are primarily to provide general administrative oversight and management of the agency, to provide direction for the agency to achieve its state plan, to exercise authority and determine how the agency’s financial resources will be obligated, and to serve as the primary point of responsibility for the agency’s day-to-day operation.

For this study, the participants were identified through the Council of State Administrators in Vocational Rehabilitation (CSAVR) membership and state vocational

rehabilitation agencies. Participants were identified by CSAVR as the highest level executive director of the vocational rehabilitation agencies within each state. Specifically, the study population included the highest level executive directors of state vocational rehabilitation agencies, who were active members listed by the Council of State Administrators in Vocational Rehabilitation (CSAVR). Executive directors of state vocational rehabilitation agencies were identified by specific position titles, such as commissioner, assistant commissioner, deputy commissioner, executive director, state director, and/or vocational rehabilitation director. The highest level executive directors of the state vocational rehabilitation agencies were funded through the Rehabilitation Services Administration (RSA) at the time of the study, including all combined agencies, general agencies, and blind agencies.

Instrumentation

This study used the following two paper and pencil survey instruments:

1. *Multifactor Leadership Questionnaire (MLQ) Form 5X, Leader Rater Form, 3rd Edition*, Avolio and Bass (2004); and
2. *Demographic Questionnaire*, which was developed for this study by the researcher.

Both the *Multifactor Leadership Questionnaire (MLQ)* and the *Demographic Questionnaire* were self-administered by the study participants. The *MLQ* was used to identify whether participants possessed more or less of the attributes of a particular leadership style, (a) transformational leadership, (b) transactional leadership and/or (c) laissez-faire leadership of the study participants. The Multifactor Leadership Questionnaire (*MLQ*) is an instrument used to identify leadership styles. For this study, the *MLQ* was obtained and its use licensed through Mind Garden, the host company (Copyright 1995, 2000, 2004 by Bernard Bass and Bruce Avolio. All rights reserved. Published by Mindgarden, Inc., www.mindgarden.com). The

Demographic Questionnaire was used to obtain demographic information about participants, including specific leadership experience within a state vocational rehabilitation agency setting.

The MLQ identifies three different leadership styles: (a) transformational leadership, (b) transactional leadership and/or (c) laissez-faire leadership. The MLQ has evolved over the last 25 years based on numerous investigations of leaders in public and private organizations, from CEOs of major corporations to non-supervisory project leaders. These major leadership constructs—transformational leadership, transactional leadership, and laissez-faire leadership—form a new paradigm for understanding both the lower and higher order effects of leadership style. This paradigm builds on earlier leadership paradigms—such as those of autocratic versus democratic leadership, directive versus participative leadership, and task-versus relationship oriented leadership—which have dominated selection, training, development, and research in this field for the past half century (Bass & Avolio, 2004). The MLQ was developed to expand the dimensions of leadership measured by previous leadership surveys and to provide feedback that can be used for individual, team, and organizational development.

The MLQ assesses perceptions of leadership behaviors that represent avoidance of responsibility and action, which is called Laissez Faire leadership; and at the most effective end of the range, the MLQ assesses perceptions of leadership behaviors that generate the higher order developed and performance effects, which is called transformational leadership. The range of ineffective and effective leadership behaviors in the MLQ is typically much broader than other leadership surveys commonly in use. Therefore, the MLQ is more suitable for administration at all levels of organizations and across different types of production, service, and military organizations (Bass, 1998).

The current questionnaire, MLQ (5X short), contains 45 items that identify and measure key leadership and effectiveness behaviors shown in prior research to be strongly linked with both individual and organizational success. Each of the nine leadership components along a full range of leadership styles is measured by four highly inter-correlated items that are as low in correlation as possible with items of the other eight components. The MLQ contains 36 leadership items with four items per scale, plus nine outcome items. Few leadership instruments include both leadership and outcome items. The inclusion of both allows for a comparison of leadership with performance outcomes in the same instrument. The MLQ items are rated on a frequency scale, and that a lower score on intellectual stimulation, for example, means exhibiting less of this style.

A five point scale for rating the frequency of leader behaviors is used and bears a magnitude estimation based ratio of 4:3:2:1:0, according to a tested list of anchors provided by Bass, Cascio, and O'Connor (1974). The anchors used to evaluate the MLQ factors are presented as follows: Rating Scale for Leadership Items 0 = Not at all, 1 = Once in a while, 2 = Sometimes, 3 = Fairly often, 4 = Frequently, if not always.

The initial conceptualization of the transactional and transformational leadership model presented by Bass (1985) included six leadership factors (Charisma/Inspirational, Intellectual Stimulation, Individualized Consideration, Contingent Reward, Management-by-Exception, and Laissez-Faire). The six-factors and their operational definitions are provided below.

1. **Charisma/Inspirational** – Provides followers with a clear sense of purpose that is energizing; a role model for ethical conduct which builds identification with the leader and his/her articulated vision.

2. **Intellectual Stimulation** – Gets followers to question the tried and true ways of solving problems; encourages them to question the methods they use to improve upon them.
3. **Individualized Consideration** – Focuses on understanding the needs of each follower and works continuously to get them to develop to their full potential.
4. **Contingent Reward** – Clarifies what is expected from followers and what they will receive if they meet expected levels of performance.
5. **Management-by-Exception** – Focuses on monitoring task execution for any problems that might arise and correcting those problems to maintain current performance levels.
6. **Laissez-Faire** – Tends to react only after problems have become serious to take corrective action and may avoid making any decisions at all.

However, a great deal of revision in the MLQ has occurred since 1985. Since the original 6-factor model was proposed by Bass (1985), several additional factors have been listed through subsequent research using revised versions of the MLQ (Bass & Avolio, 1993, 1994). One of these factors provides for attributions regarding the leader's transformational style, and is based on distinguishing between idealized charismatic behaviors and attributions. Management-by-Exception is divided into Management-by-Exception: Active (MBEA) and Management-by-Exception: Passive (MBEP). Thus, nine factor scores were obtained for MLQ Form 5X. Table 7 shows the nine factor scales for leadership styles and the three outcomes of leadership scales for the MLQ.

Table 7

Multifactor Leadership Questionnaire (MLQ) Leadership and Outcome Scales

Scales	Abbrev	Items
Transformational Leadership		
▪ Idealized Attributes/Idealized Influence	IA/II(A)	10,18,21,25
▪ Idealized Behaviors/Idealized Influence	IB/II(B)	6,14,23,34
▪ Inspirational Motivation	IM	9,13,26,36
▪ Intellectual Stimulation	IS	2,8,30,32
▪ Individual Consideration	IC	15,19,29,31
Transactional Leadership		
▪ Contingent Reward	CR	1,11,16,35
▪ Management-by-Exception (Active)	MBEA	4,22,24,27
Laissez-Faire Leadership		
▪ Management-by-Exception (Passive)	MBEP	3,12,17,20
▪ Laissez-Faire	LF	5,7,28,33
Outcomes of Leadership		
▪ Extra Effort	EE	39,42,44
▪ Effectiveness	EFF	37,40,43,45
▪ Satisfaction	SAT	38,41

The current MLQ represents an attempt to define more precisely the constructs associated with leadership style and behaviors that constitute what Avolio and Bass (1991) have labeled a “full range” of leadership. This “full range” includes leadership dimensions which are highly transformational at one end to those which are highly avoidant at the other end. MLQ scores can

help to account for the varying impact that different types of leaders have on their associates, teams, and organizations. The extent and the pattern of leadership of business and industrial managers, military officers, school principals, religious ministers, government administrators, sports coaches, and others whose degree and style of leadership affects associates' satisfaction, team effectiveness, and organizational success (Bass & Avolio, 1993a).

For the last 25 years, the MLQ has been the principal means to reliably differentiate highly effective from ineffective leaders in research in military, government, educational, manufacturing, high technology, church, correctional, hospital, and volunteer organizations (Bass & Avolio, 1993a, 1999, 2004; Berson, 1999). The MLQ has been used with a wide variety of rater and ratee groups.

The collection of more people who have completed the MLQ includes all managerial levels of Fortune 500 and 1,000 firms; a variety of government and other not-for-profit agencies; and smaller firms in manufacturing, service, and high-technology industries throughout the United States, as well as in many other countries around the globe. Both men and women have completed the MLQ for their male and female leaders (Bass & Avolio, 1995; Bass, Avolio, & Atwater, 1996). Raters have varied in age across the entire working life-span and have differed widely in educational backgrounds from less than a high school degree to a doctorate (Bass & Avolio, 1994).

The factor structure of MLQ (5X) has been validated by both the discriminatory and confirmatory factor analysis. The first major validation study of the new MLQ 5X survey included 3,786 respondents, who each evaluated his or her respective leader. Both external validation and construct validation have been demonstrated for the current version of the MLQ.

The MLQ 5X normative database includes descriptive statistics and reliabilities for all items in each scale, with scale scores based on ratings by others evaluating a target leader from 2,154 respondents. Reliabilities for the total items and for each leadership factor scale ranged from .74 to .94, tested with both Cronbach's Alpha and Test-Retest. All of the scales' reliabilities were generally high, exceeding standard cut-offs for internal consistency recommended in the literature. The reliabilities within each data set generally indicated that the MLQ 5X was reliably measuring each of the leadership factors across the initial data sets. The reliabilities presented here for each scale was consistent with earlier results reported for the MLQ (Bass & Avolio, 1990). Estimates of internal consistency were above .70 for all scales except for active management-by-exception.

