

LEADERSHIP OUTCOMES AND TRANSFORMATIONAL LEADERSHIP OF GEORGIA
GOLF COURSE SUPERINTENDENTS

by

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(Under the Direction of John C. Ricketts)

ABSTRACT

The primary objective of this study was to describe the leadership behaviors of Georgia's golf course superintendents, describe the outcomes generated by these behaviors, and determine a relationship between transformational leadership behaviors and leadership outcomes.

Quantitative data was collected using Kouzes and Posner's (2007) Leadership Practices

Inventory questionnaire and researcher-adapted perceived outcome questions from part of Bass

and Avolio's (1994) Multifactor Leadership Questionnaire (MLQ). After data analysis, it was

determined that Modeling the Way was the transformational leadership behavior most widely

used, followed closely by Enabling Others to Act. Outcomes of Effectiveness and Extra Effort

scored similar and rated significantly higher than Satisfaction, with the highest correlation

between Modeling the Way and Effectiveness. Recommendations include the need for an

increased awareness of the benefits of improving leadership behavior in the golf course industry

and participation in leadership enhancement workshops by the superintendent and employee to

increase transformational leadership behaviors and satisfaction outcome.

INDEX WORDS: Golf course industry, Leadership, Transformational Leadership, Golf course Superintendents, Georgia Agribusiness

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DEDICATION

This is dedicated to my wife Allison, for all of her help and encouragement.

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CHAPTER 1

INTRODUCTION

“Before you are a leader, success is all about growing yourself. When you become a leader, success is all about growing others.” - Jack Welch

A leader is someone who helps a person develop themselves personally and professionally. Today, more than ever before, businesses are interested in leadership development of their employees. Employers benefit from hiring employees that possess the leadership traits needed for their position. By possessing and effectively exhibiting these leadership traits and skills, leaders and employees have the necessary influence to create a partnership and culture of success. In the agricultural industry there are many types of businesses. Each business typically has a boss, manager or leader that, depending on the size of the company, oversees a department of the company, or the entire operation. Each leader in the company possesses particular leadership styles or traits that he or she uses for conducting business and managing employees.

This study investigated leaders who are considered experts in the golf course industry, golf course superintendents. Many leaders can be managers, and many managers can be leaders. Although their positions vary, sometimes their duties can overlap. A manager's role is to organize, control, and plan a structured way of implementing a leader's direction (Dubrin, 2007). A leader's role is to know the industry, create a vision for the company, and encourage employees to follow the vision set by the leader for the success of the organization. Successful leaders are personable, charismatic, influential, and have the company's and the employee's best

interests at heart (Dubrin, 2007). Abraham Zaleznik (1977) states, "Leadership inevitably requires using power to influence the thoughts and actions of other people" (p. 67).

Today, the need for successful leadership and qualified employees can be seen in every walk of life. Parents and teachers need to be good leaders and role models for children. Business leaders need to be wise and innovative leaders of their companies. And politicians and presidents need to be caring and trustworthy leaders of their countries. This study evaluated the transformational behaviors and skills needed by leaders for employee satisfaction, extra effort, and effectiveness.

A shift in today's business world has seen leadership as more participative and engaging than autocratic in nature as the more traditional forms of leadership. Employees show more enthusiasm and ownership of their work when personally involved in the decision making processes. This new form of leadership also makes an employee feel more self-confident and valued at their work, in turn making them more dedicated employees, also increasing job satisfaction and elevating feelings towards co-workers and leaders (Kouzes & Posner, 2007). The focus of this study was to determine the transformational leadership skills and behaviors successful leaders in the agricultural industry (specifically, the golf course industry superintendents) possess, what leadership outcomes their leadership generates, and to determine relationships between leadership behaviors and generated outcomes.

STATEMENT OF THE PROBLEM

"Eleanor Samuels had an "A" list and a "B" list of assistants. Those on the "A" list were the first to know what was happening, to be consulted about changes, to be delegated special assignments and responsibilities, and to be given merit raises. Those on the "B" list were tolerated as "second class citizens." She was considerate of the welfare of those on the "B" list but only if they took the initiative to complain to her about their problems. She would go out of her way to promote the interests of those on the "A" list. Not so for those on the "B" list. Those on the "A" list were brighter, more energetic, and more dedicated to the organization. Their performance was superior. One could not say

whether the lower commitment, involvement, and loyalty of the “B” group came about as a consequence of their being on the “B” list, or whether it resulted in their being cast there and was subsequently sensed by them” (Bass, 1985, p. 79).

This leadership synopsis is an example of the need for an increased awareness of the benefits of improving leadership behaviors. In contrast to this example, the transformational leader would strive to have a better understanding of the motivational factors and limitations of an employee – beyond lauding only the “A” employees and effectively giving up on the “B” employees. And with the importance of effective leadership in our society, this researcher proposed to investigate how transformational leadership behaviors affect leadership outcomes. Transformational leadership skills are an important component of successful leadership affecting an organization’s employee satisfaction and retention, vision, and organizational development and culture (Dubrin, 2007). Interestingly, the importance of leadership skills are often recognized but not always exhibited by the leaders in their organizations. While much research has been done to study leadership theories, little research exists studying the effects of transformational leadership skills on golf course superintendents or their employees. This may be a problem for leaders wanting to transform their organizations but are not able to see research suggesting the best ways to bring about the positive outcomes of leadership such as Effectiveness, Satisfaction, and Extra Effort by their employees (Bass, 1998). This study adapted Bass and Avolio’s 1994 Multifactor Leadership Questionnaire’s perceived transformational leadership outcomes of Effectiveness, Satisfaction, and Extra Effort and correlated these outcome questions with Kouzes and Posner’s (2007) five exemplary leadership practices of Modeling the Way, Inspiring a Shared Vision, Challenging the Process, Enabling Others to Act, and Encouraging the Heart. This study will also produce data emphasizing the importance of using these beneficial skills for leaders in the golf course industry.

PURPOSE OF THE STUDY

The purpose of this study was to describe the transformational leadership behaviors used by golf course superintendents in the state of Georgia, and their outcomes. These transformational leadership behaviors are based on Kouzes and Posner's (2007) five practices of exemplary leadership. These five practices are to Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart. By identifying these five practices, leaders could learn better leadership skills and behaviors, as well as open lines of communication with employees that would benefit both employee and employer. Identifying these desired skills could also help with developing employees into future leaders for the golf course industry. The following objectives guided this study:

OBJECTIVES

1. Describe the leadership behaviors of Georgia golf course superintendents.
2. Describe the leadership outcomes that these leaders generate among their followers.
3. Determine relationships between transformational leadership behaviors and leadership outcomes.

DEFINITION OF TERMS

Golf Course Superintendent – A person that is in charge of the overall maintenance operations of a golf course.

Multifactor Leadership Questionnaire (MLQ) – An instrument designed by Bass and Avolio (1994) used to measure transformational and transactional leadership traits.

Transactional Leadership Theory (Bass & Avolio, 1994) – A relationship between a leader and employee that is based on an exchange of rewards or disciplines.

Transformational Leadership (Kouzes & Posner, 2007) – A theory that emphasizes leadership behaviors that creates a more meaningful work experience and increased employee performance.

Leadership Practices Inventory (LPI) – An instrument designed by Kouzes and Posner (2007) to measure transformation leadership traits.

Leadership Outcomes (Bass & Avolio, 1994) – The generated employee effects from leadership behaviors that include Satisfaction, Extra Effort, and Effectiveness.

SCOPE OF THE RESEARCH

This study used Kouzes and Posner's (2007) Leadership Practices Inventory to determine the transformational leadership behaviors used most often by golf course superintendents. A Delphi study by Barry L. Boyd (2003) from Texas A&M University was used to research this subject. He discovered several leadership competencies desired by non-profit organizations. He described a competency as a "knowledge, skill, motive or characteristic that causes or predicts outstanding performance." (Boyd, 2003, p.49). For the first round, experts were asked to identify three to five competencies and then identify a barrier to leadership. A psychometric scale was used to choose answers on a scale of one to five the skills they found from least to most important. The competencies fell under five main categories. These were organizational leadership, systems leadership, organizational culture, personal skills, and management skills; and also barriers (Boyd, 2003). The author concluded that volunteer administrators can be motivated to acquire the needed competencies for the job. It also mentioned that a change in the agencies' organizational leadership qualities in employees does not happen overnight. The study also suggested recommendations for the organization to achieve success. Such recommendations were to identify and eliminate barriers of leadership, to seek volunteers with the competencies desired, or to assist volunteers with learning the skills needed to perform at the needed levels for

appropriate job performance (Boyd, 2003). In addition, Moore and Rudd (2005) discovered that “individuals who hire Extension leaders are looking for leadership skills that are also important to individuals in the positions for which they are hiring.” (p. 77). This finding further emphasizes how a person's leadership competencies and characteristics are desired by industry professionals.

