Differences in Leadership Styles Between Genders: Outcomes and Effectiveness on Team Success

Sylvia Zaal
Concordia University - Portland

Follow this and additional works at: https://commons.cu-portland.edu/edudissertations

Part of the Education Commons

CU Commons Citation
https://commons.cu-portland.edu/edudissertations/57

This Open Access Dissertation is brought to you for free and open access by the Graduate Theses & Dissertations at CU Commons. It has been accepted for inclusion in Ed.D. Dissertations by an authorized administrator of CU Commons. For more information, please contact libraryadmin@cu-portland.edu.
Concordia University–Portland

College of Education

Doctorate of Education Program

WE, THE UNDERSIGNED MEMBERS OF THE DISSERTATION COMMITTEE

CERTIFY THAT WE HAVE READ AND APPROVE THE DISSERTATION OF

Sylvia M. Zaal

CANDIDATE FOR THE DEGREE OF DOCTOR OF EDUCATION

Donna Graham, Ph.D., Faculty Chair Dissertation Committee

Michael Hollis, Ph.D., Content Reader and Specialist

Michael Jazzar, Ph.D., Content Reader and Specialist

ACCEPTED BY

Joe Mannion, Ed.D.
Provost, Concordia University-Portland

Sheryl Reinisch, Ed.D.
Dean, College of Education, Concordia University-Portland

Marty Bullis, Ph.D.
Director of Doctoral Studies, Concordia University-Portland
Abstract

The overall research problem addressed in this study is the gender role expectations of leaders and the undervaluation of women leaders. It is important for organizations and followers to understand that women can be as or more effective than men leaders. The purpose of this research was to examine the different leadership styles between men and women that promoted the success of a team, guided by Relational-Cultural Theory (RCT), which holds that that people develop gender role expectations of others behavior based on a sex-based division of labor. The foundation of this study was leadership theory that includes that trait, behavior, and power can explain who some leaders succeed and other leaders fail. The study used a quantitative ex post facto research design, with data, including demographic descriptive data. The MLQ revealed the leaders leadership style. The Team Excellence and Collaborative Team Leader Questionnaire measured efficiency and success of the leader in completing the research activity. An independent-samples t-test was conducted to determine if there was a difference between genders with respect to leadership styles. The results of the t-test showed a significant difference in the leadership styles based on gender. The female leadership style tends to be transformational and the male leadership style is most likely transactional. An ANOVA was also used to determine if there was a difference among three leadership styles with respect to team success. The results of the ANOVA were statistically significant and indicated greater team success when the leadership was either transactional or transformational, than authoritative. There was no difference in team success between transformational-led and transactional-led teams.
Keywords: leadership styles, women leadership style, men leadership style, team success, gender
Dedication

I dedicate this dissertation to my daughter Asyla Luz. You provided me the inspiration necessary for me to continue and complete this process. You have sacrificed immensely along the way. I love you more than you will ever understand.
Acknowledgments

I wish to thank my dissertation committee members who were more than generous with their expertise and precious time. A special thanks to Dr. Donna Graham, my Faculty Chair for her countless hours of reflecting, reading, encouraging, and most of all patience throughout the entire process. Dr. Graham served as my mentor and supervisor of my research project.

Thank you to Dr. Michael Hollis and Dr. Michael Jazzar for agreeing to serve on my committee and encouraging me along the way. They have generously given their time and expertise to better my work. I thank them for their contribution and their support.

I need to express my gratitude and deep appreciation to Nicole R. Anderson, whose friendship, knowledge, and wisdom has supported me through this process. She has consistently helped me keep perspective on what is important in life and shown me how to deal with reality.

Last, but definitely not least, thank you to the Almighty and my faith in God which has brought me to this point in my life.
Table of Contents

List of Tables ......................................................................................................................... x

List of Figures ........................................................................................................................ xi

Chapter 1: Introduction ............................................................................................................ 1

   Background ............................................................................................................................ 2

   Problem Statement ............................................................................................................... 4

   Purpose Statement .............................................................................................................. 5

   Research Questions ............................................................................................................ 5

   Rationale for Methodology ................................................................................................. 6

   Research Design .................................................................................................................. 7

   Definition of Terms ............................................................................................................ 9

   Assumptions, Limitations, and Delimitations .................................................................... 11

   Summary ............................................................................................................................... 12

   Research Objectives .......................................................................................................... 12

   Significance of the Study ................................................................................................... 13

Chapter 2: Literature Review ................................................................................................ 14

   Background .......................................................................................................................... 15

   Theoretical Framework ....................................................................................................... 17

   Review of Research Literature .......................................................................................... 23

      Organizational development ......................................................................................... 24

      Multiple leadership styles. ............................................................................................ 25

      Gender influence ............................................................................................................ 25

      Leadership behaviors. ..................................................................................................... 26

      Team success. .................................................................................................................. 27
Review of Methodological Issues ......................................................................................... 27
Synthesis of Research Findings ......................................................................................... 28
Critique of Previous Research ............................................................................................. 29
Summary.............................................................................................................................. 30

Chapter 3: Methodology ....................................................................................................... 32
Purpose of the Study ............................................................................................................. 33
Research Questions ............................................................................................................. 33
Hypotheses ............................................................................................................................ 33
Methodology ......................................................................................................................... 33
Research Design .................................................................................................................. 34
Target Population, Sampling Method (power) and Related Procedures ......................... 36
Instrumentation ..................................................................................................................... 36
Data Collection .................................................................................................................... 38
Operationalization of Variables ......................................................................................... 39
Data Analysis Procedures ................................................................................................... 40
Limitations and Delimitations of the Research Design ..................................................... 41
Internal and External Validity .............................................................................................. 41
Expected Findings ................................................................................................................ 43
Ethical Issues in the Study ................................................................................................... 43
Summary .............................................................................................................................. 44

Chapter 4: Data Analysis and Results .................................................................................. 45
Descriptive Data .................................................................................................................... 47
Data Analysis Procedures .................................................................................................. 49
Summary........................................................................................................................................69
Chapter 5: Summary, Conclusions, and Recommendations.........................................................61
Summary of the Study ....................................................................................................................62
Summary of Findings and Conclusion .........................................................................................63
Gender in Leadership. ...................................................................................................................63
Leadership Style and Team Successes. .......................................................................................64
Implications......................................................................................................................................65
Theoretical implications..................................................................................................................65
Practical implications.....................................................................................................................66
Future implications. .......................................................................................................................68
Recommendations..........................................................................................................................68
Recommendations for future research. .........................................................................................68
Recommendations for future practice. .........................................................................................69
Conclusion.......................................................................................................................................70
References.......................................................................................................................................72
Appendix A: Consent To Participate ............................................................................................80
Appendix B: Demographic Questionnaire....................................................................................82
Appendix C: Permission To Use The Multifactor Leadership Questionnaire..............................83
Appendix E: MLQ Scoring Key (5x) Short Sample.......................................................................85
Appendix F: Outcomes of Leadership Behaviors.........................................................................86
Appendix G: Team Excellence and Collaborative Team Leader Questionnaire.........................87
Appendix H: Research Activity ......................................................................................................88
Appendix I: IRB Approval Letter .................................................................................................89
Appendix J: Statement of Original Work .................................................................91
List of Tables

Table 1. Descriptive Statistics of Leadership Styles ................................................................. 50
Table 2. Difference Between Genders And Leadership Styles .............................................. 52
Table 3. Difference Between Leadership Styles and Team Success ................................. 54
Table 4. Means and Standard Deviations of Team Success per Leadership Style .......... 55
Table 5. Difference Between Leadership Styles and Team Success Using ANOVA ...... 55
Table 6. Tukey’s HSD Comparison for Between Leadership Styles and Team Success .. 56
List of Figures

Figure 1. Difference Between Gender and Leadership Styles ........................................ 52

Figure 2. Difference Between Leadership Styles and Team Success ............................ 58
Chapter 1: Introduction

The purpose of this study is to examine the different leadership styles between men and women that promote the success of a team. This study will provide an analysis of gender differences in leadership styles. This knowledge will be useful to organizations, when they are searching to hire a leader with a particular management style. These leadership style differences will explore how they may influence teams' outcome in performance. Comparing the leadership styles of men and women will help us better understand the characteristics for different effective leadership styles.

Employees are made to feel valued when a transformational, transactional, or servant leader shares the vision of the organization in relation to how the team is essential in achieving organizational goals (Giltinane, 2013). Authoritative leadership style requires loyal and obedient followers. However, there is a disadvantage to these leadership styles when it comes to evaluating the gender differences because of the time it takes to make decisions as a team (Giltinane, 2013). Different followers respond to different leaders.