As with any leadership survey, there will always be some limitations that have been well-documented in the leadership literature. Cognizant of these limitations, Bass and Avolio (2004) have set out over twenty years to provide the very best validation evidence for the MLQ and now in its most recent form 5X. There has been a tremendous amount of consistency with the MLQ across raters, regions and cultures in support for the nine factor full range model.

The *Demographic Questionnaire* was designed to identify specific demographic background information, as well as years of service and leadership experience within vocational rehabilitation about each study participant. The *Demographic Questionnaire* is a researcher-designed form that asks the participant to select by placing a check mark opposite the appropriate choice for the response that best describes him/her for each of eight items. The items asked the participant to select the most appropriate response for each of the following: (a) gender, (b) age group, (c) marital status, (d) race, (e) highest level of education, (f) years of service in vocational rehabilitation, (g) years of service in management, and (h) years of service in current role.

Procedures

The following procedures were used in this study:

1. The researcher requested and received a formal endorsement from Council of State Administrators in Vocational Rehabilitation's (CSAVR) Research Committee for this study in accordance with CSAVR's research protocol, including a request for formal support from CSAVR to survey its current membership of the highest level of executive directors of state vocational rehabilitation agencies to recruit study participants;
2. The researcher received approval for this study from the Auburn University IRB;
3. The Council of State Administrators in Vocational Rehabilitation (CSAVR) notified the highest level executive directors of CSAVR-member state vocational rehabilitation agencies through an internal newsletter about the study and encouraged participation.
4. The researcher prepared a study packet for each of the highest-level executive directors from the list of the CSAVR-member state vocational rehabilitation agencies and highest-level executive director within each agency.
5. Each study packet included the following:
 - a) IRB approved and stamped information letter from the researcher that outlined the purpose of the study, explained the survey instruments, instructions, the requested survey response timeline, informed consent, and an assurance of confidentiality and anonymity.
 - b) Multifactor Leadership Questionnaire (MLQ) Form 5X Leader Rater Form
 - c) Demographic Questionnaire; and

- d) Stamped, self-addressed return envelope (both the return label and mail to label were addressed to the researcher at Auburn University).

Data Collection

The following steps were used to collect the data for this study:

1. The researcher used the U.S. Postal Service to mail a personalized study packet to each of the highest-level executive directors from the list of the CSAVR-member state vocational rehabilitation agencies and the highest-level executive director within each agency.
2. The Council of State Administrators in Vocational Rehabilitation (CSAVR) conducted a follow up reminder to the highest-level executive directors of CSAVR-member state vocational rehabilitation agencies through an internal newsletter to encourage participation approximately two weeks after participants received the initial CSAVR newsletter about the study.
3. The researcher mailed a follow-up postcard to each of the highest-level executive directors from the list of the CSAVR-member state vocational rehabilitation agencies and the highest-level executive director within each agency two weeks after the initial mailing of the study packets as a reminder and to encourage participation.
4. The Council of State Administrators in Vocational Rehabilitation (CSAVR) conducted a follow up reminder to the highest-level executive directors of CSAVR-member state vocational rehabilitation agencies through an internal newsletter to encourage participation approximately four weeks after participants received the initial CSAVR newsletter about the study.

5. The Council of State Administrators in Vocational Rehabilitation (CSAVR) also forwarded a researcher-written email as a follow up reminder to the highest-level executive directors of CSAVR-member state vocational rehabilitation agencies to encourage participation approximately four weeks after participants received the initial CSAVR newsletter about the study.
6. The researcher used the U.S. Postal Service to mail a second personalized study packet, identical to the first study packet, to each of the highest-level executive directors from the list of the CSAVR-member state vocational rehabilitation agencies and the highest-level executive director within each agency to encourage participation.
7. As the surveys were returned from each participant to the researcher's office at Auburn University, the completed Multifactor Leadership Questionnaire (*MLQ*) and the Demographic Questionnaire were coded with matching numbers to ensure the data from both surveys were appropriately entered for each participant.
8. Following the first round of the study packets being mailed to the participants, the researcher received 16 completed sets of surveys. Following the second round of the postcard reminder being mailed to the participants, the researcher received 18 completed sets of surveys. Following the third round of the second study packets being mailed to the participants, the researcher received 10 completed sets of surveys. The total study response consisted of 44 completed sets of surveys returned by the participants to the researcher, which is 56% of the total study population.

9. The researcher entered the raw data from both the MLQ and the Demographic Questionnaire into SPSS data frame for an IBM SPSS vs. 24 (IBM Corp, Released 2016).

Data Analysis

Data analysis procedures were completed using SPSS software, version 24.0; and the procedures used for this study were as follows. Descriptive statistics were calculated to ascertain the frequency and percent for the demographic variables. Three bivariate linear regression equations were constructed to test H₀1: a, b, and c. Multiple linear regression procedures were used to examine the contribution of each of the leadership styles to the overall MLQ score. Pearson Product Moment Correlation procedures were used to test the extent of the relationship among the scale scores of the MLQ.

Summary

This chapter presented an overview of the methodology used for this study. It included the study design and a restatement of the research questions and hypotheses tested. This chapter presented a detailed description of the study population, including how state vocational rehabilitation agencies are identified and organized within states, as well as how individuals in the position of the highest-level executive directors within the agencies are selected and the general job responsibilities for such positions. It also presented information about the instruments used in the study, including detail about the validity and reliability of the Multifactor Leadership Questionnaire (MLQ). Finally, this chapter described in detail the procedures followed throughout the study by the researcher, and how the data was collected and analyzed.

CHAPTER 4. RESULTS

Introduction

Chapter one presented introductory information regarding the employment of individuals with disabilities and the role of public vocational rehabilitation, as well as the statement of the problem, purpose and significance of the study, the assumptions and limitations of the study, research questions and statement of hypotheses, and a definition of terms. Chapter two presented a review of the research regarding leadership, current leadership theories, and the potential impact of leadership on organizations. Chapter three discussed the study design, the study population, the instruments used in the study, the study procedures, and how the study data was collected and analyzed. This chapter presents the results of the data analyses.

The current study examined leadership styles of the highest level executive directors of state vocational rehabilitation agencies. Primary leadership styles, outcome behaviors, and demographic background were assessed using two survey instruments: the Multifactor Leadership Questionnaire (MLQ) by Bass and Avolio (1995) and a Demographic Questionnaire developed by the researcher (See Appendix 1 and Appendix 2). The following research questions guided the study.

1. What are the demographic attributes, such as gender, race, level of education, and years of service in a state vocational rehabilitation agency of the highest level executive directors of state vocational rehabilitation agencies?

2. To what extent do leadership scale scores on the Multifactor Leadership Questionnaire (MLQ), (a) transformational leadership, (b) transactional leadership, and (c) laissez-faire leadership predict an overall leadership score on the Multifactor Leadership Questionnaire (MLQ) of the highest level executive directors of state vocational rehabilitation agencies?
3. To what extent do leadership scale scores on the Multifactor Leadership Questionnaire (MLQ) for (a) transformational leadership, (b) transactional leadership, and (c) laissez-faire leadership predict outcome scale scores on the MLQ for (a) extra effort, (b) effectiveness, and (c) satisfaction of the highest level executive directors of state vocational rehabilitation agencies?

Results

The results of this study are reported for each research question. The first research question was: *What are the demographic attributes, such as gender, race, level of education, and years of service in a state vocational rehabilitation agency of the highest level executive directors of state vocational rehabilitation agencies?*

This research question sought demographic information of the participants. Of the forty-four respondents, one respondent was excluded due to incomplete survey forms. Of the forty-three respondents included in the analysis, more than one-half were female (65.1%), and slightly over one-third were male (34.9%). The most common age group was 51- 60 years old (n=16, 37.2%). Thirteen individuals (30.2%) ranged from 41-50 years old; twelve individuals (27.9%) were 61 years old; and only two individuals (4.7%) were 40 years old or younger. For marital status, thirteen individuals (86.0%) were married; three individuals (7.0%) were divorced; two individuals were single (4.7%); and only one individual was widowed (2.3%). With respect to

race, the majority of the respondents were White/Caucasian (n=34, 81.0%); followed by black/African American (n=5, 11.9%); other (n=2, 4.8%); and Native Hawaiian/Pacific Islander (n=1, 2.3%). The highest level of education for more than three-fourths of the respondents was graduate school with a Master's Degree (n=31, 75.6%). Six individuals (14.6%) had a college Bachelor's Degree; two individuals (4.7%) had a graduate school Doctorate; and two individuals (4.7%) had a high school diploma. These demographic characteristics of the highest level executive directors of state vocational rehabilitation agencies are presented below in Table 8.

Table 8

Characteristics of Highest Level Executive Directors of State Vocational Rehabilitation Agencies

Demographic Variables	Frequency	Percent
Gender		
Male	15	34.9
Female	28	65.1
Age Group		
31-40 Years Old	2	4.7
41-50 Years Old	13	30.2
51-60 Years Old	16	37.2
61+ Years Old	12	27.9
Marital Status		
Single	2	4.7
Married	37	86.0
Widowed	1	2.3
Divorced	3	7.0

(table continues)

Table 8 (continued)

Demographic Variables	Frequency	Percent
Race		
Black/African American	5	11.9
Native Hawaiian/Pacific Islander	1	2.4
White/Caucasian	34	81.0
Other	2	4.8
Highest Level of Education		
High School	2	4.9
College (Bachelor's Degree)	6	14.6
Graduate School (Master's Degree)	31	75.6
Graduate School (Doctorate)	2	4.9

Just over one-third of the respondents (n=15, 34.1%) had 21–30 years of work experience in vocational rehabilitation, and the others' work experience in vocational rehabilitation was fairly equally distributed with seven individuals (16.3%) having 31 years or more of experience; six individuals (14.0%) having 1–3 years of experience; five individuals (11.6%) having 4–6 years of experience; four individuals (9.3%) having 7–10 years of experience; four individuals (9.3%) having 11–15 years of experience; one individual (2.3%) having 16–20 years of experience; and one individual (2.3%) having less than 1 year of experience in vocational rehabilitation.