This study also determined the outcomes of these skills using a researcher-adapted perceived outcomes questionnaire, modeled after Bass and Avolio's 1994 MLQ. Consequently, the same golf course leaders were asked to describe the outcomes generated in their employees. The researcher was interested in the following questions: How do Georgia golf course superintendents perceive their leadership styles? What are their strengths and weaknesses? How could they improve their leadership styles? As mentioned earlier, leaders are those who inspire a vision and engage their employees to believe in that vision to achieve it (Dubrin, 2007). Most leaders use different leadership styles depending on the situation, also called situational leadership (Northouse, 2004). According to a study by Moore and Rudd (2005), everyone agrees leadership is important, but a consensus of which traits are most important has not been established. A study by Katz (1955) on this subject identified three skill categories needed by today's leaders: technical skills, human skills, and conceptual skills (as cited in Moore & Rudd, 2005). According to the study, conceptual skills were found to be the most important where vision and long-term planning are involved. Another study mentioned in the article noted that conceptual skills were most important, followed by human skills, then technical skills (Strand, 1981). This may be so because once a leader reaches a certain level in the corporation they aren't required to use technical skills as much as when they first started working.

The third part of the research study entailed correlating leadership behaviors and leadership outcomes. Geoff Colvin (2007) states, “the most important (forces driving companies to develop world leaders more effectively) is the world economy's long-term shift from dependence on financial capital toward human capital” (p. 100). Creating a good team is a key component to retaining quality workers. Some progressive companies have started to put the employee first in the organization. They do this by having flexible work hours, family first programs, and putting the personal interests of the employee into consideration (Colvin, 2007).

LIMITATIONS OF THE STUDY

Limitations of the study will be that only members of Georgia’s golf course superintendents association in the state of Georgia were surveyed. The study also had a low response rate that limited its generalization to other golf course superintendents in the state of Georgia and the golf course industry as a whole. This study was also limited in that not all golf courses are identical in a structural or operational sense. Differences that could influence superintendent’s responses are the size of the crew that he or she manages. This can have an impact on the actual amount of one-on-one interaction between a superintendent and an employee. A larger crew with assistant superintendents and other middle-management positions that delegates work to employees tends to not have as much interaction with the superintendent. Crew size is usually a factor of the maintenance budget, required maintenance level, and the size of the golf course that needs maintaining.

BASIC ASSUMPTIONS OF THE STUDY

1. The golf course industry has a need for transformational leadership qualities in employees and recent graduates.
2. Employers will be capable of honest self-assessment about their own leadership styles.

IMPORTANCE OF THE STUDY

To the best of the researcher's knowledge, this type of study has never been administered to golf course superintendents in the state of Georgia. The study identifies and suggests improvements in leadership roles for the success of golf course superintendents in the golf course industry. These behaviors can be used to establish the most important skills needed for a successful leader to possess (Kouzes & Posner, 2007). It will help employers and employees learn how to work together in a more productive and harmonious manner to improve professional and personal relationships at work. The findings could be helpful for employee development, promotions or advancement, and an overall evaluation of the employee by the leader. Employers that look at a person's characteristics to fit in with the culture of their business may also find the results of this study helpful matching their personalities with those they are wishing to hire. These findings will also identify successful leadership practices that can be emulated by others in the golf course industry as a whole to improve their leadership skills and behaviors.

CONCLUSION

Chapter 1 introduced the study, described the theoretical framework for the study, and explained the importance of transformational leadership for leaders in agribusiness. It also mentioned how different styles of leadership are used and how these styles impact organizations. Chapter 2 is a review of literature relevant to the study involving research emphasizing the importance of successful leadership skills. The literature reviewed is logically organized into three areas: Studies exploring desired leadership skills sought by leaders in the golf course industry and agribusiness, an examination of leadership self-evaluations and how they correlate

to job success, and how these findings create a positive working relationship between leader and employee. Chapter 2 will also include a section about the conceptual framework of the study.

CHAPTER 2

REVIEW OF THE LITERATURE

INTRODUCTION

Chapter 1 introduced the study and explained the importance of transformational leadership traits for leaders in the golf course industry. It also mentioned how different styles of leadership are used depending on a situation and how these styles impact organizations. Chapter 2 is a review of literature relevant to the study involving research emphasizing the importance of successful leadership skills. The literature reviewed was logically organized into three areas: Studies exploring desired leadership skills sought by leaders in the golf course industry and agribusiness, an examination of leadership self-evaluations and how they correlate to job success, and how these findings create a positive working relationship between leader and employee. The researcher believed that by identifying transformational leadership behaviors, golf course industry professionals will become more successful leaders. Chapter 2 also describes the theoretical basis for this study, which is Kouzes and Posner's (2007) theory of transformational leadership where a set of five leadership practices represent comprehensive transformational leadership behaviors. Bass and Avolio's (1994) research, which looked at transformational and transactional leadership developed, as well as employee outcomes was also a foundational research stream for this study. Chapter 2 will also include a section about the conceptual framework of the study.

The purpose of the study was to describe the transformational leadership skills used by leaders in Georgia's golf course industry and their outcomes. The study will also look at the

outcomes of these skills and correlate them with the use of transformational leadership practices. The transformational leadership practices were based on Kouzes and Posner's (2007) five practices of exemplary leadership. These five practices are to Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart (each practice is explained below). The method for accomplishing this is to use the Leadership Practices Inventory assessment feedback (Kouzes & Posner, 1997). The following objectives were addressed in this study:

1. Describe the leadership behaviors of Georgia golf course superintendents.
2. Describe the leadership outcomes that these leaders generate among their followers.
3. Determine relationships between transformational leadership behaviors and leadership outcomes.

THEORETICAL BASIS

This study is based on several theories of leadership developed by Bernard M. Bass (1996) and Kouzes & Posner (2007). After extensive interviews and research into a wide variety of organizations, their findings discovered what contributes to successful leadership. Bass (1996) found that people can have transactional and transformational leadership styles. He states that "Transactional leadership occurs when the leader rewards or disciplines the follower depending on the adequacy of the follower's performance" (Bass, 1996, p. 7). Central to Bass's research of transactional leadership is that it has three different styles depending on the leader and/or the situation. The first form is Contingent Reward (CR) which is a motivating form of leadership that gives rewards for work or assignments that are properly finished (Bass, 1996). The second form Bass describes is Management-by-Exception (MBE) (Bass, 1996). This is a corrective style (punishment) of leadership used in either a passive or active form to get

compliance from employees. This style tends to be less effective than Contingent Reward (Bass, 1996). The third form of transactional leadership is Laissez-Faire (LF). This is a style that is void of transaction, or an almost complete lack of interaction between leader and employee. This is also considered the least effective of the three forms of transactional leadership (Bass, 1996). Bass found transformational leadership to be an “expansion of transactional leadership” (Bass, 1996, p. 4). Bass noted about Shamir’s (1991) research: “Transformational leaders motivate others to do more than they originally intended and often even more than they thought possible. They set more challenging expectations and typically achieve higher performances” (Bass, 1996, p. 4).

According to Bass, Harry Levinson’s (1980) research found that “Leadership must also address the follower’s sense of self-worth in order to engage the follower in true commitment and involvement in the effort at hand. And that is what transformational leadership adds to the transactional exchange” (as cited in Bass, 1996, p. 4). Research by Bass (1985) and Avolio and Howell (1992) found that transformational leadership has four traits. They are that transformational leaders are charismatic, inspirational, intellectually stimulating, and individually considerate (Bass, 1996).

Bass and Avolio’s MLQ emphasizes not only transformational and transactional leadership behaviors but the outcomes of these behaviors (Bass, 1985). These outcomes are Effectiveness, Satisfaction, and Extra Effort exhibited by employees as a result of successful leadership behaviors (Bass, 1985). Effectiveness can be described as the ability of a person to perform job functions in a careful, complete and efficient manner (Bass, 1985). Bass also found that “Generally, as expected, the transformational factors were more strongly associated than the transactional factors with effectiveness, particularly to the extent the superior was seen to

contribute to meeting the requirements of the organization and to meeting job related needs” (Bass, 1985, p. 224). Satisfaction is the generally positive feeling an employee has for his or her job, leader, or work environment. Satisfied workers tend to take a sense of pride and ownership in their position and have a higher opinion of their leader (Bass, 1985). From his research, Bass notes that transformational leadership was a “more satisfying” form of leadership than some transactional leadership behaviors (Bass, 1985, p. 224). Extra Effort is the third outcome that was measured by Bass to show “how highly a leader motivates subordinates beyond expectations” (Bass, 1985, p. 213). This is a result of the amount of dedication and motivation an employee has towards his or her job and the leader. The study by Bass (1985) also emphasized that the transformational leadership factors of charisma and intellectual stimulation were most related to Extra Effort (Bass, 1985).

From Bass and Avolio’s research of transformational and transactional leadership, Kouzes and Posner postulated what they call “The Five Practices of Exemplary Leadership” (Kouzes & Posner, 2007). These five practices identify the personal traits, thought processes, and actions needed to learn to become a great leader (Kouzes & Posner, 2007). They explain that not all great leaders are born great, and that anyone, in any position, can become a leader (Kouzes & Posner, 2007).

The first practice is for leaders to Model the Way. This practice asks the leaders to set the example for their employees by how they lead. Kouzes and Posner state that “To effectively model the behavior of others, leaders must first be clear about guiding principles. They must clarify values” (Kouzes & Posner, 2007, p. 15). The values a leader exemplifies set the tone for the entire organization to follow (Kouzes & Posner, 2007). To model the way, a leader also

needs to find his or her voice, meaning that they need to find their own style of communicating their beliefs to their followers (Kouzes & Posner, 2007).