Followers desire different traits and behaviors in their leaders (Nichols & Cottrell, 2014). It is important to consider what followers need in their leaders to promote team success. Leaders have a fundamental role in contributing direction and purpose towards accomplishing goals of the organization. They are also an imperative component in the social relationship of their teams. Leaders determine and shape their team's behavior (Nichols & Cottrell, 2014). They can affect their team’s commitment to organization goals. Nichols and Cottrell did not examine if followers’ expectations towards men and women leaders were the same or different.
This research will examine the different leadership styles between men and women that promote the success of a team. Which leadership style is more efficient with men leaders? Which leadership styles are more efficient with women leaders? Which leadership styles contribute to team success? Are men or women leaders more effective leading a team to successfully complete a team goal?

The research method is quantitative and the data collection tools that will be used are observations, research activity, and surveys. This research will test the hypotheses about the difference between gender using leadership styles and how team success is affected with respect to leadership styles. An ex post facto research design research will be used to determine the differences between gender, leadership style, and team performance.

Background

Transformational leadership has been shown to have a positive impact in several ways. The first is the ability to motivate employees to accomplish goals successfully. Secondly, Bass (1990) stated that transformational leadership theory examines the leadership behaviors that help accomplish organizational outcomes. Third, Bass (1997) also discovered that transformational leadership has a positive impact on followers’ job satisfaction.

Burns (1978) noted that transactional leadership is viewed as an exchange process in which the leader provides rewards to followers. The reward can be pay, recognition, or job security. Transactional leaders motivate followers by providing rewards which appeal to the followers’ self-interests. Transactional leadership is considered to be an active and positive exchange between the leader and the follower. However, Burns
believed that any relationship between the leader and follower is only temporary because the leader does not engage the follower to a higher level.

Authoritative leadership style is systematic. The leader provides a clear expectation for what needs to be completed. However, how it complete the goal might not be conveyed. Authoritative leadership style is considered by Bass (1990) to not be any form of positive leadership. There is a clear division between the leader and followers. Authoritative leaders make decisions independently with little or no input from followers. This leadership style can invoke workplace stress, bullying characteristics, and employee’s distraught. This leadership style has negative impact on job satisfaction.

Max Weber (1958) was the first to describe charismatic leadership theory. Charismatic leaders are often used in a time of crisis to rally the team together. They are very skilled communicators who know how to connect to followers on a deep emotional level. Charismatic leaders are able to identify the gaps between what an organization can offer employees and what the employees need from the organization. They create visions that their followers can easily see and followers are motivated to contribute to the common goal.

Greenleaf (1970) found that servant leadership emphasizes on serving your followers and their needs. Servant leaders value follower’s contributions, ideas, and opinions. They build trust within their teams because they teach others to lead and provide opportunities for growth. Servant leaders help followers find a balance between work and life obligations which increases the follower’s job satisfaction.
Different leadership styles can affect outcomes regarding employee’s efficiency and effectiveness (Barbuto & Gifford, 2010). Additionally, gender can have an impact on leadership style as well. While men and women leaders can be equally effective in certain settings; however, more often effectiveness depends on how well they use their leadership styles to lead their teams (Merchant, 2012). Women typically favor more of a mentoring and coaching style; while men typically use a command-and-dictate style (Merchant, 2012). This research suggests that it is imperative to understand the dynamics of gender and leadership styles to better understand team outcome.

At the organizational level, leadership establishes to the employees the direction of the organization. A better understanding of effective leadership styles is important for organizations sustainability (Barbuto & Gifford, 2010). It was important to understand which leadership styles were more effective on team performance. Regarding the impact of leadership styles on team performance, key points arise. To ensure team performance; leaders must provide support, show consideration, and engage in positive behaviors.

**Problem Statement**

A problem that too often organizations face is that they hire the wrong leaders for their company. Bass and Bass (2008) agreed that leadership is critical for the success of any organization. Leadership affects employee's organizational life and experience. Effective leaders can achieve organizational goals and lead a team to success.

Another problem that arises is that organizations do not understand the leader-follower relationship. Leader-follower relationships influence many important aspects of organizational outcomes (Collins, Burrus, & Meyer, 2014). Leaders who don’t understand the effect that they have on their team, contribute to the inefficiency and
ineffectiveness of their employees. A problem that occurs is the inability of organization leaders being able to alter their leadership style as needed when handling different employees, situations, or business environments (Collins et al., 2014). Leaders must understand that no one style of leadership can fit all situations.

In addition, Collins et al. (2014) stated that there is stereotypical gender difference and a preferred leader behavior. Bosak and Sczesny (2011) found that a problem in organizations that exist is gender stereotype and prejudice towards female leaders. Identifying the differences in leadership styles used between genders and studying the outcomes on team success can help organizations understand that women can be effective or more effective than men.

**Purpose Statement**

The purpose of this research was to examine the different leadership styles between men and women that promoted the success of a team. The research attempted to identify to what extent was there a difference between gender using leadership styles. Another focus of the study was to identify to what extent was there a difference in team success with respect to leadership styles. Identifying the different leadership styles has contributed to the understanding of the relationship with employee productivity, motivation, morale, and how those factors can lead a team to success.

**Research Questions**

R1. To what extent if any, is there a difference in leadership styles between genders?

R2. To what extent if any, is there a difference in team success with respect to leadership styles?
Rationale for Methodology

Quantitative research differs from qualitative research in several ways. It works to achieve different goals, and uses different methods, and design. Creswell (2013) stated that quantitative studies generally use large samples to test numerical data by comparing sample attributes so that the findings can be generalized to the population. Creswell identified quantitative research as reliable, valid, and generalizable in its clear predication for cause and effect. The overall rationale for choosing the methodology was that it had to provide the data that could inform the problem by guiding the research activity, surveys, and the statistics.

First, a demographic questionnaire was collected to understand a few items about the participants. Participants were asked their title to place them in a leader or follower category. They also were asked to identify themselves as male or female to collect the data that was essential in the study. Age was asked to understand the experience level of the leaders.

The Multifactor Leadership Questionnaire (MLQ) is a well-established instrument that was used in this study to identify the leadership styles of the leaders. The MLQ has been established as the key instrument for measuring leadership styles. The MLQ test manual presents strong evidence for validity of the MLQ scores. It has been used in over 300 research studies, doctoral dissertations, and master’s theses. Avolio and Bass (1995) have noted that for the last 25 years, the MLQ has been the primary means by which researchers are able to reliably differentiate effective leaders from ineffective leaders. Construct validity evidence based on factor analyses has produced a six-factor model explaining dimensions of the MLQ.
The MLQ scoring key was used to obtain the multifactor leadership scale. The first 36 questions of the MLQ measured nine leadership behaviors. The nine leadership behaviors are Intellectual Stimulation, Idealized Influence Behavior, Idealized Influence Attitude, Inspirational Motivation, Individualized Consideration, Contingent Reward, Management by Exception Passive, Management by Exception Active and Laissez-Faire. The last 9 questions measured organizational outcomes.

A research activity was used when the group came together with one leader and six team members to observe how effective the leader was with the team. The leaders were rated through the Team Excellence and Collaborative Team Leader Questionnaire. The Team Excellence and Collaborative Team Leader Questionnaire is also a well-established instrument that was used in this study to collect the data needed to help identify if the team’s leader was effective, goal focused, motivating, and successful.

**Research Design**

The study used an ex post facto design. The purpose of this study was to examine leadership styles, gender, and the success of a team. Ex post facto research design was used because it was not possible to manipulate the gender of the participants. It was used to test the hypotheses about the cause-and-effect or correlational relationship between gender, leadership styles, and team success. According to Ary et al. (2010), a quantitative, ex post facto research study is appropriate for investigating the relationship between independent and dependent variables when manipulation of the independent variable is not possible.

The independent variable in this study was the gender of the leader. In research question 2, leadership styles were an independent variable. However, in research
question 1, leadership styles were a dependent variable. The leadership styles were transformational, transactional, servant, charismatic, and authoritative. An ex post facto research determined whether genders used a particular leadership style. The participants placed in the leader category completed a Multifactor Leadership Questionnaire (MLQ) Form 5X-Short (Avolio & Bass, 1995) to identify their leadership style. The MLQ measures a broad range of leadership styles and identifies the characteristics of leaders. The MLQ is one of the most widely used instruments to measure leadership ability and behavior in organizations and organizational studies.

Permission was received from Mind Garden, Inc. to utilize the MLQ (see Appendix C). The MLQ short-form consists of 45 items that each leader responded to using a Likert-type scale ranging from 0 not at all, 1 once in a while, 2 sometimes, 3 fairly often, to 4 frequently, if not always. Validity and reliability are two constructs used to indicate the degree of confidence one can place in scores on a research instrument.

The MLQ scoring key was used to obtain the multifactor leadership scale. The first 36 questions of the MLQ measured nine leadership behaviors. The nine leadership behaviors are Intellectual Stimulation, Idealized Influence Behavior, Idealized Influence Attitude, Inspirational Motivation, Individualized Consideration, Contingent Reward, Management by Exception Passive, Management by Exception Active and Laissez-Faire. The last 9 questions measured organizational outcomes.