With respect to years in management and years in their current role as the highest level executive director of a state vocational rehabilitation agency, the majority of respondents (81.3%) had more than 10 years of management experience, but the majority of respondents (86.0%) had 10 years or less of experience in their current role. Specifically, nine individuals (20.9%) had 31 years or more of management experience; nine individuals (20.9%) had 21–30

years of management experience; eight individuals (18.6%) had 16–20 years of management experience; nine individuals (20.9%) had 11–15 years of management experience; four individuals (9.3%) had 7–10 years of management experience; 3 individuals (7.0%) had 4–6 years of management experience; and only one individual (2.3%) had less than 1 year of management experience. Conversely, seven individuals (16.3%) had 1 year or less in their current role as the highest level executive director of a state vocational rehabilitation agency; twelve individuals (27.9%) had 1–3 years in their current role; nine individuals (20.9%) had 4–6 years in their current role; nine individuals (20.9%) had 7–10 years in their current role; one individual (2.3%) had 11–15 years in their current role; two individuals (4.7%) had 16–20 years in their current role; three individuals (7.0%) had 21–30 years in their current role; and no individual had 31 years or more in their current role. The information about years of experience in vocational rehabilitation, years of management experience, and years in current role is presented in Table 9.

Table 9

Experience of Highest Level Executive Directors of State Vocational Rehabilitation Agencies

Demographic Variables	Frequency	Percent
Years in Vocational Rehabilitation		
Less than 1 Year	1	2.3
1-3 Years	6	14.0
4-6 Years	5	11.6
7-10 Years	4	9.3
11-15 Years	4	9.3
16-20 Years	1	2.3
21-30 Years	15	34.9
31+ Years	7	16.3
Years in Management		
Less than 1 Year	1	2.3
1-3 Years	3	7.0
4-6 Years	4	9.3
7-10 Years	9	20.9
11-15 Years	8	18.6
16-20 Years	9	20.9
21-30 Years	9	20.9
31+ Years	0	0.0
Years in Current Role		
Less than 1 Year	7	16.3
1-3 Years	12	27.9
4-6 Years	9	20.9
7-10 Years	9	20.9
11-15 Years	1	2.3
16-20 Years	2	4.7
21-30 Years	3	7.0
31+ Years	0	0.0

The second research question was: *To what extent do leadership scale scores on the Multifactor Leadership Questionnaire (MLQ), (a) transformational leadership, (b) transactional leadership, and (c) laissez-faire leadership predict an overall leadership score on the Multifactor Leadership Questionnaire (MLQ) of the highest level executive directors of state*

vocational rehabilitation agencies? This research question was the basis for the first null hypothesis, which was the following: H₀₁. Leadership scale scores on the Multifactor Leadership Questionnaire (MLQ) for (a) transformational leadership, (b) transactional leadership, and (c) laissez-faire leadership are not statistically significant predictors of an overall leadership score on the MLQ of the highest level executive directors of state vocational rehabilitation agencies.

This hypothesis was tested by multiple regression analyses. The first multiple regression analysis was conducted to evaluate how well the transformational leadership scale scores predicted the overall MLQ score. The regression equation used all five transformational leadership scale scores as predictors and the overall MLQ score as the criterion. The five transformational leadership scales measured attributes, behaviors, inspirational motivation, intellectual stimulation, and individual consideration. The linear combination of the transformational leadership scale scores was statistically significant, $F(5, 32) = 14.87, p = .000$, suggesting a statistically significant model to predict an overall MLQ score from the combination of transformational leadership measures. The multiple correlation coefficient was .84, indicating that approximately 70% of the variance in the overall MLQ score can be accounted for by the linear combination of the transformational leadership measures. Two of the standardized Beta coefficients were statistically significant: attributes and intellectual stimulation at the .006 and .070 alpha levels respectively. These findings suggest that attributes have a greater influence on the overall MLQ score than any of the other predictors. While intellectual stimulation is an important predictor ($p < .10$), it does not predict as strongly as attributes. Correlation coefficients ranged from .76 to .36. All predictors were strongly correlated with the criterion at an alpha level of .01 except for individual consideration which was statistically

significant at the .05 level. Table 10 shows the relative strength of the individual predictors, and Table 11 shows the minimum and maximum scores, mean scores, and standard deviations.

Table 10

Bivariate Correlations of Transformational Leadership Predictors with MLQ score (N=43)

Predictors	Correlation between Each Predictor and MLQ Index
IA or IIA (Attributes)	.70**
IB or IIB (Behaviors)	.76**
IM (Inspirational Motivation)	.65**
IS (Intellectual Stimulation)	.55**
IC (Individual Consideration)	.36*

*p<.10, ** P<.05 (2-tailed)

Note: N = 43 except for IA or IIA where N =38.

Table 11

Minimum and Maximum Scores, Mean Scores, and Standard Deviations of Transformational Leadership Predictors

	Descriptive Statistics				
	N	Minimum	Maximum	Mean	Std Deviation
TransF Idealized Attributes	38	1.75	4.00	3.0724	.54806
TransF Idealized Behaviors	43	2.50	4.00	3.5116	.35754
TransF Inspirational Motivation	43	2.00	4.00	3.4709	.50653
TransF Intellectual Stimulation	43	2.50	4.00	3.3895	.40935
TransF Individual Consideration	43	2.75	4.00	3.4070	.37010
Valid N (listwise)	38				

A second multiple regression analysis was conducted to evaluate how well the transactional leadership scale scores predicted the overall MLQ score. The regression equation used the two leadership scale scores as predictors and the overall MLQ score as the criterion. The two scales measured contingent reward and management-by-exception (active). The linear combination of the transactional leadership scores was statistically significant, $F(2, 34) = 25.92$, $p = .000$, suggesting a statistically significant model to predict overall MLQ scores from the combination of the two transactional leadership measures. The multiple correlation coefficient was .78, indicating that approximately 60 % of the variance in the overall MLQ score can be accounted for by the linear combination of the transactional leadership measures.

Both of the standardized Beta coefficients were statistically significant: contingent reward and management-by-exception at the .00 and .01 alpha levels respectively. These findings suggest that the overall MLQ score is influenced by contingent rewards and management-by-exception (active). Correlation coefficients between the overall MLQ score and contingent reward and the overall MLQ score and management-by-exception (active) were .715 and .408 respectively. Both predictors were strongly correlated with the criterion at an alpha level of .01. Table 12 displays the indices to show the relative strength of the individual predictors.

Table 12

Bivariate Correlations of Transactional Leadership Predictors with MLQ score

Predictors	Correlation between Each Predictor and MLQ Index
Contingent Reward (n = 38)	.73*
Management-by-exception (Active) (n = 41)	.41*

*Correlation is significant at the .01 level (2-tailed)

Table 13 shows the minimum and maximum scores, mean scores, and standard deviations.

Table 13

Minimum and Maximum Scores, Mean Scores, and Standard Deviations of Transactional Leadership Predictors

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std Deviation
TransF Contingent Reward	38	2.00	4.00	3.2039	.47168
TransF Management-by-exception (Active)	41	.00	3.50	1.7256	.75375
Valid N (listwise)	37				

Finally, a multiple regression analysis was conducted to evaluate how well the passive avoidant leadership scale scores predicted the overall MLQ score. The regression equation used the two passive-avoidant leadership scale scores as predictors and the overall MLQ score as the criterion. The two scales measured management-by-exception (passive) and laissez-faire. The linear combination of the two passive avoidant leadership scale scores was not statistically significant, $F(2, 40) = 2.82, p = .07$, suggesting that the overall MLQ score could not be predicted from the model. The multiple correlation coefficient was .35, indicating that only 12% of the variance in the overall MLQ score can be accounted for by the linear combination of the passive avoidant leadership measures. One of the standardized Beta coefficients was statistically significant: management-by-exception (passive) at the .04 alpha level. These findings suggest that management-by-exception (passive) is a statistically significant predictor of the overall MLQ score. As displayed in Table 14, there is a strong positive correlation ($r = .346$) between

management-by-exception and the overall MLQ score. Table 14 displays the indices to show the relative strength of the passive avoidant predictors, and Table 15 shows the minimum and maximum scores, mean scores, and standard deviations.