The second practice is to Inspire a Shared Vision. In order to inspire followers, a leader must be passionate and excite their employees with this vision (Kouzes & Posner, 2007). In this second practice, communication is especially important when sharing and inspiring a vision (Kouzes & Posner, 2007). Kouzes and Posner state that “To enlist people in a vision, leaders must know their constituents and speak their language. People must believe that leaders understand their needs and have their interests at heart. Leadership is a dialogue, not a monologue” (Kouzes & Posner, 2007, p. 17).

Practice three is to Challenge the Process. Effective leaders seek new directions and experiments, and take risks in order to achieve greatness (Kouzes & Posner, 2007). Innovation requires leaders to listen and stay in touch with the market by promoting good internal and external communication. Leaders do this to get the best out of themselves and the organization. In this sense, credibility is then crucial for a leader because innovation and experimentation can be risky (Kouzes & Posner, 2007).

A leader cannot achieve success without a good relationship and the full support from employees. Practice four is Enabling Others to Act. This step involves fostering collaboration and building trust with their followers (Kouzes & Posner, 2007). Team effort is required for successful leadership to occur. By building confidence in your team and giving them the education and tools they need, they will become responsible for their own assignments and have the ability to complete their work to a higher level (Kouzes & Posner, 2007). If they fail occasionally, they'll know they will be supported and guided to do better next time (Kouzes & Posner, 2007).

Kouzes and Posner's (2007) research also determined that leaders who recognize their employees' successes publicly, such as by giving a party or celebration, will make employee's feel empowered and appreciated. This will in turn make the employee want to continue to produce high quality work and give them a sense of pride in their accomplishments (Kouzes & Posner, 2007). The fifth practice of leadership is Encourage the Heart. As touched on earlier, meaningful recognition of employee contributions is a very important leadership duty and challenge. This practice emphasizes that leaders need to expect the best from themselves and encourage their employees to do their best (Kouzes & Posner, 2007).

A successful leader will perform at a high level and also expect a similarly high level of production from their followers. Kouzes and Posner (2007) state that "High expectations lead to high performance" (p. 284). This Pygmalion effect can also have a positive influence on employee performance (Kouzes & Posner, 2007).

Bass found that while transactional leadership can be successful contingent upon the situation, he concluded that transformational leadership is generally a more successful style of leadership (Bass, 1996). He states, "Transformational leaders do more with colleagues and followers than set up simple exchanges or agreements. They behave in ways to achieve superior results by employing one or more of the four components of transformational leadership" (Bass, 1996, p. 5).

This study focused on identifying the transformational leadership practices used by golf course superintendents in the state of Georgia based on Kouzes and Posner's (2007) research, along with researcher-adapted perceived outcome questions, modeled after Bass and Avolio's 1994 MLQ. The literature review was organized around (a) Studies exploring desired leadership skills sought by leaders in the golf course industry, (b) an examination of leadership self-

evaluations and how they correlate to job success, and (c) how these findings create a positive working relationship between leader and employee. The researcher believed that by identifying and improving transformational leadership skills, golf course superintendents and the golf course industry will become more successful. The following reviews are intended to explain and support this supposition.

The study of leadership and its correlation to success in business has produced many opinions and theories. From those studies, many skills of a successful leader have been identified. Some of these are self-confidence, humility, trustworthiness, warmth, sense of humor, enthusiasm, extroversion, assertiveness, and emotional stability (Dubrin, 2007). Leadership is being able to create a vision, engaging employees to embrace that vision, and making the necessary changes needed to an organization for its survival (Dubrin, 2007). Transactional leaders emphasize an exchange or agreement between leader and employee (Bass, 1996). Bass and Avolio's (1994) research of transformational and transactional leadership lead them to develop the Multifactor Leadership Questionnaire (MLQ), an instrument used to measure leadership behaviors and their outcomes on individuals and organizations. Bass (1996) notes that transformational leadership has four components and transactional leadership has three, of which can be identified by using the Multifactor Leadership Questionnaire. According to Bass (1996), the four transformational components are idealized influence (charisma), inspirational motivation, intellectual stimulation, and individual consideration. Also according to Bass, the three components of transactional leadership are contingent reward, management-by-exception (passive or active), and Laissez-Faire (Bass, 1996). Transformational leaders aspire to achieve greater results than just a simple transaction of work and reward among co-workers (Bass, 1996). They do this by bringing out the best of themselves and their employees

by creating an inspiring and meaningful organizational environment (Bass, 1996). Kouzes and Posner's (2007) research of transformational leadership lead them to form the Leadership Practices Inventory (LPI). Both the MLQ and the LPI have been used extensively by researchers as a measuring tool for leadership. Sinasky and Bruce (2006) note that the MLQ and LPI have continually produced valid assessments of leadership practices among managerial leaders. They state that "The MLQ and LPI measure the competencies leaders are currently using successfully and what areas may provide opportunities for improvement" (Sinasky & Bruce, 2006). Transformational leaders must also have the technical knowledge of the industry they are in to be credible, which in turn gains their employees' respect (Kouzes & Posner, 2007). Without credibility, a person will not get his or her employees to accept the vision of the leader (Kouzes & Posner, 2007).

Ahlborg, Dellve, Eklof, Pousette, & Skagert's (2007) research on human services organizations has shown how leadership practices also have an effect on their employee's mental health and stress levels. The article shows how a correlation exists between a leader's actions and the stress levels of his or her subordinates. The article also sites social supports, well balanced leaders, and good communication as necessary for dealing with workplace stressors (Skagert et al., 2008). R.L. Katz (1955) states a leadership skill as "an ability which can be developed, not necessarily inborn, and which is manifested in performances, not merely in potential" (pp. 33-34).

There are many different styles of leadership to consider when deciding what makes a good leader. Many of these styles are directly related to the personality of the leader and the situation they are in (Fiedler & Chemers, 1984). Generally, most leaders fall somewhere between "micromanagement" on one spectrum to "hands-off" on the other (Fisher, 2004). For

example, research has shown that micromanagement, once thought to be out of style, may now be ready for a comeback in today's business world (Fisher, 2004). The reasoning is that many leaders are afraid to be a boss that leads by example and hold their employees accountable (Fisher, 2004). Fisher described this phenomenon as an “epidemic of under-management” (p. 40).

Typically, most transformational leaders have to be adaptable to their environments and employ more than one style of leadership depending on the situation at hand (Dubrin, 2007). Several methods for learning these skills exist including being coached, mentored, attending classes or workshops, or learning by trial and error. Such variables could be the culture of the particular organization, the education level of the employee, and the personal or professional power of the leader (Dubrin, 2007). Successful leadership is also dependent on good communication among leader and employee. One communication theory important to this study is the social exchange theory. According to Blau (1964), “Social exchange...refers to the voluntary actions of individuals that are motivated by the returns they are expected to bring and typically do in fact bring from others” (p. 91). This mutual obligation between employee and leader can shape a successful work environment. This theory relates to the balance or amount of what one individual puts into a relationship versus what they may get out of it (Blau, 1964).

All good transformational leaders must possess good interpersonal and business communication skills. For this study, the social exchange theory helps to explain the complexity of communication between a leader and an employee, also called the leader member exchange (LMX). Essential to this theory is that equal exchange between employees and leaders is a necessity for the creation of a partnership among employees and leaders (Blau, 1964).

CONCEPTUAL FRAMEWORK

The conceptual framework of this study is based on Kouzes and Posner's (2007) research regarding transformational leadership, the Leadership Practices Inventory they developed, and other supporting research regarding transformational leadership. It is also based on the transformational and transactional research by Bass and Avolio (1994). Bernard Bass looked at transformational leadership as an "expansion of transactional leadership" (Bass, 1998, p. 4). Bass described transactional leadership as an exchange between leaders and employee with a contingent reward or punishment given by the employer based on employee performance (Bass, 1996).

Conceptually, Kouzes and Posner's (2007) research regarding transformational leadership which emphasizes the five practices of exemplary leadership was used to guide this study. The five practices are – Modeling the Way, Inspiring a Shared Vision, Challenge the Process, Enable others to Act, and Encourage the Heart (Kouzes & Posner, 2007). The Leadership Practices Inventory (LPI) is a useful tool designed to identify these five practices. A wide variety of research has been done on leadership theories and the LPI (Kouzes & Posner 2002). Different versions of the LPI exist depending on the application needed. These versions are the LPI-Individual (for individual employees), the LPI-Team (when used with groups of people), and the LPI-student (for college students) (2002). Research shows that results from the LPI are reliable and valid across different demographics including cultures, races, and sexes, with only small variances in the five practices of exemplary leadership depending on the group of individuals studied (2002). Although, a separate study by Kouzes and Posner (1993) found that while there were no significant differences in Challenging the Process, Inspiring a Shared Vision, or

Enabling others to Act, female managers tended to score higher in Modeling the Way and Encouraging the Heart than their male constituents (Kouzes & Posner, 1993).