Team performance was also a dependent variable. A Team Excellence and Collaborative Team Leader Questionnaire adapted from the Team Excellence Survey (LaFasto & Larson, 1987) found in Northouse (2007) was used to obtain the followers perspectives of the effectiveness of their leader. This survey has been used by
researchers such as LaFasto and Larson and Northouse to learn about leaders’ effectiveness. Both the MLQ and Team Excellence and Collaborative Team Leader Questionnaire have been the focus of numerous validity and reliability investigations. The results were analyzed using descriptive statistics, a $t$-test, and an analysis of variance (ANOVA).

Assessing the difference between independent and dependent variables was accomplished with a quantitative, ex post facto design because the variables of gender, leadership styles, and team success, are not under control. An ex post facto research design helped discover if a difference existed. The statistical methods used measured the difference between the variables.

**Definition of Terms**

*Active Management by Exception (Active)* is when leaders are active and helpful when followers make mistakes (Avolio & Bass, 1995).

*Authoritative Leadership* is a style that a leader uses to direct orders and controls what goals should be achieved without any meaningful participation by employees (Wang, Chiang, Tsai, & Cheng, 2013).

*Charismatic Leadership* is a style that a leader uses to inspire and motivate employees to achieve a common goal (Conger & Kanungo, 1987).

*Contingent Reward* provides positive reinforcement to followers when they complete organizational goals (Avolio & Bass, 1995).

*Laissez-Faire Leadership* is a behavior where there is no positive leadership. Leaders allow their followers freedom in organizational outcomes and deadlines (Lewin, 1937).
Leadership is the process of directing and inspiring employee to perform task and oriented activities of the organization (Giltinane, 2013).

Idealized Influence is an attribute in the MLQ that describes leaders that are faithful, ethical, moral, inspire confidence, can handle stressful situations, and aware of organizational outcomes (Burns, 1978).

Individualized Consideration is when leaders are concerned about their follower’s needs and abilities. They teach, direct, and offer advice for follower’s self-development (Avolio & Bass, 1995).

Inspirational Motivation is an attribute in the MLQ that describes leaders that are optimistic for the future, make enthusiastic speeches, and encourage followers (Avolio & Bass, 1995).

Intellectual Stimulation is defined as a leader who encourages innovation, creativity, critical thinking and problem solving. It involves arousing a followers mind through thought and imagination (Avolio & Bass, 1995).

Motivation is the force that influences people’s energy into obtaining their objectives.

Organization is a company or business that is structured with policies, procedures and objectives that define the type of job that needs to be achieved (Schmuck, Bell, & Bell, 2012).

Passive Management by Exception (Passive) is when a leader makes no effort to help followers when they are needed (Avolio & Bass, 1995).
Servant Leadership is a leader that concentrates on their followers and organizations needs and in turn creates a caring, supporting environment (Greenleaf, 1977).

Style is the various behavior patterns by leaders during the process of providing direction, implementing plans, and motivating people (Giltinane, 2013).

Transformational Leadership is a style of a leader that works with employees and the organization to facilitate change, meet goals and create a positive atmosphere through inspiration (Bass, 1997).

Transactional Leadership is a style of a leader that uses rewards and punishment system to keep employees compliant (Bass & Avolio, 1995).

Assumptions, Limitations, and Delimitations

The assumptions were that effective leadership can sustain social progress, economic growth, and successfully complete goals. There are different leadership styles that are based on different assumptions and theories. The style that leaders use is based off a combination of their beliefs, values, and opinions. Effective leaders can lead their team to achieve goals and to success. Organization leaders can encourage some styles and find leaders who are the right fit for their company.

It was assumed that survey participants in this study were not deceptive with their answers, and that the participants answered questions honestly and to the best of their ability. Participants filled out questionnaires to the best of their ability and remained honest. The leadership styles questionnaire and follower survey required participants to answer the way they perceived the environment and themselves.
Several limitations existed and should be addressed in future research. One limitation was the sample was from one company in one industry. This might have influenced the participants' perspective on leadership techniques and styles. The limitation may suggest if the company hired leaders with the same leadership style this would hinder the diversity in leadership styles.

Another limitation was the research study might have captured the perception of the leaders and followers, but not the perceptions of the organization that they represent. The leadership styles chosen to study (transformational, transactional, servant, charismatic and authoritative) were used to identify the leaders. Five leadership styles were studied to uncover specific leadership behaviors and determine the effect on team success. Each leadership style affects the organizations outcomes.

A delimitation in this study was the location. The research location that was used is a Metro PCS building that is available with no cost. The location is not central to the Austin offices and some participants had to go out their way by 30-60 minutes.

**Summary**

The theoretical framework that this study was built upon was RCT and how different leadership theories. Men and women use different approaches to leadership. Successful leadership can help shape and change organizations and followers’ lives. This research studied precise conceptualization of leadership styles and the subsequent follower perception.

**Research Objectives**

One research objective was to analyze the differences in leadership styles between men and women. What were the assumptions of the followers regarding their leaders?
How did leaders perceive their leadership behaviors? A second research objective was to analyze the effects of these leadership styles on the outcomes and effectiveness on a team’s success. How did the followers perceive the leaders? What were the leadership characteristics of leaders that were successful at leading a team to their goal?

**Significance of the Study**

This research was aimed at improving employee efficiency through various leadership styles. The study has highlighted the difference between leadership styles, gender, employee motivation, and the significance of leadership styles on organization success. This study has functioned as a reference document to students, other researchers, scholars, leaders, and organizations by contributing towards the advancement of knowledge in management, leadership, and other fields.
Chapter 2: Literature Review

The purpose of this research study was to examine the different leadership styles between men and women that promote the success of a team. Alzougool, Elbargathi, Habib, Khalaf, and Al-Qutub (2015) measured team success on how well the leader could teach their team the different skills such as communication, goal-setting, planning, cooperation, creativity, and task orientation that are needed to get tasks accomplished. This research examined where male and females fall into leadership styles and how effective they were on their team’s success.

After extensive research, keywords were formed to search scholarly databases such as Academic Search Premier, EBSCO, Gale Cengage Academic OneFile, Google Scholar, JSTOR, ProQuest Central, ProQuest Science Journals and Wiley Online Library. The keywords that were utilized are success of teams, women leadership styles, men leadership styles, leadership questionnaire, male leadership inventories, female leadership inventories, empowerment readiness, leadership behaviors, positive leadership skills, negative leadership skills, organizational innovation, team success, team performance, transformational leadership, transactional, servant, charismatic, and authoritative leadership styles. These keywords were instrumental in finding empirical research that was used for this paper.

This chapter has been organized into seven sections: Introduction to the Literature Review, Conceptual Framework, Review of Research Literature and Methodological Literature, Review of Methodological Issues, Synthesis of Research Findings, Critique of Previous Research, and Chapter Two Summary. These sections are critical in Chapter 2 to build a foundation for the research that was undertaken.
Background

Upon investigation, three themes emerged from the body of identified research that investigated leader’s gender connection in relation to team outcomes. First, Merchant (2012) identified different behaviors of men and women leaders that contribute to team success. Second, Bellou (2011) concluded that men and women leaders are expected to follow a social role that affects their leadership style. Third, Alzougool et al. (2015) concluded that women and men leaders use different leadership styles that affect the leader-follower relationship. In contrast, Hamstring, Van Nyerere, Wise, and Rosenberg (2013) challenged that conclusion by saying that follower’s affect the leader-follower relationship because they respond to what they expect and will receive out of the relationship. This conflict in literature could lead to a rationale for more research into the impact of leadership styles on team success.

Merchant (2012) identified different behaviors of men and women leaders that contribute to team success. Men view conversations as a way to establish and maintain status and dominance, while women use conversation to create and foster relationships. Women leaders use more expressive, tentative, and polite language than men leaders. Women and men leaders have different needs, goals, and values in the way they lead their teams. Merchant’s research concluded that there are no overall leadership style differences between men and women and that followers have different expectations for leaders based on the leader’s gender.

Follower’s expectations for male leaders are different than their expectations for female leaders (Bellou, 2011). Followers expect male leaders to be tough and controlling, while women leaders are expected to be empathetic, build and nurture lasting bonds and
relationships. Additionally, women leaders that exhibited transformational leadership style, served as effective role models. They developed the skills of their followers and motivated them to exceed all organizational goals. Women leaders also demonstrated that they were better transactional motivators. They motivated with a positive rewards-based system, while men offered a negative, threat based system (Merchant, 2012). These behaviors are stereotypical of men and women leaders.

Hamstring et al. (2013) discovered that behavior may be less stereotypical when women and men who occupy the same managerial role are compared, because these organizational leadership roles usually provide clear guidelines about the conduct of behavior. Additionally, followers are very aware of their expectations from their leaders. They expect leaders to motivate them to produce results and improve the organization. Followers respond to a leader’s charisma and caring attitude. They have the hopes of gaining money, status, or power by following a great leader (Hamstring et al., 2013).