Table 14

Bivariate Correlations of Laissez-Faire Predictors with MLQ score (N = 43)

Predictors	Correlation between Each Predictor and MLQ Index
Management-by-exception (Passive)	.346*
Laissez-Faire	.156

*Correlation is significant at the .05 level (2-tailed)

Table 15

Minimum and Maximum Scores, Mean Scores, and Standard Deviations of Laissez-Faire Leadership Predictors

	Descriptive Statistics				
	N	Minimum	Maximum	Mean	Std Deviation
TransF Management-by-exception (Passive)	43	.00	2.25	1.0291	.51527
TransF Laissez-Faire	43	.00	2.25	.6163	.57825
Valid N (listwise)	43				

The third research question was: *To what extent do leadership scale scores on the Multifactor Leadership Questionnaire (MLQ) for (a) transformational leadership, (b) transactional leadership, and (c) laissez-faire leadership predict outcome scale scores on the MLQ for (a) extra effort, (b) effectiveness, and (c) satisfaction of the highest level executive*

directors of state vocational rehabilitation agencies? This research question was the basis for the second null hypothesis, which was the following: H₀₂. Leadership scale scores on the Multifactor Leadership Questionnaire (MLQ) for (a) transformational leadership, (b) transactional leadership, and (c) laissez-faire leadership are not statistically significant predictors of outcome scale scores on the MLQ for (a) extra effort, (b) effectiveness, and/or (c) satisfaction of the highest level executive directors of state vocational rehabilitation agencies.

Three multiple regression analyses were conducted to test the second hypothesis. The first multiple regression procedure was conducted to evaluate how well leadership scale scores on the Multifactor Leadership Questionnaire (MLQ) for (a) transformational leadership, (b) transactional leadership, and (c) laissez-faire leadership predicted the extra effort outcomes score. The regression equation used all leadership scale scores (transformational, transactional, and passive avoidant) as predictors and the overall extra effort scale score as the criterion. The transformational leadership scale measured attributes, behaviors, inspirational motivation, intellectual stimulation, and individual consideration. The transactional leadership scale measured contingent reward and management-by-exception (active), and the passive avoidant leadership scale measured management-by-exception (passive) and laissez-faire leadership. The linear combination of the three leadership scales produced a statistically significant prediction model, $F = 8.913 (3, 30), p = .000$. The standardized Beta weight for transformational leadership was statistically significant (.687) at the .000 alpha level signifying that a strong relationship exists between transformational leadership and extra effort outcomes. The strength of the effect of transformational leadership on extra effort was further supported by the Pearson product moment correlation coefficients, which were computed among the three leadership scales and the extra effort outcome scores. The Bonferroni adjustment to control for Type 1 error across the six

correlations required a p-value of less than .008 for statistical significance ($.05/6 = .008$) (Rao, 1998). The correlation between transformational leadership and extra effort (.675, $p = .000$) met the Bonferroni requirement. Partial correlations were calculated to control for the effects of transactional leadership, passive avoidant leadership, and extra effort on the influence of transformational leadership on extra effort. Semi-partial correlation coefficients controlled for influence of transactional leadership and passive avoidant leadership scale scores on the relationship between transformational leadership and extra effort. The partial and semi-partial correlations between transformational leadership and extra effort, $r_p = .656$ and $r_{(x1)12} = .633$, respectively were statistically significant at the .000 alpha level. In other words, results were the same when the shared variance among variables was removed through the partial correlations. The multiple correlation coefficient R was .686, indicating that approximately 47 % of the variance in the overall extra effort outcomes scores can be accounted for by the linear combination of the three leadership measures (transformational, transactional, and passive-avoidant). Correlation coefficients ranged from -.197 for passive avoidant to .175 for transactional leadership to .675 for transformational leadership. Mean scores and standard deviations for the three leadership scales and the extra effort scale are presented in Table 16.

Table 16

Mean Scores and Standard Deviations of Three Leadership Scales and Extra Effort Scale

	N	Mean	Std Deviation
Outcomes Extra Effort	34	3.1765	.54578
Total Transformation Scale Scores	34	3.3721	.33983
Total Transactional Scale Scores	34	2.4706	.51773
Total Laissez-Faire Scale Scores	34	.8456	.44388

The second multiple regression procedure was conducted to evaluate how well leadership scale scores on the Multifactor Leadership Questionnaire (MLQ) for (a) transformational leadership, (b) transactional leadership, and (c) laissez-faire leadership predicted the effectiveness outcomes score. The regression equation used all leadership scale scores (transformational, transactional, and passive avoidant) as predictors and the overall effectiveness scale score as the criterion. The transformational leadership scale measured attributes, behaviors, inspirational motivation, intellectual stimulation, and individual consideration. The transactional leadership scale measured contingent reward and management-by-exception (active), and the passive avoidant leadership scale measured management-by-exception (passive) and laissez-faire leadership. The prediction model produced by the linear combination of the three leadership scales was not statistically significant, $F = 2.213 (3, 30), p = .118$. None of the beta weights was statistically significant, indicating that none of the leadership scores predicted effectiveness as an outcome at the .05 alpha level. Therefore, H_{02} for the prediction of effectiveness outcomes based on the leadership scale scores was retained. The multiple correlation coefficient R was .419, indicating that only 18 % of the variance in the effectiveness outcome scores can be attributed to the linear combination of the three leadership measures (transformational, transactional, and passive avoidant). This finding suggests that other unknown or unmeasured variables may contribute to effectiveness outcomes.

Pearson product moment correlation coefficients were calculated among the three leadership scales and the effectiveness outcome scores. The Bonferroni adjustment to control for Type 1 error across the six correlations required a p-value of less than .008 for statistical significance ($.05/6 = .008$) (Rao, 1998). None of the correlation coefficients met the Bonferroni requirement. In addition, none of the correlations met the usual .05 alpha level. The lack of

statistical significance between each of the leadership scales and the effectiveness scale is further revealed by the confidence intervals. Confidence intervals and correlation coefficients between effectiveness and each of the leadership scores were as follows: transformational leadership, [CI (-.190, .685), (r = .319)]; transactional, [CI (-.096, .473), (r = .313)]; and passive avoidant, [CI (-.467, .157), (r = -.194)]. It is interesting to note that transformational leadership and transactional leadership correlate positively with effectiveness outcomes, while passive avoidant leadership has an inverse relationship with effectiveness outcomes. This contrary relationship between passive avoidant and effectiveness reveals that as passive avoidant leadership practices increase, effectiveness decreases; and as passive avoidant leadership decreases, effectiveness increases, albeit only a negligible amount. Mean scores and standard deviations for each of the leadership scales and the effectiveness scale are presented in Table 17.

Table 17

Mean Scores and Standard Deviations of Three Leadership Scales and Effectiveness Scale

	N	Mean	Std Deviation
Outcomes Effectiveness	34	3.2868	.40420
Total Transformation Scale Scores	34	.3.3721	.33983
Total Transactional Scale Scores	34	2.4706	.51773
Total Laissez-Faire Scale Scores	34	.8456	.44388

The third multiple regression procedure was conducted to evaluate how well leadership scale scores on the Multifactor Leadership Questionnaire (MLQ) for (a) transformational leadership, (b) transactional leadership, and (c) laissez-faire leadership predicted the satisfaction outcomes score. The regression equation used all leadership scale scores (transformational,

transactional, and passive avoidant) as predictors and the overall satisfaction scale score as the criterion. The transformational leadership scale measured attributes, behaviors, inspirational motivation, intellectual stimulation, and individual consideration. The transactional leadership scale measured contingent reward and management-by-exception (active), and the passive avoidant leadership scale measured management-by-exception (passive) and laissez-faire leadership. The prediction model produced by the linear combination of the three leadership scales was not statistically significant at the .05 alpha level, $F(3, 30) = 2.74, p = .06$. These findings suggest that the prediction of satisfaction based on the combined leadership styles could occur by chance alone. Consequently, the data supported the retention of H_{02} to test for prediction of satisfaction based on the leadership scale scores. The beta weight for the transformational leadership predictor was statistically significant at the .03 alpha level, suggesting an influence on satisfaction ($B = .399, p = .030$).

The multiple correlation coefficient R was .464, indicating that only 22 % of the variance in the satisfaction outcome scores can be attributed to the linear combination of the three leadership measures (transformational, transactional, and laissez-faire). The non-significant F value for the regression model and the significant beta weight for transformational leadership suggest that transactional leadership scale scores and laissez-faire leadership scale scores had a negligible or negative influence on satisfaction (.049 and -.278 respectively), thus producing a non-significant model.

Zero-order correlation coefficients were calculated among the three leadership scales and the satisfaction outcome scores. The Bonferroni adjustment to control for Type 1 error across the six correlations required a p -value of less than .008 for statistical significance ($.05/6 = .008$) (Rao, 1998). None of the correlation coefficients met the Bonferroni requirement. One of the

correlations, transformational leadership and satisfaction, met the conventional .05 alpha level, indicating that transformational leadership practices was an effective predictor of satisfaction. The negligible correlation between transactional leadership and satisfaction suggests that as transactional leadership scores increase or decrease, satisfaction scores neither increase nor decrease; and the negative correlation between laissez-faire leadership and satisfaction (-.278), signifies that as laissez-faire leadership practices increase, satisfaction outcomes decrease and as laissez-faire leadership practices decrease, satisfaction outcomes increase. Confidence intervals and correlation coefficients between satisfaction and each of the leadership scores were as follows: transformational leadership, [CI (.063, 1.193), (r = .397)]; transactional, [CI (-.461, .274), (r = .049)]; and passive avoidant, [CI (-.668, .138), (r = -.278)]. The mean scores and standard deviations for each of the leadership scales and the satisfaction scale are presented in Table 18.