Additional research from Posner (2009) shows statistically different ($p = .001$) responses between Self and Observer. His research finds that Observers typically scored higher than Self respondents for all five transformational leadership constructs except Enabling Others to Act. Posner's research also identified statistical differences ($p = .001$) in leadership behaviors based on hierarchy (supervisor, middle management, executive management), educational level, and length of employment within an organization (2009).

The first leadership practice is to Model the Way. This practice asked the leaders in Georgia's golf course industry to lead by example and to set the business and moral tone for others to follow, which is important for the overall culture and values of an organization. Kouzes and Posner state that "To effectively model the behavior of others, leaders must first be clear about guiding principles. They must clarify values." (Kouzes & Posner, 2007, p.15). A study by Mary E. Shoemaker (1994) evaluating transformational leadership traits among professional sales managers and their impacts on job satisfaction, role clarity, and self-efficacy found that Model the Way had the most important effect on role clarity. This suggests that an effective transformational leader needs to lead by example or model how he or she wants employees to fulfill their roles in an organization. Research by Woodrum and Safrit (2003) found that the ability of an organization to expand community-based Extension activities is dependent upon the willingness of those in charge to practice a high level of transformational leadership behaviors. Earnest (1996) found in his research of Extension community leadership programs that volunteers that took these programs rated them as generally useful and lead them to a better understanding of what it takes to be a leader. In the context of agricultural leadership,

it may be accepted that this appreciation of the program is largely due to the Extension leaders demonstrating or modeling the way to become a better leader in the community (Earnest, 1996).

The second leadership practice is to Inspire a Shared Vision. To inspire followers, a leader must be passionate and excite their employees with this vision. From their study of a successful business restructuring effort, Godard and Lenhardt (2000) stress the importance of a share vision among group members and explain the importance of building a group vision. Separate research by Hacker and Roberts (2007) noted a study that centered on finding strategic management practices for 336 business undergraduates. After taking one of two strategic management courses on the subject, they were broken up in groups of five and required to run a mock airline business with the ultimate goal of profitability. A test was given to the students after the experience to determine the leadership qualities exhibited among group members. Among the results, it was found that “Teams that have a shared vision will be more effective than teams that do not have shared vision” (Hacker & Roberts, 2007, p. 53). Research by Woodrum and Safrit (2003) concluded that in order for Extension agents to inspire others to embrace organizational change they need to be able to motivate and empower others to do so. Other research by Earnest (1996) evaluating the importance of Extension community leadership programs implied that inspiring citizens to share a common vision through these programs helped increase their volunteer participation and activity levels, benefitting the community.

Practice three is to Challenge the Process. Effective leaders seek new directions and experiments, and take risks in order to achieve greatness (Kouzes & Posner, 2007). Leaders with credibility and trust from employees to adapt to changes do this to get the best out of themselves and the organization. A study by Bass and Avolio (1994) noted how the electronics company Motorola challenged the process of normal operations in the 1970’s to compete with Japanese

competition. Some changes that netted desired results included creating management-training programs to increase communication between different divisions in the company, increasing funds devoted to employee training and motivation courses, and increasing productivity by making changes to certain manufacturing processes (Bass & Avolio, 1994). In a study by Godard and Lenhardt (2000), Allain Godard helped successfully restructure Rhone-Poulenc Agro after it merged with Union Carbide Agrochemicals by challenging the normal business processes by instituting what he called SDM (Simplify, Decentralize, Manage). This new and innovative approach worked by creating a sense of ownership and credibility among the organizations employees (Goddard & Lenhardt, 2000). Not only did this transformational style challenge the process of daily business procedures, it transferred power from leader to employee to enable the employee greater responsibility and leadership roles and in the company (Godard & Lenhardt, 2000).

The fourth leadership practice is Enabling Others to Act. This step involves fostering collaboration and building trust with their followers (Kouzes & Posner, 2007). A team effort is required for successful leadership to occur. By building confidence in your team and giving them the education and tools they need, they will become responsible for their own assignments and crave more responsibility (Kouzes & Posner, 2007). Godard and Lenhardt (2000) explain how enabling others to act had a profound impact on Godard's successful business restructuring effort with Rhone-Poulenc Agro. As mentioned earlier, they found that when a new process of management was introduced the result was an "Elimination of the 'centre', establishment of autonomous units managed by true entrepreneurs, freedom for those dealing directly with customers to choose any solution that brought a rapid increase in results" (Goddard & Lenhardt, 2000, p. 11).

The fifth practice of leadership is Encouraging the Heart. This practice emphasizes that leaders need to expect the best from themselves and encourage their employees to do their best (Kouzes & Posner, 2007). Kouzes and Posner state that “High expectations lead to high performance” (p. 284). Hacker and Roberts (2007) found that transformational leadership can inspire co-workers and still a deeper meaning to their tasks by empowerment. They define empowerment “as aiding in the discovery of power found within others for their life purpose” (p. 69). Meaning that the true transformational leader will use power to encourage workers to not only use their talents for work, but find a meaning of self and personal satisfaction for their work (Hacker & Roberts, 2007)). Leadership is possible even in less structured organizational settings. Brown, Birnstihl, and Wheeler (1996) found that team leaders that had no formal organizational authority must be able to influence their followers by the strength of their personalities. And, research by Earnest (1996) exploring the effectiveness of community leadership programs led by Extension agents found that after the program “Participants . . . broadened and changed their perspective of leadership roles/responsibilities within the community and were encouraging others to accept some leadership responsibility.” This shows how encouragement during the program by Extension agents can have an impact on the leadership capacities of the participants and even inspired the participants to encourage others to do the same.

Empirical research also shows that organizations with leaders that exhibit the Five Practices of Exemplary Leadership have higher employee morale, higher productivity, and strong economic growth (Kouzes & Posner, 2002). According to one study “Companies with a strong and consistent application of these five leadership practices had a net income growth of 841 percent versus -49 percent for companies with a low incident of leadership practices”

(Kouzes & Posner, 2002, p.4). Other research found that “Based upon mean scores, Enabling is the leadership practice most frequently reported being used. This is closely followed by Modeling; with the average scores for Challenging and Encouraging being fairly similar. Inspiring is perceived (both by respondents and their constituents) as the leadership practice least frequently engaged in” (2002, p. 4).

SUMMARY

The purpose of the literature review was to find similar research identifying transformational leadership skills of leaders in agribusiness and the golf course industry. The literature review also illustrated that when these leadership theories are used effectively how important these skills are to successful companies. Research tools not available before the 1960's, are now being utilized to understand appropriate leadership and management techniques. Likert (1961) states that “Measurements now made available by social science research reveal that managers achieving better performance (i.e., greater productivity, higher earnings, lower costs, etc.) differ in leadership principles and practices from those achieving poorer performance” (p. 3). Using the Leadership Practices Inventory, this study will seek to describe the most common transformational leadership traits used by leaders in the Georgia's golf course industry. The study will also describe the outcomes of these behaviors and correlate them to the significance of transformational leadership. Chapter 3 will explain the research design, population used, sampling procedures, instrumentation, and analysis of data collected.

CHAPTER 3

METHODOLOGY

Chapter 1 introduced the study, described the theoretical frame for the study, and explained the importance of transformational leadership for leaders in agribusiness. It also mentioned how different styles of leadership are used and how these styles impact organizations.

The purpose of the study was to describe the transformational leadership behaviors used by golf course superintendents in the state of Georgia, as well as describe the outcome of using these traits and their correlation to transformational leadership. Transformational leadership was based on Kouzes and Posner's (2007) five practices of exemplary leadership. These five practices are to Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart. The method for accomplishing this is to use the Leadership Practices Inventory assessment feedback. The following objectives were addressed in this study:

1. Describe the leadership behaviors of Georgia golf course superintendents.
2. Describe the leadership outcomes that these leaders generate among their followers.
3. Determine relationships between transformational leadership behaviors and leadership outcomes.

Chapter 2 was a review of literature relevant to the study involved past research emphasizing the importance successful leadership traits. The literature reviewed covered three areas: Studies exploring desired leadership skills sought by leaders in agribusiness, an examination of leadership self-evaluations and how they correlate to job success, and how these findings create a positive working relationship between leader and employee. The working

premise was that by identifying transformational leadership traits and skill, agricultural related companies will become more successful. Chapter 3 explains the research design, population used, sampling procedures, instrumentation, and analysis of data collected.

RESEACH DESIGN

This study utilized a non-experimental, one-shot descriptive survey research design. In this design, Kouzes and Posner's (2007) Leadership Practices Inventory (LPI) questionnaire along with researcher-adapted (from part of the MLQ) perceived outcome questions from these leadership behaviors was administered to the entire population (N = 278) of superintendents in the golf course industry that received emails via the Georgia Golf Course Superintendents Association (GGCSA) listserv. The questionnaire collected ordinal data for the LPI constructs of Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart and Outcome constructs of Effectiveness, Satisfaction, and Extra Effort. This method allowed the researcher to identify participant's leadership behaviors and correlate them with desirable outcomes in a real-world environment.