Leaders need to acknowledge the importance of understanding their followers on a deeper level to work toward a shared goal and to create a team that will pursue a collective goal. The interaction between leaders and their followers is important and that an in-depth study on leadership styles is needed to understand the differences between leaders and their followers. Barbuto and Gifford (2010), Ishikawa (2012), and Ottoman et al. (2014) acknowledged the gap in the research is the lack of limited studies on understanding the outcome of leadership styles on team performance.

Additionally, there is a lack of studies on men and women leader’s different leadership styles and effect on team outcomes. Research was needed on understanding the impact of leadership on team performance based on understanding the difference
between leadership behavior, transformational, transactional, servant, and charismatic and authoritative leadership styles (Barbuto & Gifford, 2010). This research attempted to cover the gap that was left by previous researchers. This researcher attempted to understand the different leadership styles between men and women that promote the success of a team and filled in the gap by concentrating on leadership styles that were not analyzed prior. This researcher discovered that transformational, transactional, servant, charismatic and authoritative leadership styles were not studied together by any other researcher. This research attempted to understand if the different leadership styles affect team performance and outcomes.

This study has three major contributions. First, it has extended the leadership styles by empirically testing subjects to see which leadership style they connect with in a work environment. Second, it has explored team efficiency within the leadership styles. Third, it considered gender connection in relation to team efficiency by integrating the leadership styles.

**Theoretical Framework**

Relational-Cultural Theory (RCT) was developed from the social role theory, which explains that people develop gender role expectations of others behavior based on a sex-based division of labor (Eagly & Wood, 2012). This division of labor is related to the notion that men are breadwinners and women are homemakers. Women are stereotypically expected to be more nurturing, empathetic, and understanding. Men are assumed to be tougher, independent, and direct (Schein, 2007).

RCT builds upon the social role theory by considering the effect that gender roles have on leadership roles. Followers and organizations have stereotypical expectations of
men and women leaders (Eagly & Karau, 2002). Eagly and Karau found that leadership behaviors that encourage participation and consideration were associated with female traits, while behaviors of controlling and being direct were associated with male traits.

RCT supports the undervaluation of women’s effectiveness as leaders. Based on RCT, this study examined the different leadership styles between men and women that promoted the success of a team. To address gender differences in leadership styles, the research undertook a quantitative approach that studied leadership effectiveness of men and women.

The importance of age as a factor influencing the behavior of leaders is a commonly held belief among the academic audience. Ng and Sears (2012) found that an individual’s age may partly influence their leadership styles. This study factored in the age of the leader. Avolio and Bass (1995) documented how a leader can change their style and behaviors over time. Knowing the age of the study participants helped determine the leaders experience in the workforce.

The importance of understanding the age of the leaders in this study helped with understanding of their leadership styles. Kuron and Lyons (2014) discovered that there is a multi-generational difference in leadership. They critically reviewed the research and found that age has a powerful effect in shaping attitudes, behaviors, personality, strengths, and limitations. Leaders between the ages of 20-35 are energetic, committed, and disciplined in their goals. This age group is very competitive, market driven and results oriented. Problem solving, patience, and lack of customer service are an issue with this age group. Lack of these skills would place a majority of these leaders in an authoritative or transactional leadership style.
Leaders over 35 years old are usually effective communicators, great problem solvers, people oriented, focus on detail and routine. Van Dierendonck (2011) believed that these skills are gained over time and more experience. They have learned to leverage protocol and policies to their advantage to get the job done. Leaders with these skills have a high probability of being placed in transformational, servant, or charismatic leadership style.

Just as age was important to evaluate in a leadership study, gender was also an important factor to examine. This allowed a better understanding of the differences and similarities between leadership practices of men and women. Wang, Chiang, Tsai, and Cheng (2013) discovered that women are practicing authoritarian leadership style. With respect to Kuron and Lyons (2014) study on age and the findings of Wang et al. with the behaviors of women and men, this speaks to the possibility of complex age-gender interactions in leadership emergence. Wang et al. suggested that future research should pay more attention to the difference between leadership and gender roles to fully understand team outcomes that deviate from stereotypical gender leader role expectations. Integrating suggestions of Wang et al. and Kuron and Lyons on future research led to the understanding that any new research must factor in age, gender, and leadership styles.

The groundwork of this study was based on leadership theory that includes that trait, behavior, and power can explain who some leaders succeed and other leaders fail. One of the earliest theorists was Frederick Winslow Taylor. Taylor (1911) started the Scientific Management movement. He was the first to study how employees affected organizational goals. Taylor believed that leaders were born and assumed there was only one form of effective leadership.
Kurt Lewin (1937) developed his framework in the 1930's and it provided a foundation for many other frameworks that followed. Lewin identified three leadership styles of decision making: the autocratic, democratic, and laissez-faire. The autocratic leaders make all the decisions. They do not involve their followers in the decision making process. Democratic leaders involve their followers in the decision making process. Laissez-faire leaders leave all decisions to the followers by having little involvement in their work.

Max Weber (1958) completed the most important early research on charismatic leadership. One of the leadership behaviors in the MLQ scoring key is Inspirational Motivation. It is the second quality of transformational leaders and an attribute found in charismatic leaders. Weber noted that charismatic leaders are noted for their ability to inspire and motivate followers to perform at high levels and be committed to the organization. He believed that charismatic leaders had exceptional powers to influence followers.

The paradigm within leadership is the theory of transformational – transactional leadership proposed by Burns (1978) and further developed Bass (1990). Burns identified transformational and transactional leadership styles in 1978. According to Burns, transformational leadership can create a significant change in the life of the leader, followers, and organization. Transformational leaders work towards the benefit of the team and organization. Transactional leaders work on the give and take approach. They do not try to change the culture in the organizations.

Bass (1990) applied Burns ideas to organizational management. Bass (1990) noted that transformational leadership is the process of a leader engaging and connecting
followers to a higher level of motivation. Followers are motivated to do more for the organization by the leader having them understand the importance of organizational values and goals. Transformational leaders can get followers to give up their own self-interests for the greater good of the team. Leadership styles have an influence on important employees' outcomes, such as performance, satisfaction, and perceptions of that leaders' effectiveness (Bass & Avolio, 1995).

Leadership styles had to be defined to understand which category the leader would be placed into. Transformational, transactional, servant, charismatic, and authoritative leadership styles were analyzed to examine which leadership style were more effective in successful team outcomes. These leadership styles were never studied together before.

Transformational leadership affects a leader’s self-growth. It develops followers who can perform beyond their own expectations. Bass (1997) saw that through transformational leadership a leader considers the followers needs. He believed a leader in relation to learning, encouragement, and motivation provides intellectual stimulation. A leader must provide inspiration by sharing the vision and goals with the team. The leader gives the team a purpose to complete the task successfully. The leader establishes idealized influence and is aware that they are a role model, and demonstrates positive behavior such as good ethics, honesty, trust, pride, etc. The impact of transformational leadership can reach every level of an organization.

Bass (1990) contended that transformational leadership qualities build upon those of transactional leadership. Transactional leaders maintain the daily operations. They use disciplinary power and incentives to motivate their followers. He explained that
transactional leadership occurs when leaders offer rewards and benefit system to their employees. The transactional leader recognizes followers’ needs and then defines the exchange process for meeting those needs. Both the leader and the follower benefit from the exchange transaction. Transactional leadership is grounded on authority, task completion, and a reward-and-punishment system.

Greenleaf (1977) found that through servant leadership, a servant leader serves and meets the needs of the followers. Servant leaders develop followers by helping them to strive and flourish in a team environment. They gain trust and credibility from their followers because the focus is on the follower. Servant leaders also share power with their team. Transformational leadership and servant leadership share the concepts of trust, respect, integrity, and valuing people. Greenleaf (1977) believed that when servant leaders invest in the growth of their employees’ skills, then organizational goals are achieved. These leaders put their team members first.

Van Dierendonck (2011) stated that Bass’ conceptions of individualized consideration and intellectual stimulation are compatible with servant leadership. He believed that transformational leader’s loyalty is with the organization that they work for, where servant leader’s loyalty is with the employees that work with them. Transformational leaders rely on charisma for their ability to influence.

Conger and Kanungo (1987) developed the core theory for charismatic leadership. Their model expresses charismatic leadership as an attribution based on followers’ perceptions of their leader’s behavior. Charisma is considered an additional leadership role or inferred dimension of leadership behavior.
The charismatic leader gains followers through their personality and charm without using power of authority. Charismatic leader’s strengths are evaluating follower’s personalities and their surrounding environment. Oreg and Bergson (2014) describe charismatic leaders as motivational, inspirational, and imaginative. Leaders use these skills to persuade employees into achieving their goals.