Table 18

Mean Scores and Standard Deviations of Three Leadership Scales and Satisfaction Scale

	N	Mean	Std Deviation
Outcomes Satisfaction	34	3.3235	.53488
Total Transformation Scale Scores	34	.3.3721	.33983
Total Transactional Scale Scores	34	2.4706	.51773
Total Laissez-Faire Scale Scores	34	.8456	.44388

Finally, Table 19 presents the mean scores of this study on each of the nine MLQ scales (idealized attributes, idealized behavior, inspirational motivation, intellectual stimulation, individual consideration, contingent reward, management-by-exception: active, management-by-

exception: passive, extra effort, effectiveness, and satisfaction) as compared to the MLQ normative sample based on self-ratings. The scale norm for each scale represents the percentile of the normed population (3,755 individuals) that scored lower than the reported study mean score (Bass & Avolio, 2004).

Table 19

Multifactor Leadership Questionnaire (MLQ) Leadership and Outcomes Scales, Mean Scores, and Scale Norms

Item No.	Leadership Styles	Mean Score	Scale Norm*
Transformational Leadership			
Scale for Idealized Attributes/Idealized Influence		3.07	52.8%
10	Instill pride in others for being associated with me		
18	Go beyond self-interest for the good of the group		
21	Act in ways that build others' respect for me		
25	Display a sense of power and confidence		
Scale for Idealized Behaviors/Idealized Influence		3.51	80.4%
6	Talk about my most important values and beliefs		
14	Specify the importance of having a strong sense of purpose		
23	Consider the moral and ethical consequences of decisions		
34	Emphasize the importance of having a collective sense of mission		
Scale for Inspirational Motivation		3.47	68.8%
9	Talk optimistically about the future		
13	Talk enthusiastically about what needs to be accomplished		
26	Articulate a compelling vision of the future		
36	Express confidence that goals will be achieved		

(table continues)

Table 19 (continued)

Item No.	Leadership Styles (continued)	Mean Score	Scale Norm*
Scale for Intellectual Stimulation		3.39	75.6%
2	Re-examine critical assumptions to question whether appropriate		
8	Seek differing perspectives when solving problems		
30	Get others to look at problems from many different angles		
32	Suggest new ways of looking at how to complete assignments		
Scale for Individual Consideration		3.41	66.4%
15	Spend time teaching and coaching		
19	Treat others as individuals rather than just as a member of the group		
29	Consider each individual as having different needs, abilities, aspirations		
31	Help others to develop their strengths		
Transactional Leadership			
Scale for Contingent Reward		3.20	58.0%
1	Provide others with assistance in exchange for their efforts		
11	Discuss in specific terms who is responsible for achieving targets		
16	Make clear what one can expect to receive when goals are achieved		
35	Express satisfaction when others meet expectations		
Scale for Management-by-Exception: Active		1.73	59.2%
4	Focus attention on irregularities, mistakes, exceptions, and deviations		
22	Concentrate my attention on dealing with mistakes, complaints, failures		
24	Keep track of all mistakes		
27	Direct my attention toward failures to meet standards		
Laissez-Faire Leadership			
Scale for Management-by-Exception: Passive		1.03	51.2%
3	Fail to interfere until problems become serious		
12	Wait for things to go wrong before taking action		
17	Show a firm belief in "if it ain't broke, don't fix it"		
20	Demonstrate that problems must become chronic before I take action		

(table continued)

Table 19 (continued)

Item No.	Leadership Styles	Mean Score	Scale Norm*
Scale for Laissez-Faire		.62	54.8%
5	Avoid getting involved when important issues arise		
7	Am absent when needed		
28	Avoid making decisions		
33	Delay responding to urgent questions		
Outcomes of Leadership			
Scale for Extra Effort		3.14	74.2%
39	Get others to do more than they expected to do		
42	Heighten others' desire to succeed		
44	Increase others' willingness to try harder		
Scale for Effectiveness		3.28	61.2%
37	Am effective in meeting others' job-related needs		
40	Am effective in representing their group to higher authority		
43	Am effective in meeting organizational requirements		
45	Lead a group that is effective		
Scale for Satisfaction		3.31	66.2%
38	Use methods of leadership that are satisfying		
41	Work with others in a satisfactory way		

*Percent of normed population that scored lower than the reported mean (MLQ Manual, Appendix B, Mind Garden. Inc., 2004.)

Summary

This chapter presented information on the results of the study. This study was designed to examine leadership styles of the highest level executive directors of state rehabilitation agencies, using two self-reported surveys, the Multifactor Leadership Questionnaire (MLQ) and a Demographic Questionnaire. The demographic survey data from 44 participants, a response rate of 56 percent, was calculated using descriptive statistics. The majority of participants were

female (65.1%), fifty years of age and older (65.1%), married (86.0%), Caucasian (81.0%), with a master's degree (75.6%). Likewise, the majority of participants had twenty years and more of vocational rehabilitation experience (51.2%), more than ten years of management experience (60.4%), and had been in their current role as the highest level executive director for ten years or less (86.0%).

The study also examined the predictability of an overall leadership score and the predictability of the outcomes of leadership, (a) extra effort, (b) effectiveness, and (c) satisfaction from three leadership styles, (a) transformational leadership, (b) transactional leadership, and (c) laissez-faire leadership of the highest level executive directors of state vocational rehabilitation agencies. The MLQ survey data was calculated using multiple linear regressions and Pearson Product Moment Correlations. The data indicated that scale scores of transformational leadership and the scale scores of transactional leadership were statistically significant predictors of an overall MLQ score, while laissez-faire leadership scale scores were not shown to be statistically significant predictors of an overall MLQ score.

An examination of the predictability of outcomes of leadership, (a) extra effort, (b) effectiveness, and (c) satisfaction from the three leadership styles, (a) transformational leadership, (b) transactional leadership, and (c) laissez-faire leadership indicated that the combination of the three leadership scales did produce a statistically significant prediction model for extra effort. Additionally, the data indicated a strong relationship exists between transformational leadership and extra effort outcomes. However, the combination of the three leadership scales did not produce a statistically significant prediction model for effectiveness or satisfaction.

CHAPTER 5. CONCLUSIONS

Introduction

Chapter one provided an overview of the current employment concern for individuals with disabilities and public vocational rehabilitation mandates, a statement of the problem, research questions and hypotheses, as well as the purpose, significance, assumptions, and limitations of the study. Chapter two presented a review of the literature regarding leadership and performance. Chapter three discussed the methods and procedures used to conduct the study, and chapter four presented the results of the data analyses. This chapter addresses the implications of the findings presented in chapter four, discusses the limitations of the study, and presents suggested areas for future research.

Overview of the Study

The focus of this study was to examine the leadership styles, (a) transformational leadership, (b) transactional leadership, and (c) laissez-faire leadership of the highest level executive directors of state vocational rehabilitation agencies, as well as their demographic characteristics. The researcher used two self-report, paper and pencil questionnaires, the Multifactor Leadership Questionnaire (MLQ) and a Demographic Questionnaire to survey all current highest level executive directors of state vocational rehabilitation agencies, who are members of the Council of State Administrators in Vocational Rehabilitation (CSAVR). Of the 79 total highest level executive directors of state vocational rehabilitation agencies, 44 completed the two questionnaires, which was a 56 percent response rate. The data were analyzed using

descriptive statistics, multiple linear regression procedures, and Pearson Product Moment Correlation procedures to investigate the research questions and test the hypotheses.

Implications of the Findings

Research Question 1: What are the demographic attributes, such as gender, race, level of education, and years of service in a state vocational rehabilitation agency of the highest level executive directors of state vocational rehabilitation agencies?

In this study, eight demographic attributes were assessed for the current highest level executive directors of state vocational rehabilitation agencies, based on membership in the Council of State Administrators in Vocational Rehabilitation. The results indicated that the majority of these individuals are white, married females with a master's degree. Approximately one-third of them were between the ages of 41 and 50 (30.2%), one-third between the ages of 51 and 60 (37.2%), and one-third over the age of 60 (27.9%). In addition, one-fourth of these individuals had between 1 and 6 years of experience in vocational rehabilitation (25.6%), while more than half of them had more than 20 years of experience in vocational rehabilitation (51.2%). With respect to their years of management experience, more than three-fourths of them had 10 years of experience in management (81.3%); however, almost all of them had less than 10 years of experience in their current role as the highest level executive director of a state vocational rehabilitation agency (86.0%).

This demographic analysis of the highest level executive directors of state vocational rehabilitation agencies represent both what one might expect of this group and what one might not expect of this group, as well as future considerations. For example, one might expect that the highest level executive directors of state vocational rehabilitation agencies would be well educated and have significant experience in vocational rehabilitation; and the results support this.

The majority of individuals had a master's degree and more than 20 years of experience in vocational rehabilitation, which may presume that most current executive directors of state vocational rehabilitation agencies have a graduate degree in rehabilitation counseling, began their careers as rehabilitation counselors, and were promoted up through the ranks of state vocational rehabilitation agencies. However, the results also demonstrate what one might not expect of this group. The majority of the current executive directors of state vocational rehabilitation agencies are female, which seems to be a shift from the male-dominated tradition of the past, especially with respect to government agencies. In addition, a significant percentage of them are more than 60 years old, and yet have been in their current role for less than 10 years, which indicates that most of the current executive directors of state vocational rehabilitation agencies were promoted to this role much later in their careers.

These demographic findings also present leadership considerations for the future, such as leadership recruitment, development and training, and succession planning within state vocational rehabilitation agencies. All of these may be critical now with the new mandatory performance requirements under the *Workforce Innovation and Opportunity Act* (WIOA).