INSTRUMENTATION

The Leadership Practices Inventory was developed by Kouzes and Posner after multiple surveys of corporate leaders identified five common leadership practices (Rudd, 2000). These practices were to Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart. The LPI has psychometric properties that have been tested extensively and have proven to be both reliable and valid (Kouzes & Posner, 1997). The test for internal reliability of the Self LPI version is over .70 which is considered acceptable (Posner, 2009). Validity for the LPI was tested using a Positive Workplace Attitude scale and found the internal reliability (Cronbach alpha) coefficient to be .92 (Posner, 2009). The LPI consists of

thirty transformational leadership behavior questions. Within those thirty questions, there are six questions for each of the five constructs (Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart) developed by Kouzes and Posner's (2007). The participants rate themselves for each question on a scale of 1 to 10, with 1 as "Almost Never" using this behavior, 2 as "Very Frequently", 3 as "Usually", 4 as "Fairly Often", 5 as "Sometimes", 6 as "Occasionally", 7 as "Once in A While", 8 as "Seldom", 9 as "Rarely", and 10 as using this behavior "Almost Always", respectively. The LPI is calculated by finding the average of the six scores of each individual construct which can add up to a maximum score of 60. The scores of the five individual constructs can then be compared to the overall average of LPI scores for assessment. Permission to use the LPI was asked and granted by Drs. Kouzes and Posner prior to this study.

The researcher-adapted portion of the instrument was pilot tested by 25 students in a leadership development course at The University of Georgia. Psychometric analysis was conducted on each scale and after removing one item from the Employee Effectiveness outcome (five items) and one item from the Employee Extra Effort outcome (four items), the Cronbach's alpha reliability of these scales were .83 and .88 respectively. The seven-item Employee Satisfaction outcome scale had a reliability of .95 after pilot testing so all items were retained. The participants rate themselves for each question on a scale of 1 to 10, with 1 as "Almost Never" using this behavior, 2 as "Very Frequently", 3 as "Usually", 4 as "Fairly Often", 5 as "Sometimes", 6 as "Occasionally", 7 as "Once in A While", 8 as "Seldom", 9 as "Rarely", and 10 as using this behavior "Almost Always", respectively. The researcher-adapted portion was standardized by adding up the scores of each individual outcome, then dividing the score by the number of items for that outcome (five items for Employee Effectiveness, four items for

Employee Extra Effort, and seven items for Employee Satisfaction), and then multiplying by ten to give a standardized score for each outcome up to a maximum score of 100.

Instruments for data collection were also concluded to be valid by the researcher because all of the participants in the study were golf course superintendents. Threats to validity of this design were that while all the participants in the survey were golf course superintendents, not every golf course superintendent is in the same work environment. Conditions that could affect questionnaire responses may include the history of the superintendent's years of management experience, the education and experience of the superintendent's employees, the experience level of the superintendent's assistant superintendent, and the amount of crew members for the superintendent to lead.

VARIABLES

The study had five independent variables and three dependent variables that were analyzed. The five independent variables consisted of Kouzes and Posner's (2007) leadership practices inventory questionnaire that established the most commonly used leadership behaviors of Modeling the Way, Inspiring a Shared Vision, Challenging the Process, Enabling Others to Act, and Encouraging the Heart (Kouzes & Posner, 2007). Kouzes and Posner's (2009) reliability was high for all five constructs; Model the Way (.74), Inspire a Shared Vision (.88), Challenge the Process (.79), Enable Others to Act (.73), and Encourage the Heart (.86). The three dependent variables were Effectiveness, Satisfaction, and Extra Effort. The impact of leadership practices (IV) upon employee outcomes (DV) will be determined.

POPULATION AND SAMPLING PROCEDURE

Approximately $N = 278$ golf course superintendents in the state of Georgia were emailed questionnaires for this research, with $n = 66$ respondents for a 24% response rate. Participants in

the sample are members of and were attained from the Georgia Chapter of the Golf Course Superintendents Association of America.

The sample was 100% male. Of the 66 respondents, 46 provided demographic data as shown in Table 3.1. From this data, 19.6 % listed a high school diploma as their highest degree. Thirty-three percent listed an Associates Degree as their highest degree, and the majority (48%) listed a Bachelor's degree as their highest earned degree. The average age was just over 42 years. The average number of years in the industry was just 20.5. The average number of years as a golf course superintendent was 12.3 years. Subjects were also asked about the number of years of managerial experience they have had in the golf course industry and as well the number of years of managerial experience they have had in any industry. Their average responses were 15.5 and almost 18 years respectively.

Table 3.1
Demographics of Survey Participants (n=46)

	N	Mean	Std. Deviation
Age	46	42.71	9.54
Years in the Golf Course Industry	46	20.50	8.70
Years as a Golf Course Superintendent	46	12.35	9.27
Years of Golf Course Management Experience	46	15.54	7.82
Years of Any Management Experience	46	17.91	8.67

Kouzes and Posner's (2007) Leadership Practices Inventory as well as a researcher-adapted outcomes survey from Bass and Avolio's (1994) Multiple Leadership Questionnaire

were used for this study. To obtain reliable and valid data from the study, data gathering procedures appropriately utilized Dillman's Tailored Design Method (2007). The researcher sent a link to a SurveyMonkey© survey via email to the participants along with a letter describing the survey and its importance to the researcher and the golf course industry as a whole. To maximize participation, two follow-up reminders were sent via email 3 weeks later through Dr. Keith Karnok, turfgrass expert and professor at the University of Georgia, for non-responders. We asked Dr. Karnok for his participation because it was important to send our survey from a person who is a member of Georgia's Golf Course Superintendent's Association and well known by Georgia's golf course superintendents, to increase response rates.

DATA ANALYSIS

Electronic data was downloaded to an Excel© file from SurveyMonkey© and then uploaded to MiniTab©. Within MiniTab© basic descriptive statistical analyses for each objective were calculated. Means and standard deviations describing construct scores and Pearson's r and R^2 describing the direction and magnitude of the relationship between leadership behaviors and employee outcomes were calculated.

The low response rate, even after multiple contacts, was of concern and a threat to validity, so a comparison of early and late respondents was conducted to account for non-response error. Respondents were categorized into "waves" of response (Armstrong & Overton, 1977, p. 397). Wave one and wave three were compared on each LPI construct, each employee outcome, and key demographic variables and no differences were observed between the early ($n = 21$) and late ($n = 40$) groups.

SUMMARY

Chapter 3 explained the research method, population used, sampling procedures, instrumentation, and analysis of data collected for a quantitative research study describing transformational leadership behaviors, the leadership outcomes generated by these behaviors among their followers, and the relationship between transformational leadership behaviors and outcomes. A one-shot experiment survey was sent via email to 278 members of the Georgia Golf Course Superintendents Association ($N = 63$). Reliability and validity of the survey instrument were discussed. Threats to validity for this study were also addressed. Chapter four will report and analyze data that was discovered from the study.

CHAPTER 4

RESULTS

Chapter 1 introduced the study, described the theoretical framework for the study based on Kouzes and Posner's (2007) and Bass and Avolio's (1994) research, and explained the importance of transformational leadership for leaders in the golf course industry. It also mentioned how different styles of leadership are used depending on a situation and how these styles impact organizations.

The purpose of the study was to describe the transformational leadership behaviors and skills used by golf course superintendents in the state of Georgia, as well as describe the outcomes of these behaviors, and to determine LPI correlation to transformational leadership. The transformational leadership behaviors were based on Kouzes and Posner's (2007) five practices of exemplary leadership. These five practices are to Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart. The method for accomplishing this is to use the Leadership Practices Inventory assessment feedback (Kouzes & Posner, 1997) and researcher-adapted (part of the MLQ) outcome questions. The following objectives were addressed in this study:

1. Describe the leadership behaviors of Georgia golf course superintendents.
2. Describe the leadership outcomes that these leaders generate among their followers.
3. Determine relationships between transformational leadership behaviors and leadership outcomes.

Chapter 2 was a review of literature relevant to the study involved past research

emphasizing the importance successful leadership traits. The literature reviewed covered three areas: Delphi studies exploring desired leadership skills sought by leaders in agribusiness, an examination of leadership self-evaluations and how they correlate to job success, and how these findings create a positive working relationship between leader and employee. The supposition was that by identifying transformational leadership, agricultural related companies will become more successful.

Chapter 3 explained the research design of the study, population used, sampling procedures, instrumentation, and analysis of data collected. The quantitative research methods used in this study were primarily descriptive. Reliability and validity, as well as threats to validity of the survey instrument were discussed.

Chapter 4 is organized by the three main research objectives presented in Chapter 1. First, it will report the scores describing the leadership behaviors that are most commonly used by golf course superintendents in the state of Georgia. It will then describe the outcomes that golf course superintendents generate by using transformational leadership styles.