Schuh et al. (2013) described the power of an authoritarian leader as asymmetry. These leaders dominate and control all decisions, ideas, and power to achieve their goal. In that, authoritarian leadership behaviors emphasize unilateral decision-making through the leader and strive to maintain the distance between the leader and his or her followers. Essentially, authoritarian leaders control all decisions and ask for little input from the team.

These leadership styles were important in finding the effect they have in specific organizational outcomes. Pierro, Raven, Amato, and Bélanger (2013) found that certain leadership styles can influence followers by transforming their values and priorities. The right leader's style can motivate a team to perform beyond their expectations.

**Review of Research Literature**

The research discovered that understanding the leader-follower relationship was important. Understanding leader behaviors and characteristics can help organizations hire the right candidates. Researchers such as Hamstring et al. (2013), Ishikawa (2012), and Ottoman et al. (2014) provided insight into the leader/follower relationship. The main concepts these researchers share was that there must be trust established in the relationship.
Research in gender differences in leadership has been advised as crucial to understanding the effectiveness of leaders in an organization (Bellou, 2011). Analysis of leaders’ behaviors has been noted as a guideline for understanding how a team will perform (Hamstring et al., 2013). Finally, previous research lacked an in-depth look at the effects of the different leadership styles of men and women that promote the success of a team. Understanding the difference between gender and leadership styles helped provide insight to leaders regarding their behaviors and the results on their teams (Ottoman et al., 2014). Further analysis of transformational, transactional, servant, charismatic and authoritative leadership styles of men and women was needed to fill the gap in the research.

Organizational development. Schmuck, Bell, and Bell (2012) found that the purpose of organizational development (OD) is to provide organizations a way to become a sustainable organization. OD can be used as a planned process of change in an organizations system. It draws upon behavioral science technology, management, and organization theory. OD affects the total organization and focuses on its culture and processes. It encourages collaboration between organizational members of different levels. Leaders and teams are vital to the organization.

Leaders help any organization in change management and leadership development. OD effects organization structure of changes by interlocking different systems and departments together. The approaches, process, concepts, attributes, and techniques for OD combined with leadership can bring together organizational effectiveness.
Multiple leadership styles. Barbuto and Gifford (2010), Bellou (2011), and Chaturvedi, Zyphur, Arvery, Avolio, and Larsson (2012) acknowledged the importance of looking at multiple leadership styles because a collaborative organization tries to involve all the leaders in the organization. Most decisions are made through a collaborative process of discussion or consensus. Then, leaders should use their leadership skills to evoke teamwork among their staff.

Employees must have goals to pursue and have an emotional attachment to these goals. Bradberry and Greaves (2012) stated that “to connect with your people emotionally, you need to be transparent. Be human. Show them what drives you, what you care about; what makes you get out of bed in the morning” (p. 73). It is also important to learn what drives each member in the team. For example, when team members associate their sales numbers with extra money that can be used to purchase a home, a new car, buy things for the new baby, or go on a dream vacation, they will do everything in their power to close the sales. It is all about getting to know the employees and selling them on their goals.

Nanjundeswaraswamy and Swamy (2014) stated an effective leadership style will reduce attrition rates, achieve organizational goals, and optimize employee performances which are essential for success. The researchers determined that a difference exists between leadership style, organizational commitment, and work satisfaction through examining autocratic, democratic, transactional, transformational, and laissez-faire styles. Their results determined that leadership style correlated with job satisfaction.

Gender influence. Kennedy (2013) acknowledged that future empirical studies are needed to discover any gender influences on leadership. She advised that future
research on leadership include the consideration of how gender influences leadership styles, particularly a distinction in skills or leadership style between men and women leaders. Kennedy encouraged exploration of how much gender differences matter in the follower’s assessment about who would make a better leader. A better understanding of how leaders contribute to a team’s success by examining leadership styles and gender will help improve processes for leaders and organizations.

**Leadership behaviors.** Avolio and Bass (1995) applied leadership behaviors to the MLQ scoring key. The MLQ scoring key measured specific leadership behaviors. The first 36 questions of the MLQ measured nine leadership behaviors. The nine leadership behaviors are Intellectual Stimulation, Idealized Influence Behavior, Idealized Influence Attitude, Inspirational Motivation, Individualized Consideration, Contingent Reward, Management by Exception Passive, Management by Exception Active and Laissez-Faire.

Leader’s behavior is important in understanding the leadership style they choose to use. Studying leadership behaviors can also help researchers understand how organizational outcomes are affected. It gives leaders the opportunity to transform their negative behaviors to a more positive attribute.
**Team success.** Smirch et al. (2011) found that leaders who could build trust, respect, and appreciation with their followers created an avenue for success. Followers became more ambitious and achieved organizational goals. Motivating employees and having them attempt their best can achieve organizational goals. Leaders that use multiple leadership styles can achieve impressive team results.

Yang, Huang, and Wu (2011) identified transactional and transformational leadership styles with successful teamwork. Their results demonstrated that increased levels of teamwork were visible when leaders utilized transactional and transformational styles. They also discovered that integrating leadership styles creates a team that works together efficiently.

When coupling leadership styles, strong leadership emerges. For example, leaders that combine the use of the transformational and servant leadership styles can approach change by focusing on their employees through support, empowerment, and staff development. Leaders can help their teams develop and implement a strategy to achieve team goals.

**Review of Methodological Issues**

Past studies were carefully reviewed to prevent repetition of areas, which have already been well-studied. Extensive research was completed to ensure that other researchers have not examined the multiple leadership styles together, that was undertaken in this research. This study included transformational, transactional, servant, charismatic and authoritative leadership styles. Other researchers, as previously mentioned, had only focused on only a few of these leadership styles.
The Multifactor Leadership Questionnaire (MLQ) by Avolio and Bass (1995) measured a broad range of leadership styles and was an assessment tool in this study. The MLQ has been tested for its reliability in diverse context and is used by many researchers. Several studies have indicated that this scale is a holistic tool that reflects contemporary leadership behaviors. Further, it has been utilized in several empirical researches, particularly those concerned with the association between leadership styles and other factors.

The methodological issue that affected the feasibility of conducting this kind of study was to identify heterogeneous groups. This study needed a sufficient sample size of leaders and followers. It also needed a significant sample size of female and male leaders to research the outcomes of how their leadership styles affect team success. This research developed a fact-based study by establishing a correlation between the proportion of women and men to learn how well a team performs with their leadership.

**Synthesis of Research Findings**

Leadership is a long-term process and understanding the leadership processes can assist in developing a more comprehensive agenda for leadership research. According to Dinah et al. (2014), 752 leadership research articles were published from 2000-2012. In the organization science category, only seven articles were published from 2000-2012. This indicated more research on leadership in organization science is needed. Leaders need to be informed on processes that work.

Once trust is established, leaders have the responsibility to conduct proper knowledge sharing, to shape team processes and lead their teams. Understanding different leadership styles that promote the success of a team is crucial to an organization.
Leaders who are surrounded within organizational systems that are always changing must ask how they think, feel, and behave in responses to their changing surroundings. For example, leadership roles often change in a high-performance organization. Leadership theories can help us better understand how leaders are perceived and how leaders affect performance.

The gap in the research led to Ishikawa (2012) recommending that future researchers investigate multiple leadership styles in a study. Avolio et al. (1995) also argued that research should seek to differentiate servant leadership from other leadership concepts. Chaturvedi et al. (2012) discovered there is a gap in different leadership styles among gender.

**Critique of Previous Research**

Alzougool et al. (2015) and Bellou (2011) acknowledged a shortage of relevant studies concerning women leadership styles, but in their own studies only concentrate on transformational leadership. Various leadership styles must be studied because not one specific leadership style can work at any given situation. Each leadership style has its advantages and disadvantages in considering gender differences.

The need of achievement is crucial to the leader/follower relationship. Boyatiz, Good, and Massa (2012) and Chuang, Liu, Tsai, and Huang (2010) studied how a leader’s behavior and moods affect the success of a team. Their concentration left out the leader’s leadership styles in the studies. Organizations desire different traits in different leaders of the organizational hierarchy. Leaders with success at one level of leadership often do not obtain the same success at another level. Study of leadership studies is relevant in understands team success.
Summary

Gender differences play a major role in the workplace; there are stereotypical perceptions of gender in leadership. Merchant (2012) found that the biggest difference between men and women leaders in their communication styles is the way they view the purpose of the conversations with their followers. Women use communication as a tool to enhance social connections and create relationships. Men exert dominance and want to achieve tangible outcomes.

Collins, Burrus, and Meyer (2014) suggested that men and women respond differently to various aspects of social relationships. These researchers found that through Social Role Theory and the differences in societal roles for men and women, lead to different types of interpersonal behaviors towards their employees. Women tend to want to take care of their employees, show empathy, and build relationships quicker with their followers. Men tend to want to take control immediately of their followers.