How should state vocational rehabilitation agencies identify the leaders of the future? Should the leaders come up through the ranks of vocational rehabilitation, or should they be recruited from outside vocational rehabilitation in order to have a fresher perspective? Does having more than 20 years of experience in vocational rehabilitation limit one's ability to be innovative? Should the leaders of the future for vocational rehabilitation be good clinicians, such as rehabilitation counselors, or should they be business executives? Moreover, how should state vocational rehabilitation agencies develop internal talent to be the leaders of the future, and what should be the focus of leadership development? From an organizational perspective, the

selection and role of the executive director should require more attention and planning than a promotional reward for years of service.

Research Question 2: To what extent do leadership scale scores on the Multifactor Leadership Questionnaire (MLQ), (a) transformational leadership, (b) transactional leadership, and (c) laissez-faire leadership predict an overall leadership score on the Multifactor Leadership Questionnaire (MLQ) of the highest level executive directors of state vocational rehabilitation agencies?

In this study, combined item scores for transformational leadership were examined to determine whether or not they could predict an overall leadership score. An analysis was done for the combined item scores for transactional leadership to determine whether or not they could predict an overall leadership score, and a third analysis was done to determine whether or not the combined item scores for laissez-faire leadership could predict an overall leadership score.

The results suggest that the five items related to the transformational leadership scale (attributes, behaviors, inspirational motivation, intellectual stimulation, and individual consideration) are a statistically significant predictor of an overall leadership score. The findings further indicate that the attributes item has a greater influence on the overall MLQ leadership score than any of the other transformational leadership items; and that even though the intellectual stimulation item is also an important predictor, it does not predict as strongly as the attributes item does.

The results also suggest that the two transactional leadership items (contingent reward and management-by-exception: active) are a statistically significant predictor of an overall leadership score. The findings further indicate that both the contingent reward item and the management-by-exception: active item have a significant influence on the overall leadership

score. The results also indicated that the two laissez-faire leadership items (management-by-exception: passive and laissez-faire) could not predict an overall MLQ leadership score; however, the management-by-exception: passive item by itself is a statistically significant predictor of an overall MLQ leadership score.

Research Question 3: To what extent do leadership scale scores on the Multifactor Leadership Questionnaire (MLQ) for (a) transformational leadership, (b) transactional leadership, and (c) laissez-faire leadership predict outcome scores on the MLQ for (a) extra effort, (b) effectiveness, and (c) satisfaction of the highest level executive directors of state vocational rehabilitation agencies?

Finally, the combined item scores for transformational leadership were examined to determine whether or not they could predict outcomes of extra effort, effectiveness, and satisfaction. A similar analysis was done for the combined item scores for transactional leadership to determine whether or not they could predict outcomes of extra effort, effectiveness, and satisfaction; and a third analysis was done to determine whether or not the combined item scores for laissez-faire leadership could predict outcomes of extra effort, effectiveness, and satisfaction.

The results indicated that transformational leadership was a statistically significant predictor of extra effort, signifying that a strong relationship exists between transformational leadership and extra effort outcome. The results further indicated that none of the leadership scales, transformational leadership, transactional leadership or laissez-faire leadership, predicted effectiveness as an outcome of leadership. However, transformational leadership and transactional leadership correlate positively with effectiveness, while laissez-faire leadership had an inverse relationship with effectiveness; namely, as laissez-faire leadership practices increased,

effectiveness decreased. Likewise, the results indicated that none of the leadership scales, transformational leadership, transactional leadership or laissez-faire leadership, predicted satisfaction as an outcome of leadership; although the data suggested that transformational leadership did have a positive influence on satisfaction, while transactional leadership and laissez-faire leadership had either a negligible or negative influence on satisfaction. Specifically, as transactional leadership scores increased or decreased, satisfaction scores neither increased nor decreased; and as laissez-faire leadership practices increased, satisfaction decreased, and as laissez-faire leadership practices decreased, satisfaction increased.

Both of these last research questions present findings that raise considerations for not just the background of leaders in state vocational rehabilitation agencies, but also the type of leaders and more specifically, their leadership style. The results of the second research question indicate that the combined item scores of both transformational leadership and transactional leadership can predict an overall MLQ leadership score. Further, the results also indicated that the leadership items that had the most significant positive influence on an overall leadership score were the attributes item of transformational leadership and the contingent rewards and management-by-exception: active item of transactional leadership. This begins to describe which leadership styles may have the most significant influence on the organization.

In addition, the results of the final research question more specifically indicate which leadership styles influence the potential outcomes of leadership, extra effort, effectiveness, and satisfaction. These results show that there is a strong relationship between transformational leadership and extra effort outcome. Likewise, even though not statistically significant, transformational leadership and transactional leadership did correlate positively with effectiveness outcome, while laissez-faire leadership tends to decrease effectiveness. Lastly, the

results indicated that neither transformational leadership, transactional leadership nor laissez-faire leadership can predict satisfaction; although the findings suggest that transformational leadership did have a positive influence on satisfaction, while transactional leadership and laissez-faire leadership had either a negligible or negative influence on satisfaction.

Thus, this study does demonstrate the need for state vocational rehabilitation agencies to consider the style of leadership as an important factor in organizational outcomes. As the results indicate, it appears that a transformational and/or a transactional style of leadership of the highest level executive director of state vocational rehabilitation agencies may have a positive influence on organizational outcomes, such as extra effort, effectiveness, and satisfaction. Conversely, a laissez-faire leadership style may have a negative influence on organizational outcomes, specifically effectiveness and satisfaction.

Again these outcomes findings raise considerations for leadership recruitment, development and training, and succession planning within state vocational rehabilitation agencies. How should state vocational rehabilitation agencies identify the leaders of the future who have a transformational or transactional leadership style in order to improve outcomes? How should state vocational rehabilitation agencies develop internal talent and potential leaders of the future to become transformational and/or transactional in their leadership style? How can transformational leadership characteristics and behaviors, as well as transactional leadership characteristics and behaviors be incorporated into leadership development?

As state vocational rehabilitation agencies adapt to greater *Workforce Innovation and Opportunity Act* (WIOA) accountability and a focus on performance outcomes, there more attention should be given to the potential influence of leadership styles on organizational performance. Agencies should also focus on how to cultivate and reinforce leadership styles that

have been shown to have the most positive influence on organizational outcomes, especially those desired to be in compliance with WIOA.

Limitations

The results of the study are not without limitations. There were two major limitations with this study. The first limitation of the study was the objectivity and honesty of the data collected through the Multifactor Leadership Questionnaire (MLQ) regarding the participant's leadership style. Because the survey was self-reported, the participants' responses were either how they perceived their behaviors to be, or how they desired their behaviors to be scored, for each of the questions on the survey. The participants' perceptions of how they see themselves as leaders are not necessarily how others see them as leaders, especially their subordinates. There is no certainty that the participants' responses to the MLQ were completely objective or honest. Results of the study may have been different had others rated the participants' leadership styles on each of the MLQ survey questions.

A second limitation of the study was that the study only examined the leadership styles of the highest level executive directors of state vocational rehabilitation agencies, and did not examine the leadership styles of other managers or executives within those agencies. Because each of the state vocational rehabilitation agencies has multiple levels of leadership and management, a study that examined the leadership styles of all levels of leadership and management within these agencies may have provided a more comprehensive analysis of the various leadership styles that potentially influence the agency's performance. It may often be the case that the highest level executive director of a state vocational rehabilitation agency has less direct influence on organizational outcomes, than second or third-tier managers within the agency. Thus, research that examines all levels of leadership within state vocational

rehabilitation agencies may be more predictive of organizational outcomes than the current study.

Recommendations for Future Research

The research for this study involved the highest level executive directors of state vocational rehabilitation agencies nationally. The focus of the study was to obtain demographic information to provide a background analysis of those individuals currently serving in that role; and to examine the leadership styles of those individuals, and the predictability of those leadership styles on an overall leadership score and outcomes of leadership. Because there is very little existing research on leadership within state vocational rehabilitation agencies, this study was conducted to identify some baseline indicators.

Therefore, additional research is needed to study whether certain demographic characteristics, such as years of service in vocational rehabilitation and/or years of management, has a positive or negative influence on organizational outcomes. This type of study may contribute information that would allow state vocational rehabilitation agencies to reconsider their current leadership development, leadership recruitment, and leadership succession planning policies and practices; and potentially improve their overall effectiveness at identifying and selecting the best leaders for the agency in the future.

Additionally, research is needed to study the leadership styles of mid-level managers within state vocational rehabilitation agencies. As identified in the limitations of the current study, there are multiple levels of leadership within state vocational rehabilitation agencies, and it is possible that levels of leadership within the agency, other than the highest level executive director of the agency, may have greater influence on organizational outcomes. Thus, research that examines the leadership styles of levels of leadership within state vocational rehabilitation

agencies, other than the highest level executive director, would be beneficial. The results of such research could indicate which levels of leadership within state vocational rehabilitation agencies tend to have the greatest influence on organizational outcomes, positive and negative; and these findings could also help state vocational rehabilitation agencies improve their current leadership development, training practices, and succession planning.

Finally, additional research is needed to further examine which leadership style(s), leadership characteristics, and leadership behaviors may have the most significant positive influence on organizational outcomes. As the performance requirements for state vocational rehabilitation agencies increase due to WIOA, along with the potential for a reduction in federal funding as a consequence for poor performance, more and more emphasis will be placed on how to improve performance. As the current study indicates, leadership style, characteristics, and behaviors may have a positive or negative influence on outcomes. Additional research that can expand on these findings, and specifically identify which leadership style(s), characteristics, and behaviors may have the greatest positive impact on performance, and may provide practical benefits for state vocational rehabilitation agencies trying to improve their performance. Similar to the potential benefits listed above for the other recommended research, these findings could provide a detailed framework for state vocational rehabilitation agencies to follow in order to measure and produce leadership within the agency that truly drives organizational performance.