ANALYSIS

Objective One: Describe the Transformational Leadership Behaviors that are Most Commonly Used among Golf Course Superintendents

Challenge the Process scores ranged from a low score of 29.00 to a maximum score of 58.00. The scores for Inspire a Shared Vision ranged from a low score of 29.00 to the highest possible score of 60.00. Enable Others to Act ranged from a low score of 33.00 to a maximum of 59.00. Model the Way scores ranged from a low score of 36.00 to a maximum score of 59.00, and Encourage the Heart ranged from a low score of 12.00 to the highest possible score of 60.00. The highest scores were noted from the Model the Way ($M = 51.08$, $SD = 5.13$) construct which

falls in the high skill range category of the LPI percentile rankings. All of the other constructs were in the upper middle LPI percentile rankings. None of the scores were below 45 for the possible range of 0 to 60. As recorded in table 4.1, the second highest scores were from the Enable Others to Act ($M = 50.08$, $SD = 5.13$) construct, followed by Encouraging the Heart ($M = 47.30$, $SD = 8.20$), then Challenge the Process ($M = 46.37$, $SD = 6.41$), and finally Inspiring a Shared Vision ($M = 45.30$, $SD = 7.31$) constructs.

Table 4.1.
Mean Subscale and Standard Deviation Scores (n = 63)

Leadership Behavior	<i>M</i>	<i>SD</i>
Model the Way (MTW)	51.08	5.13
Enable Others to Act (EOT)	50.43	5.26
Encourage the Heart (ETH)	47.30	8.20
Challenge the Process (CTP)	46.37	6.41
Inspire a Shared Vision (ISV)	45.30	7.31

Objective Two: Describe the Leadership Outcomes that Golf Course Superintendents have by using Transformational Leadership Behaviors

Three employee outcomes, Employee Effectiveness, Satisfaction, and Extra Effort, were measured in this study. Table 4.2 illustrates the scores for Effectiveness ranged from a low score of 52.00 (“Occasionally” Employee Effectiveness was an outcome) to the highest possible score of 100 (“Almost always”). The Satisfaction and Effectiveness outcome constructs were very similar. Satisfaction scores ranged from 42.86 to 100, and Extra Effort scores ranged from 42.50 to 100. Effectiveness outcome scores were the highest ($M = 85.97$, $SD = 10.43$), followed closely by the Extra Effort ($M = 85.24$, $SD = 11.20$) construct score. The Satisfaction scores were the lowest of the three outcome constructs ($M = 78.30$, $SD = 11.20$).

Table 4.2.
Mean Subscale and Total Outcomes Scores (n = 63)

Outcome	<i>M</i>	<i>SD</i>
Effectiveness	85.97	10.43
Extra Effort	85.24	11.20
Satisfaction	78.30	13.01

Note: Possible scores had a range from a low of 0 to a high of 100.

Objective Three: Correlate Leadership Behaviors to Leadership Outcomes to Determine the Importance of Transformational Leadership

Davis (1971) adjectives were used to describe the magnitude of the positive correlations between Leadership Practices and Employee Outcomes, which can be seen in the correlation matrix (Table 4.3). According to Davis, an r score of 1.0 signified a Perfect positive, correlation, an r score of .70 - .99 was Very High positive correlation, an r score of .50 - .69 was Substantially positive correlation, an r score of .30 - .49 was Moderately positive correlation, an r score of .10 - .29 was a Low positive correlation, and an r score of .01 - .09 was a Negligible correlation. The highest overall correlation between outcomes and transformational leadership was the positive, substantial relationship ($r = .65$) between the leadership behavior, Model the Way and the employee outcome of Effectiveness constructs. The lowest overall positive correlation between outcomes and transformational leadership was between the LPI construct, Encourage the Heart and Extra Effort ($r = .32$), yielding only a moderate relationship. The highest positive outcome correlation for the LPI construct, Challenge the Process was Satisfaction at ($r = .59$) for a substantial relationship, and the lowest positive outcome correlation with Extra Effort ($r = .42$) for a moderate relationship. The highest positive outcome correlation for the LPI construct, Inspire a Shared Vision was also Satisfaction ($r = .54$) yielding a substantial relationship, with the lowest positive correlation outcome also being Extra Effort ($r =$

.33), with only a moderately substantial relationship. The highest positive outcome correlation for the LPI construct, Enable Others to Act was again with Satisfaction at ($r = .58$), yielding a substantial relationship, with the lowest positive correlation outcome being Extra Effort at ($r = .45$) showing a moderate relationship. The lowest positive outcome correlation for the LPI construct, Model the Way was also Extra Effort ($r = .4$) yielding a moderate relationship, and Encourage the Heart construct's highest positive outcome correlation that yielded a substantial relationship was Satisfaction ($r = .58$). As table 4.3 indicated, the highest occurring positive overall outcome from the five transformational leadership constructs was Effectiveness ($r = .65$), with the lowest occurring overall positive outcome being Extra Effort ($r = .32$), and the other scores falling in between these two. The study's correlations were found to be statistically significant ($p < .008$).

Table 4.3.
Correlations of Transformational Leadership Behaviors and Outcomes (N = 63)

	CTP	ISV	EOA	MTW	ETH	OE	OS	OEE
CTP ¹		.77 **	.66 **	.47 **	.34 **	.46 **	.59 **	.42 **
ISV ²			.60 **	.53 **	.38 **	.48 **	.54 **	.33 **
EOA ³				.67 **	.57 **	.54 **	.58 **	.45 **
MTW ⁴					.64 **	.65 **	.64 **	.40 **
ETH ⁵						.47 **	.58 **	.32 *
OE ⁶							.62 **	.74 **
OS ⁷								.56 **
OEE ⁸								

*Note: ** is a significant correlation at .01 level and * is a significant correlation at .05 level.*

SUMMARY

Chapter 4 is categorized by the three main research objectives presented in Chapter 1. Specifically, it reported the findings from the study's three objectives: describe which leadership

behaviors of Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart are most common among golf course superintendents; describe the leadership outcomes of Effectiveness, Satisfaction, and Extra Effort that golf course superintendents have by using transformational leadership behaviors; and correlate transformational leadership behaviors to leadership outcomes to determine the significance of transformational leadership. Chapter 5 will present more detailed analysis of the results. It will also offer discussion and make conclusions of the results, as well as make recommendations from the results that were shown in this chapter.

CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

Chapter 1 introduced the study, described the theoretical foundation for the study as based on Kouzes and Posner's (2007) and Bass and Avolio's (1994) leadership development research, and explained the importance of transformational leadership traits for leaders in the golf course industry. It also mentioned how different styles of leadership are used depending on a situation and how these styles impact organizations.

The purpose of the study was to describe the transformational leadership behaviors used by golf course superintendents in the state of Georgia, describe the outcomes of these behaviors, as well as their correlation to transformational leadership. The transformational leadership behaviors were based on Kouzes and Posner's (2007) five practices of exemplary leadership. These five practices are to Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart. The method for accomplishing this is to use the Leadership Practices Inventory assessment feedback.

OBJECTIVES

1. Describe the leadership behaviors of Georgia golf course superintendents.
2. Describe the leadership outcomes that these leaders generate among their followers.
3. Determine relationships between transformational leadership behaviors and leadership outcomes.

Chapter 2 was a review of literature relevant to the study involved past research emphasizing the importance successful leadership traits. The literature reviewed covered three

areas: studies exploring desired leadership skills sought by leaders in agribusiness, an examination of leadership self-evaluations and how they correlate to job success, and how these findings create a positive working relationship between leader and employee. The hypothesis was that by identifying transformational leadership traits and skill, agricultural related companies will become more successful.

Chapter 3 explained the research design of the study, population used, sampling procedures, instrumentation, and analysis of data collected. The quantitative research methods used in this study were descriptive and inferential, and correlation-comparison analysis.

Chapter 4 is categorized by the three main research objectives presented in Chapter 1. First, it reported the scores describing the leadership behaviors that are most commonly used by golf course superintendents in the state of Georgia. It then described the leadership outcomes that golf course superintendents acquired by using transformational leadership styles. Finally, this chapter focused on the correlation between transformational leadership behaviors and their outcomes to determine their importance on the leadership practices of golf course superintendents. Chapter 5 will discuss the results of the data in more detail, give conclusions and recommendations, and identify practical applications for this data.

REVIEW OF METHODS

A total of 278 members of the Georgia Golf Course Superintendents Association were asked to participate in this study. Sixty three members returned this study. The surveys were administered over a one month period using Kouzes and Posner's (2007) Leadership Practices Inventory along with researcher-adapted perceived outcome questions, modeled after Bass and Avolio's 1994 MLQ. The low response rate, even after multiple contacts, was of concern and a threat to validity so a comparison of early and late respondents was conducted to account for

non-response error. Respondents were categorized into “waves” of response (Armstrong & Overton, 1977, p. 397). Wave one and wave three were compared on each LPI construct, each employee outcome, and key demographic variables and no differences were observed between the early ($n = 21$) and late ($n = 40$) groups.

Electronic data was downloaded to an Excel© file from SurveyMonkey© and then uploaded to MiniTab©. Within MiniTab© basic descriptive statistical analyses for each objective were calculated. Means and standard deviations describing construct scores and Pearson’s r and R^2 describing the direction and magnitude of the relationship between leadership behaviors and employee outcomes were calculated.