Collins et al. (2014) and Merchant (2012) agreed that research is needed to develop a fact-based case for change by establishing a correlation between the proportion of women in management teams and how well companies perform. Studying multiple leadership styles between men and women will better help organizations understand the impact they have on their teams. It could also break the gender stereotypes that exist within organizations.

Nichols and Cottrell (2014) found that leaders set goals for their followers for the team to meet their objectives. There is a human aspect to leadership styles that must be taken into consideration. Leaders must assess the team’s needs, and the relationships that have been developed when making executive decisions. Improving current studies, and
exploring multiple leadership styles will help leaders and organizations understand the
effect on team success with respect to leadership styles.
Chapter 3: Methodology

Leadership is an effective approach for managing employees and organizational outcomes. Leadership styles can be used strategically to have a positive effect on team management and performance. Blanchard and Hershey (1988) believed that an effective leader must find a leadership style to direct and empower employees. A leader should be able to adapt to any situation by using different leadership styles. Employee performance can decrease when there is a lack of proper direction and an application of a strategic leadership style in managing team performance.

Different situations require different leadership styles. Lewin (1937) developed his framework in the 1930's and it provided a foundation for many other frameworks that followed. Max Weber completed the most important early research on charismatic leadership. The paradigm within leadership is the theory of transformational and transactional leadership proposed by Burns (1978) and further developed Bass and Avolio (1995). Bass and Avolio discovered that leadership styles have an influence on important employees' outcomes, such as performance, satisfaction, and perceptions of that leaders' effectiveness.

This study used a quantitative ex post facto design. The Multifactor Leadership Questionnaire (MLQ) identified and measured a leader's leadership style. The research was designed to determine if team success was affected by leadership styles. Chapter 3 culminates an overview of the problem, proposes the purpose of the study, and introduces the research questions and hypotheses. This study also rationalized a research design that was adequate for the exploration of different leadership styles between men and women that promote the success of a team.
Purpose of the Study

The purpose of this research was to examine the different leadership styles between men and women that promote the success of a team. Identifying the different leadership styles helped contribute to the understanding of the differences with employee productivity, motivation, morale, and how those factors can lead a team to success. The leadership styles that were studied are Transformational, Transactional, Servant, Charismatic, and Authoritative.

Research Questions

R\textsubscript{1}. To what extent if any, is there a difference in leadership styles between genders?

R\textsubscript{2}. To what extent if any, is there a difference in team success with respect to leadership styles?

Hypotheses

H\textsubscript{0,1}: There was no difference between genders using leadership styles.

H\textsubscript{a,1}: There was a positive difference between genders using leadership styles.

H\textsubscript{0,2}: There was no difference in team success with respect to leadership styles.

H\textsubscript{a,2}: There was a positive difference in team success with respect to leadership styles.

Methodology

Quantitative research was chosen over qualitative research because there are many advantages to it for this study. Sukamolsen (2010) stated that quantitative research can provide results that can be condensed to statistics and measure level of occurrence, actions, and trends. He also believed that a very good research design and the variables
that are collected will allow a quantitative study to not just look at what is happening but
to also provide an explanation as to why it happens.

Sukamolsen (2010) believed that using the quantitative method will help
researchers look at the differences and find correlations among the variables. This study
used a statistically valid random sample and the results from the sample can be
generalized to the entire population. The surveys that were used are reliable and
repeatable. Descriptive and inferential statistics were used to elucidate the subject.
Statistics can deliver more valid data to study the different leadership styles between men
and women that promote the success of a team. The process of quantifying can be
repeated utilizing the same research steps.

Bellou (2011) used a quantitative approach. She randomly distributed
questionnaires then randomly chose 40 participants. She followed up with questionnaires
and surveys.

Boyatzis et al. (2012) tested how emotional and social intelligence (ESI)
competencies, cognitive intelligence, and personality affected sales leadership
performance. They as well used questionnaires and tests to measure the levels of ESI,
cognitive intelligence, and personality. They conducted multiple confirmatory factor
analysis.

**Research Design**

The study used an ex post facto design. The purpose of this study was to examine
leadership styles, gender, and the success of a team. Ex post facto research design was
used because it was not possible to manipulate the gender of the participants. It was used
to test the hypotheses about the cause-and-effect or correlational relationship between
gender, leadership styles, and team success. According to Ary, Jacobs, and Sorenson (2010), a quantitative, ex post facto research study is appropriate for investigating the relationship between independent and dependent variables when manipulation of the independent variable is not possible.

For research question 1, gender was independent and leadership styles were dependent. The participants placed in the leader category completed a Multifactor Leadership Questionnaire (MLQ) Form 5X-Short (Avolio & Bass, 1995) to identify their leadership style. The MLQ measures a broad range of leadership styles and identifies the characteristics of leaders. The MLQ is one of the most widely used instruments to measure leadership ability and behavior in organizations and organizational studies.

For research question 2, leadership styles were independent and team success was dependent. A Team Excellence and Collaborative Team Leader Questionnaire adapted from the Team Excellence Survey (LaFasto & Larson, 1987) found in Northouse (2007) to obtain the followers perspectives of the effectiveness of their leader. This survey has been used by researchers such as LaFasto and Larson and Northouse to learn about leaders’ effectiveness. The results were analyzed using descriptive statistics and inferential statistics.

Assessing the difference between independent and dependent variables were effectively accomplished with a quantitative, ex post facto research design because the variables of gender, leadership styles, and team success are not under control. Using an ex post facto research design helped this study discover if a difference exists. The statistical methods used measured the difference between the variables.
Target Population, Sampling Method (power) and Related Procedures

The head of HR for a sales organization in Austin, Texas, had agreed to assist in obtaining information to conduct the research. To address ethical concerns, the study confirmed participant’s anonymity and use of the data provided for academic purposes. The head of HR sent an email out to the entire organization, from senior management to sales representatives (200 employees in Austin), informing them of a research project and anyone that was interested to send in their name, email address, and phone number. The head of HR then forwarded the information collected to a private email address. The email ensured confidentiality and explained the steps in the study.

Instrumentation

A consent form was sent to the interested participants that included the nature of the research project, purpose of the study, and a description of the study procedures. Participants were also informed of the confidentiality agreement, which protects their rights. Also included in the consent form was the risks and benefits, right to refuse or withdraw, and right to ask questions and report concerns. The researcher’s name, telephone number and email address was available to the research participants. They were also informed that there would be no compensation.

A demographic questionnaire was sent to the participants after the consent form was received. The demographic data consisted of obtaining the participants age, gender, and title at work. The primary reason that age and work title was collected was to help describe the sample. Gender was collected in order to place the leaders in a male or female category.
The participants placed in the leader category completed a Multifactor Leadership Questionnaire (MLQ) Form 5X-Short (Avolio & Bass, 1995) to identify their leadership style. The MLQ measures a broad range of leadership styles and identifies the characteristics of leaders. The MLQ is one of the most widely used instruments to measure leadership ability and behavior in organizations and organizational studies.

The data collected from the MLQ Form 5X-Short was placed into the MLQ scoring key. The scoring key generated the leader's leadership style. The MLQ scale scores are average scores for nine attributes on the scale: Intellectual Stimulation, Idealized Influence Attitude, Idealized Influence Behaviors, Inspirational Motivation, Individualized Consideration, Contingent Reward, Active Management, Passive Management, and Laissez-Faire.

A research activity was developed to force debate and discussion. Each team was given a copy of the map of Texas and an allowance of $3,000.00. The teams were instructed to plan a business trip for 3 nights and 4 days that would require them to travel from Austin, Texas to Dallas, Texas. They used the money to plan meals, gas, and hotel. The group had to write down all their travel plans. A group leader facilitated discussion on how the team assigned importance to essential items. The leader took into consideration the opinions of the team in constructing the list, and the team trusted the leader's opinion in making final corrections. This exercise required all the elements of teamwork such as communication, goal-setting, planning, cooperation, creativity, and task orientation.
After the research activity, it was imperative to obtain the follower’s perspective of the effectiveness of the leader by implementing the Team Excellence and Collaborative Team Leader Questionnaire adapted from the Team Excellence Survey (LaFasto & Larson, 1987) found in Northouse (2007). It contained questions about the team and the leadership within this team. The questionnaire allowed team members to answer questions about the strength and weaknesses of the leader and team.

**Data Collection**

The head of HR sent an email out to the entire organization, from senior management to sales representatives (200 employees that are in the Austin area), informing them of a research project and anyone that was interested to send in their name, email address, and phone number. The head of HR then forwarded the information to a private email address. This was the only data accessible to the head of HR.

An email was sent to the participants that included a cover letter with an explanation of the procedures, the study purpose, potential risks, consent to participate, and instructions on how to return the consent to participate. Once the signed consent form was received through email; a three-question survey was emailed to interested employees. The survey helped identify gender, age, and work title that placed them in either a leader or follower category. Participants emailed a private email address the answers to the survey.