As with all of the recommended additional research, the potential benefits extend beyond just the state vocational rehabilitation agencies to include those individuals with disabilities served through the state vocational rehabilitation system. If the information gleaned through the additional research improves the leadership within those agencies, the outcomes of leadership, and the organizational performance, that would result in an increase in the employment outcomes

of individuals with disabilities. Thus, the true beneficiaries of such research will be individuals with disabilities who obtain meaningful employment.

Summary Recommendations for Practice

The findings of this study also offer some practical recommendations for state vocational rehabilitation agencies to consider. Because state vocational rehabilitation agencies are state government organizations, the executive leaders of these agencies are often either selected or appointed through the Governor's office, a Board of Commissioners, or another political process within the state system. This type of process for the selection and/or appointment of the highest level executive director of a state vocational rehabilitation agency may or may not consider currently factors critical to effective organizational leadership. For that reason, these findings may present some insight on how to improve the selection and/or appointment process for state vocational rehabilitation agencies. Below is a summary of these recommendations.

- 1. State vocational rehabilitation agencies should review, renew, and/or redesign the current leadership roles and structure, as well as leadership recruitment, development and training, and succession planning policies and practices to incorporate desired demographic characteristics at the highest level of leadership within the organization to effectively represent the populations served and improve organizational performance.**

State vocational rehabilitation agencies may improve the process of selecting leaders at the highest level of the organization by considering certain demographic background factors of potential leadership candidates. For example, the findings of this study show that a majority of the current executive directors of state vocational rehabilitation agencies have more than 20 years of vocational rehabilitation experience, which indicates that they were likely promoted up

through the vocational rehabilitation system based on positive vertical relationships within the vocational rehabilitation agency. However in a study of service organizations, Wallis and Dollery (2005) concluded that the key relationships of executive directors are not the vertical ones, but rather the horizontal ones established with key stakeholders. Another demographic finding of this study showed that the majority of the current executive directors of state vocational rehabilitation agencies had more than 20 years of management experience, which may indicate a history of promotions within a traditional hierarchy system. Here again, there is recent research that shows that the new concepts of effective leadership extend beyond traditional hierarchy and formal roles of authority requiring leaders to engage in a more diffuse approach to leadership (DeMatthews, 2014). With the new demands for state vocational rehabilitation agencies to be higher performing, more innovative, and more collaborative with stakeholders as a result of WIOA, it may be time to rethink what are the critical factors to consider when deciding on new leaders at the highest level of the organization. By examining and considering demographic factors, such as years in vocational rehabilitation and/or years in management, as part of the selection and/or appointment process for the highest level executive director of state vocational rehabilitation agencies, leaders may be chosen who are better prepared to lead state vocational rehabilitation agencies in compliance with WIOA demands.

- 2. State vocational rehabilitation agencies should review, renew, and/or redesign the current leadership roles and structure, as well as leadership recruitment, development and training, and succession planning policies and practices to incorporate desired demographic characteristics at all levels of leadership within the organization to effectively represent the populations served and improve organizational performance.**

The recommendation that applies to the selection of the highest level executive director of state vocational rehabilitation agencies, may also apply to leaders at all levels of the organization. Just as certain demographic factors may be important in a leader's effectiveness, these same factors may be equally important in the recruitment and development of mid-level managers. According to Bartz (2009), there is a need to examine new ways to develop future leaders rather than the traditional one size fits all approach. For example, evidence suggests that improving physicians' exposure to management can actually improve patient outcomes (Ellis, Rutter & Greaves, 2011). Research has also shown that creating new training opportunities for physicians to develop their leadership skills should consist of working directly in senior management and leadership roles (Ellis et al., 2011). It may just as important to rethink what are the critical demographic factors to consider for mid-level managers' recruitment, development and training as part of the overall agency's leadership focus.

- 3. State vocational rehabilitation agencies should review, renew, and/or redesign the current leadership roles and structure, as well as leadership recruitment, development and training, and succession planning policies and practices to incorporate desired leadership styles, characteristics, and behaviors at the highest level of leadership within the organization to effectively improve organizational performance.**

In addition to considering demographic factors, state vocational rehabilitation agencies should consider specific leadership styles, characteristics, and behaviors as critical determinants for the effectiveness of the highest level executive director. As this study points out, a transformational leadership style and a transactional leadership style have a positive influence on the outcomes of leadership, such as extra effort and satisfaction. Conversely, a laissez-faire

leadership style has a negative influence. Further, within a transformational leadership style, certain characteristics and behaviors have a greater positive influence than others. Because transformational leadership is about change, innovation, entrepreneurship, and the capacity to move resources for greater productivity (Tichy & Devanna, 1986), it may be an effective leadership to improve an agency's performance. Similarly, because transactional leadership is task-oriented, it can be effective in crises or when meeting deadlines (Giltinane, 2013). With the new focus on performance and accountability for state vocational rehabilitation agencies, it is imperative that the highest level leaders within these agencies understand and incorporate leadership styles, characteristics and behaviors that have been shown to produce the best outcomes.

- 4. State vocational rehabilitation agencies should review, renew, and/or redesign the current leadership roles and structure, as well as leadership recruitment, development and training, and succession planning policies and practices to incorporate desired leadership styles, characteristics, and behaviors at all levels of leadership within the organization to effectively improve organizational performance.**

Finally, as important as considering demographic factors for leadership recruitment, development and training of mid-level managers, so too should state vocational rehabilitation agencies consider leadership styles, characteristics, and behaviors. In fact, the findings of this study show that leadership style of the highest level executive director was not a significant predictor of effectiveness, which may indicate that mid-level managers have more influence on effectiveness in state vocational rehabilitation agencies. This alone should require that state vocational rehabilitation agencies focus on developing those leadership styles, characteristics,

and behaviors that have shown to have the most positive influence on performance. Research has shown that a leader's style does impact employees' job performance (Qazi, Shafique, & Ahmad, 2014). Research has also shown that a leader's daily behavior influences employees' daily work engagement (Breevaart, et al., 2014).

By implementing these recommendations, state vocational rehabilitation agencies may begin to not only address potential contributing factors of high-performing organizations as previously identified, such as leadership and culture (Sherman et al., 2014), but may also incorporate new practical ways to reinforce these contributing factors. If the goal is to improve the lives of individuals with disabilities by improving the performance of state vocational rehabilitation agencies, then implementing these recommendations are a step in that direction.

Conclusion

This study examined the highest level leadership in state vocational rehabilitation agencies from a demographic perspective and a leadership style (transformational, transactional, and laissez-faire) perspective. Both demographic background and leadership style were assessed using survey methodology. The two surveys were mailed through the U.S. postal service to each of the 79 current executive directors of state vocational rehabilitation agencies in the United States and U.S. territories, whose names were obtained through the Council of State Administrators in Vocational Rehabilitation (CSAVR), which also endorsed the study and encouraged participation. Of the 79 current executive directors of state vocational rehabilitation agencies, 44 completed the two surveys anonymously, and returned them to the researcher (56% response rate). The responses on both surveys were self-reported.

Results of the study showed that the majority of the executive directors are white, married females, over the age of 40, with a master's degree. The majority has more than 20

years of experience in vocational rehabilitation, 10 years or more of management experience, and less than 10 years of experience in their current role. Further, the results showed that transformational leadership and transactional leadership were statistically significant predictors of an overall leadership score. Finally, the results also showed that transformational leadership and transactional leadership did correlate positively with effectiveness, while laissez-faire leadership had an inverse relationship with effectiveness; and that a strong relationship exists between transformational leadership and extra effort outcomes. None of the leadership scales predicted satisfaction; but the data did suggest that transformational leadership had a positive influence on satisfaction, while transactional leadership and laissez-faire leadership had either a negligible or negative influence on satisfaction.

As very little research has been done on leadership in state vocational rehabilitation agencies, this study was conducted to provide an initial analysis of leadership styles of the highest level executive directors of state vocational rehabilitation agencies. Future research is needed to explore the influence of certain demographic characteristics on organizational outcomes, the leadership styles of mid-level managers within state vocational rehabilitation agencies, and which leadership styles, characteristics, and behaviors have the most influence on organizational outcomes. The results of the study also provide the basis for several recommendations regarding leadership roles, recruitment, development and training, and succession planning for consideration by state vocational rehabilitation agencies in order to improve organizational performance.

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APPENDIX 1

Multifactor Leadership Questionnaire Form 5X (Self-Report)

MLQ Multifactor Leadership Questionnaire™ Leader Form (5x-Short)

This questionnaire is to describe your leadership style as you perceive it. Please answer all items on this answer sheet. **If an item is irrelevant, or if you are unsure or do not know the answer, leave the answer blank.**

Forty-five descriptive statements are listed on the following pages. Judge how frequently each statement fits you. The word “others” may mean your peers, clients, direct reports, supervisors, and/or all of these individuals.