SUMMARY OF FINDINGS

Objective One: Describe the Transformational Leadership Behaviors that are Most Commonly Used among Golf Course Superintendents

The results from Chapter 4 identified Modeling the Way ($M = 51.08$) as the most common transformational leadership behavior, the second highest score was Enable Others to Act ($M = 50.43$), followed by Encouraging the Heart ($M = 47.30$), then Challenge the Process ($M = 46.37$), and finally Inspiring a Shared Vision ($M = 45.30$). The participants rated themselves for each question on a scale of 1 to 10, with 1 as “Almost Never” using this behavior, 2 as “Very Frequently”, 3 as “Usually”, 4 as “Fairly Often”, 5 as “Sometimes”, 6 as “Occasionally”, 7 as “Once in A While”, 8 as “Seldom”, 9 as “Rarely”, and 10 as using this behavior “Almost Always”, respectively. The LPI was calculated by finding the average of the six scores of each individual construct which can add up to a maximum score of 60. The scores of the five individual constructs were then compared to the overall average of LPI scores for assessment. Based on LPI overall percentile rankings, the participants score for Modeling the Way was in the

high use range. It could be assumed that this behavior is the most important for influencing positive outcome from followers. It could also affirm that what the researcher found builds on the theory that transformational leadership behaviors are a valuable and relevant way of building effective working relationships and credibility with the superintendent. Mary E. Shoemaker's (1994) study adds to this study's theory base. She found that Modeling the Way had the most important effect on role clarity, which suggests that effective transformational leaders need to lead by example or model how roles should be fulfilled by their employees. For this study, Modeling the Way, or showing crew members how to perform their tasks to the superintendent's expected standards, is key to effective follower performance.

The second highest rated transformational behavior score was Enabling Others to Act ($M = 50.43$, $SD = 5.26$). Based on LPI overall percentile rankings, the participants score for Enabling Others to Act was in the upper-middle use range. Adding to this study's findings theory base, Godard and Lenhardt (2000) explained how enabling others to act had a profound impact on Godard's successful business restructuring effort. They found increased employee results from creating smaller work teams within a larger organization. It is also common for crew members to be put into small groups to accomplish required tasks. Teamwork is very important on a golf course maintenance crew, with every crew member having one or more specific duties they are responsible for to ensure the golf course is properly maintained. Once the crew has been trained, the most important way to ensure everything gets done on a daily basis is to delegate responsibilities, or Enable Others to Act, so it was plausible to see this being a close second to Modeling the Way. This behavior also shows trust from the leader to the follower and has a tendency to make the follower more motivated to please the leader.

Encouraging the Heart ($M = 47.30$, $SD = 8.20$) was the third highest transformational leadership score. Based on LPI overall percentile rankings, the participants score for Encouraging the Heart was in the upper-middle use range. The superintendent is the head of this crew and it is his or her job to make sure it runs smoothly. It may be inferred from this data and the nature of golf course work, that encouragement is needed, but it is the superintendent's judgment that it is not needed all of the time. Adding to this study's theory base as well, Hacker and Roberts (2007) found that the transformational leader will utilize their position to encourage workers to find personal satisfaction in their work. They noted that how empowering employees can instill a deeper meaning to their tasks. It may be concluded that on a golf course crew, there may be a certain amount of pride that builds inside the employee that has been entrusted or empowered with a duty they are expected to perform well, adding meaning and alleviating the need for constant encouragement.

The fourth highest scored transformational behavior exhibited by golf course superintendents was to Challenge the Process ($M = 46.37$, $SD = 6.41$). Based on LPI overall percentile rankings, the participants score for Challenging the Process was in the upper-middle use range. From the data, it would seem that this construct is not as highly used because a large part of golf course work is daily and routine maintenance. Often, the leader and employee's duties are very similar from one day to the next, so not a lot of new or innovative ways of doing things are needed. Support for this study's theory base comes from a study by Bass and Avolio (1994) involved the electronics company Motorola. To become more competitive, they challenged their normal operating processes, including employee training, motivational and manufacturing changes, and received desired results. Some ways for superintendents to Challenge the Process is for them to stay educated on the latest turf management research

practices and be willing to incorporate them into their daily maintenance schedules. They may also change the crew member's daily activities allowing personnel to try duties they don't normally perform. This would allow the superintendent to get a fresh perspective from employees on daily processes and improvement suggestions.

The fifth highest scored transformational behavior exhibited by golf course superintendents was to Inspire a Shared Vision ($M = 45.30$, $SD = 7.31$). Based on LPI overall percentile rankings, the participants score for Inspiring a Shared Vision was also in the upper-middle use range. Although this is an important leadership behavior, it may be the least used behavior for the same reasons that Challenge the Process was a lesser used behavior. It may be inferred that due to the daily schedule of maintaining a golf course, followers do not need as much inspiration to do their jobs well. Regardless, findings by Earnest (1996) adding to the theory base concluded that Extension professionals that could inspire citizens to share a common vision helped increase participation and activity levels. From this study and our findings, superintendents that could inspire their crew could expect to receive increased commitment and activity levels.

Objective Two: Describe the Leadership Outcomes that Golf Course Superintendents have by using Transformational Leadership Behaviors

There were three employee outcomes that were recorded from using transformational leadership styles in the study. Of these scores, the Effectiveness ($M = 85.97$, $SD = 10.43$) and Extra Effort ($M = 85.24$, $SD = 11.20$) outcome constructs were very similar. The Satisfaction scores were easily the lowest of the three outcome constructs ($M = 78.30$, $SD = 13.01$). The participants rated themselves for each question on a scale of 1 to 10, with 1 as "Almost Never" using this behavior, 2 as "Very Frequently", 3 as "Usually", 4 as "Fairly Often", 5 as

“Sometimes”, 6 as “Occasionally”, 7 as “Once in A While”, 8 as “Seldom”, 9 as “Rarely”, and 10 as using this behavior “Almost Always”, respectively, with a maximum score of 100. Based on the data, it would appear that transformational leadership behaviors among golf course superintendents tends to generate Effectiveness and Extra Effort outcomes with almost identical frequency. This study is supported by the work of others. Sinasky and Bruce (2005) used the MLQ and LPI to measure the transformational leadership skills and outcomes of 4-H youth Extension educators and supervisors. Among other recommendations, their study cited the need for improvements in areas where gaps existed between leadership behaviors of encouragement and staff performance (an organizational leadership outcome). This finding supports our study of the importance of transformational leadership and helps the inference that golf course superintendents should have an awareness of the gap between transformational leadership and the Satisfaction outcome, as the lowest rated outcome, and take steps towards improvement.

Objective Three: Determine the Relationships between Transformational Leadership Behaviors and Leadership Outcomes

The results from Chapter Four determined that the LPI construct of Model the Way had the highest positive perceived outcome correlation with Satisfaction suggesting that golf course superintendents should try to increase positive perceived outcomes of Satisfaction by increasing their leadership behaviors of Challenge the Process, Enable Others to Act, Inspire a Shared Vision, and Encourage the Heart. Modeling the Way construct had the highest positive correlations with Effectiveness (.65) and with Satisfaction (.64). The LPI construct Enable Others to Act had the highest correlation with Extra Effort (.45). This data contributes to the theory base that transformational leadership does have a positive effect on leadership outcomes. These results of the study were significant in that all of the participants perceived employee

outcomes of Effectiveness, Satisfaction, and Extra Effort were positive. Research by Brown, Birnstihl, and Wheeler (1996) also emphasized the importance of studying leadership outcomes as a product of transformational leadership. Using Bass and Avolio's MLQ, they correlated transformational leadership behaviors used in Extension work groups and teams to the outcomes of Extra Effort, Relations to Higher-Ups, Effectiveness (in relation to Unit, Job, and Organization), and Job Satisfaction. Results from the study showed transformational leadership behaviors having a moderate to very high correlation to organizational outcomes (1996). These findings enhance our theory base and understanding of the contribution that transformational leadership can have on an organization of any kind.

LIMITATIONS

This study was limited by the reality that not all golf courses are identical in an operational sense. Differences that could influence superintendent's responses are the size of the crew that he or she manages. This can have an impact on the actual amount of one-on-one interaction between a superintendent and an employee. A larger crew with assistant superintendents and other middle-management positions that delegates work to employees tends to not have as much interaction with the superintendent. Crew size is usually a factor of the maintenance budget, required maintenance level, and the size of the golf course that needs maintaining. Limitations of the study were also that only members of Georgia's golf course superintendents association in the state of Georgia were surveyed. The study also had a low response rate that limited its representation of other golf course superintendents in the state of Georgia and the golf course industry as a whole.

CONCLUSIONS AND RECOMMENDATIONS

From this study the researcher can conclude that transformational leadership behaviors have a significant effect on how golf course superintendents lead their employees. Data from this study were consistent with the assumption that transformational leadership practices do have a positive and beneficial effect on leadership outcomes. These practices also could also have beneficial impacts on superintendent and employee educational and professional development, as well as increase inter-personal relationships among the two groups. Further research in this area would be useful to identify the effects of an increase in transformational leadership behavioral constructs to an increase in positive employee outcomes. Further studies of this topic among a larger population will help with generalizations and may increase awareness among other golf course superintendents and those in the agricultural industry, and serve as a guide about the beneficial effects of the transformational leadership behavior's of Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart on the positive employee outcomes of Effectiveness, Extra Effort, and Satisfaction. One way to accomplish increased leadership behavior and awareness are by attending employer/employee leadership workshops or seminars. Satisfaction was the lowest score among outcomes, so it should be asked what could be done differently to increase Satisfaction among employees by golf course superintendents. A further study could include employees in an observer questionnaire to find how leadership and outcome scores differ in perception from superintendent to employee. A study by Spotanski and Carter (1993) also emphasized the need of training leadership among educators for successful outcomes. They noted that when leadership courses were taken by agricultural educators, a higher level of leadership behavioral practices were used by those educators, as opposed to educators that had not taken leadership

training courses. The positive leadership outcomes from transformational leadership by golf course superintendents in this study were at least moderate to significant, so an increase in leadership behaviors should increase that correlation, increasing the importance of transformational leadership. The benefits to increased positive employee outcomes may include a more enduring and meaningful working relationship between superintendent and employee, potential cost savings and financial benefits from an increase in employee performance and employee retention, and overall industry success.