The participants placed in the leader category completed a Multifactor Leadership Questionnaire (MLQ) Form 5X-Short (Avolio & Bass, 1995) to identify their leadership style. The MLQ was emailed to the participants with a deadline and instructions on how to complete the MLQ and how to return the completed form. The MLQ is one of the
most widely used instruments to measure leadership ability and behavior in organizations and organizational studies.

Data for the outcome and effectiveness on team success were collected through observation. Followers were placed with a leader to complete an assignment on a certain day and time at the Metro PCs Building in San Marcos, Texas. The scenario was a hypothetical situation where a team determined the tools needed to successfully complete the task.

After the data were collected to determine the team's success, the follower’s perspective of the effectiveness of their leader was collected. A Team Excellence and Collaborative Team Leader Questionnaire adapted from the Team Excellence Survey (LaFasto & Larson, 1987) found in Northouse (2007) was emailed the following day to the participants placed in the team category. Participants had the opportunity to indicate whether they felt each statement on the questionnaire was true or false.

The data were stored on a private and fingerprint-locked computer. The identity of the participants was protected by using numeric identifiers for field data. Data that researcher had access to will be destroyed when it is no longer needed for research purposes. The lead investigator is a student and the consent forms retained by the Research Advisor will be for a period of three years.

**Operationalization of Variables**

The independent variable in this study was the gender of the leader. Leaders were identified as male or female to establish the correlation with leadership style and how that contributes to team success. The dependent variable was team success. In research question 1, leadership style was dependent and in research question 2, leadership style
was independent. Leadership style is a leader's style of directing, motivating, and guiding an employee or team of employees to a mutual goal. Leadership style was measured by the MLQ survey for leaders to be placed in the following leadership style categories: Transformational, Transactional, Servant, Charismatic, and Authoritative.

Data Analysis Procedures

Given the quantitative ex post facto research design, responses to the survey were analyzed using descriptive and inferential statistics. Data was analyzed using Microsoft Excel. Frequencies and percentages were reported concerning gender, leadership style, and team success. Descriptive statistics included measures of central tendency such as mean, median, and t-test.

The MLQ was used as an instrument in this study to identify the leader’s style. It consisted of 31 questions using a five-point behavioral scale (“Not at all” to “Frequently if not always”). To analyze the data gathered from the MLQ, the means, standard deviations, and confidence interval of all variables were calculated. A t-test was conducted to compare the difference between genders using leadership styles.

The Team Excellence and Collaborative Team Leader Questionnaire were used as an instrument in this study to identify the leader's effectiveness on a team member. The first seven questions measured a team’s health in terms of the criteria of team excellence (goal, structure, team members, commitment, climate, standards, and external support). The scores ranged from 1-4 and the higher a leader scored, the more successful they were. The score helped measure the leader's effectiveness on the team. ANOVA was used to calculate and determine if female or male leaders are more successful in team outcomes.
Limitations and Delimitations of the Research Design

There are several possible limitations that existed and should be addressed in future research. One possible limitation was the sample being used from one single company in one industry. This might have influenced the participants' perspective on leadership techniques and styles. The question that arose is what if the company hired leaders with the same leadership style? This would hinder the diversity in leadership styles that this study was looking towards.

Another limitation was the research study might have captured the perception of the leaders and followers, but not the perceptions of the organization that they represent. The leadership styles chosen to study (Transformational, Transactional, Servant, Charismatic, and Authoritative) were used to identify the leaders. The five leadership styles were studied to uncover specific leadership behaviors and determine the effect on team success. Each leadership style affects the organizations outcomes.

A limitation of the ex post facto research design is that it is considered quasi-experimental because the participants aren’t randomly assigned. The leaders were grouped based on their gender. The research design examined how the independent variable, present prior to the study in the leader sample, affected a dependent variable.

A delimitation was the location of the study. The research location that was used was a Metro PCS building that was available with no cost. The location was not central to the Austin offices and participants had to go out their way by 30-60 minutes.

Internal and External Validity

There might have been a participant bias because the sample comes from participants who showed interested in participating in the study. Participants that were
interested or motivated in the research subject might have participated. For the study to be high in internal validity and to reduce threats to internal validity, random selection was drawn from the leaders group and from the followers group. Then, an assignment of a leader and follower group took place. It was possible to have both random selection and assignment in a study. Random sample selection in the research design helped contribute to external validity.

The head of HR sent an email out to the entire organization, from senior management to sales representatives (200 employees who are in the Austin area), informing them of a research project and anyone who was interested to send in their name, email address and phone number. The head of HR then forward the information to a private email address. This was the only data accessible to the head of HR. Then, consent forms were emailed with specific instructions. Once the consent forms were returned, the participants were then placed randomly in a leader or team member category.

The primary method of validity and reliability were the survey instruments such as the MLQ form developed by Avolio and Bass (1995) and the A Team Excellence and Collaborative Team Leader Questionnaire adapted from the Team Excellence Survey found in Northouse (2007). These surveys have been validated by other researchers. The results from the surveys can be generalized to the target population the sample is representing.

The MLQ measures a broad range of leadership styles and identifies the characteristics of leaders. The MLQ is one of the most widely used instruments to measure leadership ability and behavior in organizations and organizational studies.
Validity and reliability are two constructs used to indicate the degree of confidence one can place in scores on a research instrument.

Team performance was also a dependent variable. A Team Excellence and Collaborative Team Leader Questionnaire adapted from the Team Excellence Survey (LaFasto & Larson, 1987) found in Northouse (2007) was used to obtain the followers' perspectives of the effectiveness of their leader. This survey has been used by researchers such as LaFasto and Larson and Northouse to learn about leaders' effectiveness. The Team Excellence and Collaborative Team Leader Questionnaire has been the focus of numerous validity and reliability investigations. The results were analyzed using descriptive statistics, a t-test, and an analysis of variance (ANOVA).

**Expected Findings**

It was expected in this study to discover if men or women, depending on their leadership styles are more successful at leading a team to complete a goal. It was also expected that the leadership styles would be clearly consistent and help address the qualities involved in making teams effective. The results consisted of new knowledge adding to the literature.

**Ethical Issues in the Study**

I had responsibilities to the research participants and the people to whom were presented with the findings. Beauchamp and Childress (1983) four principles in ethical concerns were followed in the research. First, respect the rights of the participants. Second, do good. Third, do not any harm. Fourth, be fair.

The head of HR for a sales organization in Austin, Texas, agreed to assist in obtaining information to conduct the research. The only information that was obtained
by the head of HR were the participants name, email address and phone number. This information was already in HR records; however, it was a way to confirm that HR is not violating any confidentiality company policies and was turning over information that the participants were willingly sharing. No other information, surveys, questionnaires, letter of consent, observation records, or research data, was shared with the head of HR. To address ethical concerns, participant’s anonymity was confirmed and use of the data provided for academic purposes.

**Summary**

The purpose of this research was to examine the different leadership styles between men and women that promote the success of a team. Identifying the different leadership styles helped contribute to the understanding of the difference with employee productivity, motivation, morale, and how those factors can lead a team to success. The research in chapter 4 turned theory into action. This led to a strong, effective, and ethical research study.
Chapter 4: Data Analysis and Results

The purpose of this quantitative ex post facto study was to examine the different leadership styles between men and women that promote the success of a team. This research examined which leadership style was more efficient with male and female leaders. It also examined which leadership styles contributed to team success. The study analyzed if men or women leaders are more effective leading a team to successfully complete a team goal. Random sampling technique was used to collect data.

After consent forms were received, a demographic questionnaire was collected to understand age, gender, and job title. Age was asked to understand the experience level of the leaders. They also were asked to identify themselves as male or female to collect the data that was essential in the study. Participants were asked their title to place them in a leader or follower category.

The leaders received the Multifactor Leadership Questionnaire (MLQ) to identify their leadership style. Each participant chose a day and time to complete the research activity. A research activity was used when the group came together with one leader and six team members to observe and complete the activity. After the research activity was completed, the followers received the Team Excellence and Collaborative Team Leader Questionnaire. The leaders were scored on the following categories: Defined Goal, Clear Goal Time, Unified Commitment, Support/Resources, Leadership Style, Standards of Excellence, and Results Driven. These scores were calculated into mean, standard deviation, and 95% confidence interval for each leadership style.
The research questions were:

R1. To what extent if any, was there a difference in leadership styles between genders?

R2. To what extent if any, was there a difference in team success with respect to leadership styles?

To address Research Question 1, descriptive statistics were used to provide a descriptive analysis of the data to understand the difference in leadership styles between genders.

The leaders’ response rate for the MLQ was 100%. The collected data were further analyzed and sorted by leadership styles and gender.