Use the following rating scale:

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
0	1	2	3	4

1. I provide others with assistance in exchange for their efforts.....0 1 2 3 4
2. I re-examine critical assumptions to question whether they are appropriate0 1 2 3 4
3. I fail to interfere until problems become serious0 1 2 3 4
4. I focus attention on irregularities, mistakes, exceptions, and deviations from standards0 1 2 3 4
5. I avoid getting involved when important issues arise0 1 2 3 4
6. I talk about my most important values and beliefs0 1 2 3 4
7. I am absent when needed.....0 1 2 3 4
8. I seek differing perspectives when solving problems0 1 2 3 4
9. I talk optimistically about the future.....0 1 2 3 4
10. I instill pride in others for being associated with me0 1 2 3 4
11. I discuss in specific terms who is responsible for achieving performance targets0 1 2 3 4
12. I wait for things to go wrong before taking action0 1 2 3 4
13. I talk enthusiastically about what needs to be accomplished.....0 1 2 3 4
14. I specify the importance of having a strong sense of purpose0 1 2 3 4
15. I spend time teaching and coaching.....0 1 2 3 4

Continued =>

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
0	1	2	3	4

16.	I make clear what one can expect to receive when performance goals are achieved.....	0	1	2	3	4
17.	I show that I am a firm believer in "If it ain't broke, don't fix it."	0	1	2	3	4
18.	I go beyond self-interest for the good of the group	0	1	2	3	4
19.	I treat others as individuals rather than just as a member of a group.....	0	1	2	3	4
20.	I demonstrate that problems must become chronic before I take action.....	0	1	2	3	4
21.	I act in ways that build others' respect for me.....	0	1	2	3	4
22.	I concentrate my full attention on dealing with mistakes, complaints, and failures.....	0	1	2	3	4
23.	I consider the moral and ethical consequences of decisions.....	0	1	2	3	4
24.	I keep track of all mistakes.....	0	1	2	3	4
25.	I display a sense of power and confidence	0	1	2	3	4
26.	I articulate a compelling vision of the future.....	0	1	2	3	4
27.	I direct my attention toward failures to meet standards.....	0	1	2	3	4
28.	I avoid making decisions.....	0	1	2	3	4
29.	I consider an individual as having different needs, abilities, and aspirations from others.....	0	1	2	3	4
30.	I get others to look at problems from many different angles	0	1	2	3	4
31.	I help others to develop their strengths	0	1	2	3	4
32.	I suggest new ways of looking at how to complete assignments	0	1	2	3	4
33.	I delay responding to urgent questions.....	0	1	2	3	4
34.	I emphasize the importance of having a collective sense of mission.....	0	1	2	3	4
35.	I express satisfaction when others meet expectations.....	0	1	2	3	4
36.	I express confidence that goals will be achieved.....	0	1	2	3	4
37.	I am effective in meeting others' job-related needs.....	0	1	2	3	4
38.	I use methods of leadership that are satisfying.....	0	1	2	3	4
39.	I get others to do more than they expected to do.....	0	1	2	3	4
40.	I am effective in representing others to higher authority	0	1	2	3	4
41.	I work with others in a satisfactory way	0	1	2	3	4
42.	I heighten others' desire to succeed	0	1	2	3	4
43.	I am effective in meeting organizational requirements.....	0	1	2	3	4
44.	I increase others' willingness to try harder.....	0	1	2	3	4
45.	I lead a group that is effective	0	1	2	3	4

APPENDIX 2

Demographic Questionnaire

DEMOGRAPHIC QUESTIONNAIRE

Instructions: Please place a check in the box that best describes you.

1. Gender:

- Female
- Male

2. Age Group:

- 20 – 30 Years Old
- 31 – 40 Years Old
- 41 – 50 Years Old
- 51 – 60 Years Old
- 61+ Years Old

3. Marital Status:

- Single
- Married
- Widowed
- Divorced

4. Race:

- American Indian/Native American
- Asian
- Black/African American
- Native Hawaiian or Pacific Islander
- White/Caucasian
- Other _____

5. Highest Level of Education:

- High School
- College (Associate Degree)
- College (Bachelor's Degree)
- Graduate School (Master's Degree)
- Graduate School (Doctorate)
- Specialist Degree

6. Years in Vocational Rehabilitation:

- Less than 1 Year
- 1 – 3 Years
- 4 – 6 Years
- 7 – 10 Years
- 11 – 15 Years
- 16 – 20 Years
- 21 – 30 Years
- 31+ Years

7. Years in Management:

- Less than 1 Year
- 1 – 3 Years
- 4 – 6 Years
- 7 – 10 Years
- 11 – 15 Years
- 16 – 20 Years
- 21 – 30 Years
- 31+ Years

8. Years in Current Role:

- Less than 1 Year
- 1 – 3 Years
- 4 – 6 Years
- 7 – 10 Years
- 11 – 15 Years
- 16 – 20 Years
- 21 – 30 Years
- 31+ Years

Thank you for your participation.

APPENDIX 3

Information Letter (Informed Consent)



The Auburn University Institutional
Review Board has approved this
Document for use from
04/24/2018 to ---
Protocol # 18-158 EX 1804

COLLEGE OF EDUCATION

DEPARTMENT OF
SPECIAL EDUCATION, REHABILITATION, AND COUNSELING

*(NOTE: DO NOT AGREE TO PARTICIPATE UNLESS AN IRB APPROVAL STAMP WITH
CURRENT DATES HAS BEEN APPLIED TO THIS DOCUMENT.)*

INFORMATION LETTER

for a research study entitled

“A Leadership Analysis of Executive Directors of State Vocational Rehabilitation Agencies”

You are invited to participate in a research study to better understand the leadership styles of the highest level executives of state vocational rehabilitation agencies. This study will examine the predictability of a particular leadership style of the highest level executives of state vocational rehabilitation agencies, based on your responses to the questionnaire. This study is being conducted by Gregory Schmieg, Rehabilitation Doctoral Candidate, under the direction of Dr. Everett D. Martin, Distinguished Professor in the Auburn University Department of Special Education, Rehabilitation and Counseling. You are invited to participate because you are the highest level executive of a state vocational rehabilitation agency and are age 19 and older.

What will be involved if you participate? If you decide to participate in this research study, you will be asked to complete two questionnaires, the Multifactor Leadership Questionnaire and a Demographic Questionnaire. Your total time commitment will be approximately 15 minutes.

Are there any risks or discomforts? There are no risks or discomforts associated with this study.

Are there any benefits to yourself or others? There are no direct benefits to you or other participants in the study.

Will you receive compensation for participating? There is no compensation for you to participate in this study.

Are there any costs? There is no cost to you to participate in this study.

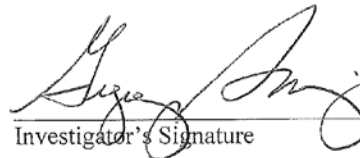
If you change your mind about participating, you can withdraw at any time during the study. Your participation is completely voluntary. If you choose to withdraw, your questionnaire data can be withdrawn as long as it is identifiable. Your decision about whether or not to participate or stop participating will not jeopardize your future relations with Auburn University, the Department of Special Education, Rehabilitation and Counseling.

Any data obtained in connection with this study will remain anonymous. We will protect your privacy and the data you provide by maintaining your anonymity. No identifying information (your name or name of agency) will appear on the questionnaires. Returned response envelopes will be opened by an individual not associated with rehabilitation. The researcher will not receive the returned envelopes, and the returned envelopes will be destroyed. In addition, all data will be kept in a secure area in a locked file cabinet, and only the investigator will have a key. Information collected through your participation will be used to fulfill a doctoral dissertation requirement of the investigator.

If you have questions about this study, please ask them now or contact Gregory Schmieg by phone at (941) 320-8771 or by email at gas0003@tigermail.auburn.edu. You may also contact Dr. Everett D. Martin, research advisor, by phone at (334) 844-7676 or by email at martiev@auburn.edu. A copy of the study results will be available to you upon email request to the investigator.

If you have questions about your rights as a research participant, you may contact the Auburn University Office of Research Compliance or the Institutional Review Board by phone at (334) 844-5966 or by email at IRBadmin@auburn.edu or IRBChair@auburn.edu.

HAVING READ THE INFORMATION PROVIDED, YOU MUST DECIDE IF YOU WANT TO PARTICIPATE IN THIS RESEARCH PROJECT. IF YOU DECIDE TO PARTICIPATE, THE DATA YOU PROVIDE WILL SERVE AS YOUR AGREEMENT TO DO SO. THIS LETTER IS YOURS TO KEEP.


Investigator's Signature

4/28/2018
Date

Gregory Schmieg
Print Name

The Auburn University Institutional
Review Board has approved this
Document for use from
04/24/2018 to ---
Protocol # 18-158 EX 1804

APPENDIX 4

CSAVR Research Committee Approval

John Connelly <JConnelly@rehabnetwork.org>

Feb 2

to me, Dacia, Stephen, Theresa

Hi Greg

I am writing to notify you that your survey request has been approved by the Research Committee. We would ask that when the study is complete that you share the results with our membership and thank you. We will notify our membership that your survey has been endorsed by CSAVR. Hopefully, you will get a good response among the 79 Directors.

As a former Director, you know the many demands on Directors' time. Those demands have been heightened with the implementation of WIOA. Anything you can do in the survey such as drop down response boxes to reduce response time, I am sure would be very much appreciated and increase the response rate.

The Research Committee will be meeting next on Monday, April 9th, in conjunction with the CSAVR Spring 2018 conference. The Chair Dacia Johnson asked me to extend an invitation to you to join the committee in person or by phone to share information about your Leadership Study. Dacia is cced on this email so you can respond directly to her concerning this invitation. Sorry for the delay in acting on your survey request, Greg. Good luck with the survey. Please let me know if you have any questions.