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APPENDICES

A: SURVEY INTRODUCTION

Golf Course Superintendents LPI/LO Survey		Exit this survey
1. Welcome and Information Greeting		
<p>Greetings,</p> <p>I need your help. I'm working on an important project with Dr. John Ricketts who is a faculty member in the Department of Agricultural Leadership, Education and Communication here at UGA. We are interested in documenting the leadership behaviors and attitudes of golf course superintendents. The best way of doing this is via an online survey. The link below will take you to a survey that will take no longer than 15 minutes. We know everyone is very busy these days, but the results of this voluntary survey will help us better prepare our students for leadership positions not only in the golf course industry but other allied industries as well. Rest assured that all responses are confidential. Please take a minute today to complete the survey. Thank you!</p> <p>Sincerely,</p> <p>Keith Karnok</p> <p>Department of Crop and Soil Sciences Plant Sciences Building University of Georgia Athens, Georgia 30602 706-542-0931 706-542-0914 (fax) http://www.cropsoil.uga.edu/~kjkarnok/</p>		
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Next		

B: SURVEY DIRECTIONS

Golf Course Superintendents LPI/LO Survey

[Exit this survey](#)

2. Golf Course Superintendents' Leadership Practices and Outcomes Survey

On the next few pages are statements describing various leadership behaviors. Please read each statement carefully. Then rate yourself in terms of how frequently you engage in the behavior described. Here's the rating scale that you'll be using:

- 1 = Almost Never
- 2 = Rarely
- 3 = Seldom
- 4 = Once in a While
- 5 = Occasionally
- 6 = Sometimes
- 7 = Fairly Often
- 8 = Usually
- 9 = Very Frequently
- 10 = Almost Always

In selecting each response, please be realistic about the extent to which you actually engage in the behavior. Do not answer in terms of how you would like to see yourself or in terms of what you should be doing. Answer in terms of how you typically behave - on most days, on most projects, and with most people.

For each statement, decide on a rating and check the appropriate bubble for that rating. This survey should take approximately 15 minutes.

Please enter your first and last name in the space provided.

C: SURVEY OF TRANSFORMATIONAL LEADERSHIP BEHAVIORS

[SURVEY PREVIEW MODE] Golf Course Superintendents LPI/LO Survey - Windows Internet Explorer

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	Almost Never	Rarely	Seldom	Once in a While	Occasionally	Sometimes	Fairly Often	Usually	Very Frequently	Almost Always
1. I seek out challenging opportunities that test my own skills and abilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I talk about future trends that will influence how our work gets done.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I develop cooperative relationships with the people I work with.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I set a personal example of what I expect from others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I praise people for a job well done.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I challenge people to try out new and innovative approaches to their work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I describe a compelling image of what our future could be like.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. I actively listen to diverse points of view.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. I spend time and energy on making certain that people's actions are consistent with the values and standards that have been agreed on.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. I make it a point to let people know about my confidence in their abilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

D: SURVEY OF TRANSFORMATIONAL LEADERSHIP BEHAVIORS CONT.

[SURVEY PREVIEW MODE] Golf Course Superintendents LPI/LO Survey - Windows Internet Explorer

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***Leadership Behaviors continued**

	Almost Never	Rarely	Seldom	Once in a While	Occasionally	Sometimes	Fairly Often	Usually	Very Frequently	Almost Always
11. I search outside the formal boundaries of my organization for innovative ways to improve what we do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. I appeal to others to share in my dream of future possibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. I treat people with dignity and respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. I follow through on the promises and commitments that I make.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. I make sure that people are creatively rewarded for their contribution to the success of our projects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. I ask "What can we learn?" when things do not go as expected.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. I show others how it is in their long-term interests to work together toward a common vision.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. I support the decisions that people make on their own.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. I am clear with others about what it means to do one's best.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. I publicly recognize people who exemplify commitment to shared values.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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E: SURVEY OF TRANSFORMATIONAL LEADERSHIP BEHAVIORS CONT.

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21. I experiment and take risks in my work even when there is a chance of failure.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. I am contagiously enthusiastic and positive about future possibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. I give others freedom and choice in making decisions about issues that affect them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. I take an active part in making certain that achievable goals, concrete plans, and measurable milestones are set for the projects and programs we work on.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. I find ways to celebrate accomplishments with my team.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. I take the initiative to overcome obstacles even when outcomes are uncertain.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. I speak with genuine conviction about the higher meaning and purpose of our work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. I take an active role in helping people learn and develop in their work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. I make progress toward goals one step at a time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. I give the members of the team lots of appreciation and support for their contributions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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F: SURVEY OF PERCEIVED TRANSFORMATIONAL OUTCOMES

[SURVEY PREVIEW MODE] Golf Course Superintendents LPI/LO Survey - Windows Internet Explorer

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*** Leadership Outcomes (Effectiveness, Satisfaction, Extra Effort)**

	Almost Never	Rarely	Seldom	Once in a While	Occasionally	Sometimes	Fairly Often	Usually	Very Frequently	Almost Always
1. My leadership skills increase my employee's effectiveness.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. My job is easier (less HR problems, better maintained golf course) due to increased employee effectiveness.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Working as a team increases employee effectiveness.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. My budget is easier to manage when my employee's work is more effective.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I create opportunities for my employees that allow them to grow personally and professionally.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I increase employee job satisfaction when possible.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I have noticed a positive change in employee attitudes toward their work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Employee satisfaction has increased retention and reduced tardiness/sick days.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. I use flexible work hours to increase employee satisfaction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. I have a satisfying working relationship with my employees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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G: SURVEY OF PERCEIVED TRANSFORMATIONAL OUTCOMES CONT.

[SURVEY PREVIEW MODE] Golf Course Superintendents LPI/LO Survey - Windows Internet Explorer

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tardiness/sick days.

9. I use flexible work hours to increase employee satisfaction.

10. I have a satisfying working relationship with my employees.

11. Increased job satisfaction by my employees has improved overall employee attitudes towards their work.

12. I encourage my employees to participate in extra assignments to increase their golf management knowledge.

13. I notice extra effort by my employees when I lead by example.

14. My employees show extra effort towards their work when I listen to their suggestions.

15. Extra effort by my employees has allowed me more time to concentrate on special projects on the golf course.

16. I make sure my employees know that extra effort is appreciated and encouraged.

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H: SURVEY OF DEMOGRAPHICS INFORMATION

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Golf Course Superintendents LPI/LO Survey [Exit this survey](#)

7. Demographics

Below is a short series of demographic questions that will allow us to make even more meaning of the data. Please answer accordingly.

***What is your gender?**

☐ Male

☐ Female

***What is your highest level of education?**

	High School Diploma	Associates Degree	Bachelors Degree	Masters Degree	Doctorate Degree
Degree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please type an appropriate number of years in the following spaces provided.

What is your age?

How many years have you worked in the golf course industry?

How many years have you served as a superintendant?

How many years of golf course managerial experience have you had?

How many years of any type of managerial experience have you had?

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APPENDIX I: KOUZES POSNER PERMISSION LETTER

KOUZES POSNER INTERNATIONAL

1541 9 Banyan Lane
Monte Sereno, California 95030
FAX: (408) 354-91 70

April 30, 2009
Mr. Matt Lenhardt
1 16 Hillside Drive
Monroe, Georgia 30665

Dear Matt,

Thank you for your request to use the Leadership Practices Inventory (LPI) in your dissertation. We are willing to allow you to *reproduce* the instrument in written form, as outlined in your letter, at no charge, with the following understandings:

- (1) That the LPI is used only for research purposes and is not sold or used in conjunction with any compensated management development activities;
- (2) That copyright of the LPI, or any derivation of the instrument, is retained by Kouzes Posner International, and that the following copyright statement is included on all copies of the instrument: "Copyright © 2003 James M. Kouzes and Barry Z. Posner. All rights reserved. Used with permission.";
- (3) That one (1) electronic copy of your dissertation and one (1) copy of all papers, reports, articles, and the like which make use of the LPI data be sent promptly to our attention; and,
- (4) That you agree to allow us to include an abstract of your study and any other published papers utilizing the LPI on our various websites.

If the terms outlined above are acceptable, would you indicate so by signing one (1) copy of this letter and returning it to us. Best wishes for every success with your research project.

Cordially,


Barry Z. Posner, Ph.D.
Managing Partner

I understand and agree to abide by these conditions:

(Signed)  Date: 4/30/09