To address Research Question 2, descriptive statistics were used to provide a descriptive analysis of the data to understand the difference in team success with respect to leadership styles. The followers’ response rate for the Team Excellence and Collaborative Team Leader Questionnaire was 100%. The collected data were further analyzed in Table 3 and sorted by the Team Excellence and Collaborative Team Leader Questionnaire attributes and leadership styles.

The hypotheses were:

H₀,₁: There was no difference between genders using leadership styles.

Hₐ,₁: There was a positive difference between genders using leadership styles.

H₀,₂: There was no difference in team success with respect to leadership styles.

Hₐ,₂: There was a positive difference in team success with respect to leadership styles.

To address the first set of hypotheses, an independent-samples t-test was conducted to compare the difference between genders using leadership styles. The leader's response
rate for the MLQ was 100%. The collected data consisted of 186 responses by the six leaders that were analyzed in the independent-sample t-test. Table 2 consisted of the mean, standard deviation, and confidence interval for male and female leaders.

To address the second set of hypotheses, an ANOVA was conducted to compare the effect of team success in respect to leadership styles. The follower's response rate was 100% to the Team Excellence and Collaborative Team Leader Questionnaire. The individual responses were collected and analyzed to conduct the ANOVA. Table 5 displays the ANOVA results that were generated; it included the Degree of Freedom (df), the total sum of squares (SS), the mean squares (MS), the f-values (F), p-value (P), and the effect size ($\eta^2 p$).

Chapter 4 has been organized into four sections: Introduction, Descriptive Data, Data Analysis Procedures, and the Summary. This chapter provides a data analysis and results. Chapter 4 also has analyzed data that answers each research question and each hypothesis with the description of the process that was used to analyze the data. The results of the research have been presented in this Chapter.

**Descriptive Data**

The study involved professional sales people from a company that was in Austin, Texas. Six leaders and 36 followers were randomly chosen for this study. A demographic questionnaire was collected from the participant's that included their age, gender, and position with their current company. The Multifactor Leadership Questionnaire (MLQ) was used as an instrument in this study to identify the leader's style.

Out of 200 employees, 63 people showed interest in participating in the research study. The actual participant sample consisted of six leaders and 36 followers for a total
of 42 participants. Six leaders ranging in age from 20-year-old through 66-year-old participated in the study. There was one male leader and two female leaders that were placed in the 20-year-old to 35-year-old categories. Two male leaders and one female leader were placed in the 36-year-old to 66-year-old categories.

Thirty-six followers ranging from 18-year-old to 66-year-old participated in the study to create six study groups. The follower demographic had a significant difference in the female population at 61% and the male population was at 39%. Age range has a significant difference with the 18-year-old to 20-year-old age group at 16% and the 20-year-old to 35-year-old age group at 81% of the population. The 36-year-old to 66-year-old age group was represented at 3%.

Three male followers and three female followers were placed in the follower age group of 18-year-old to 20-year-old age group. Ten men and 19 women that were placed in the 20-year-old to 35-year-old age group. One male and zero females were placed in the 36-year-old to 66-year-old age group. The response rate to the Demographic Questionnaire was 100%.

The leader's titles at work were either Territory Manager or Sales Director. A Territory Manager oversees a small area that may consist of 5 stores to 10 stores. These stores each have Sales Representatives, Assistant Managers, and Retail Store Managers that fall in the follower's category. A Sales Director oversees 3 Territory Managers to 5 Territory Managers to ensure that they are mentoring and leading their team.

Sixty-seven percent of the leader's in this study are Territory Managers and only 33% are a Sales Director. Sixty-six percent of the followers held a management position and 42% were Sales Representatives in their respected organization. There were 12
females and 9 male followers in management positions. There were 10 females and 5 male followers as a sale representative.

Data Analysis Procedures

The MLQ was emailed to the leaders and were given three days to return the MLQ. Once the MLQ was returned, collected data were analyzed. Data were placed into a scoring profile that was provided by Mind Garden. This generated the leader's leadership style. The MLQ scale scores are average scores for nine attributes on the scale: Intellectual Stimulation, Idealized Influence Attitude, Idealized Influence Behaviors, Inspirational Motivation, Individualized Consideration, Contingent Reward, Active Management, Passive Management, and Laissez-Faire. There are 45 items to measure those nine factors. Responses were measured on a 4-point Likert type scale. The scale consisted of 0 = Not at all, 1 = Once in a while, 2 = Sometimes, 3 = Fairly often, and 4 = Frequently, if not always. Table 1 shows the results of the descriptive statistics that contains the mean and standard deviation for each attribute under the leadership style it represents.
Table 1

*Descriptive Statistics of Perception of Leadership Behavior Scale*

<table>
<thead>
<tr>
<th>Attributes</th>
<th>Transformational</th>
<th>Transactional</th>
<th>Authoritative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Stimulation</td>
<td>M = 3.77, SD = 0.09</td>
<td>M = 3.00, SD = 0.20</td>
<td>M = 1.00, SD = 0.00</td>
</tr>
<tr>
<td>Idealized Influence</td>
<td>M = 3.85, SD = 0.03</td>
<td>M = 3.07, SD = 0.31</td>
<td>M = 2.00, SD = 0.00</td>
</tr>
<tr>
<td>Inspirational Motivation</td>
<td>M = 3.52, SD = 0.45</td>
<td>M = 3.33, SD = 0.42</td>
<td>M = 1.00, SD = 0.00</td>
</tr>
<tr>
<td>Idealized Behaviors</td>
<td>M = 3.85, SD = 0.03</td>
<td>M = 3.47, SD = 0.42</td>
<td>M = 1.00, SD = 0.00</td>
</tr>
<tr>
<td>Individualized Consideration</td>
<td>M = 3.50, SD = 0.28</td>
<td>M = 3.03, SD = 0.25</td>
<td>M = 1.00, SD = 0.00</td>
</tr>
<tr>
<td>Contingent Reward</td>
<td>M = 3.55, SD = 0.21</td>
<td>M = 3.47, SD = 0.42</td>
<td>M = 2.00, SD = 0.00</td>
</tr>
<tr>
<td>Active</td>
<td>M = 3.65, SD = 0.21</td>
<td>M = 2.87, SD = 0.23</td>
<td>M = 1.00, SD = 0.00</td>
</tr>
<tr>
<td>Passive</td>
<td>M = 0.25, SD = 0.35</td>
<td>M = 1.60, SD = 0.53</td>
<td>M = 3.00, SD = 0.00</td>
</tr>
<tr>
<td>Laissez-Faire</td>
<td>M = 0.00, SD = 0.00</td>
<td>M = 0.33, SD = 0.58</td>
<td>M = 3.00, SD = 0.00</td>
</tr>
</tbody>
</table>

In the above table, descriptive statistics were used to show the leadership styles, leadership behaviors, the mean, and standard deviation. The leaders’ response rate for the MLQ was 100%. The collected data were further analyzed and sorted by leadership styles and gender. The leadership styles used by the female leaders were transformational at 33% and transactional at 17%. The male leaders used transactional at 33% and authoritative leadership at 17%. There was no servant or charismatic leadership.
styles found within the participant sample. The dominant leadership style utilized by the female leaders was transformational and for the male leaders it was transactional.

When analyzing the leadership styles that were used in this study without looking at gender as a variable, 34% used transformational leadership style, 50% used transactional leadership style, and 16% used authoritative leadership style. There was no servant or charismatic leadership styles found within the participant sample. Thus, the dominant leadership style utilized by the leaders was transactional.

The first set of hypotheses were:

H$_{0,1}$: There was no difference between genders using leadership styles.

H$_{a,1}$: There was a positive difference between genders using leadership styles.

Table 2 reflects an independent-samples $t$-test that was conducted to compare the difference between genders using leadership styles. The female leadership styles group consisted of two transformational leaders and one transactional leader. The male leadership styles group consisted of two transactional leaders and one authoritative leader. The two-tailed $P$ value is less than 0.0001. There was a significant difference in the scores for Female Leadership Styles. The Female Leadership Styles mean was 3.60 ($SD = 0.61$) and the Male Leadership Styles mean was 3.14 ($SD = 0.77$) conditions; $t(2) = 10.1617$, $p = 0.0001$. The research implies that the mean of the Female Leadership Styles was greater than the mean of the Male Leadership Styles ($3.60 > 3.14$). This difference was statistically significant. The results suggest that there is a difference between genders using leadership styles. The dominant leadership style utilized by the female leaders was transformational and for the male leaders it was transactional. The null hypothesis can be rejected.
Table 2

Difference Between Genders and Leadership Styles

<table>
<thead>
<tr>
<th>Gender</th>
<th>M (SD)</th>
<th>95% CI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>3.60 (0.61)</td>
<td>[1.64, 5.56]</td>
</tr>
<tr>
<td>Male</td>
<td>3.14 (0.77)</td>
<td>[1.18, 5.10]</td>
</tr>
</tbody>
</table>

*Note: CI = confidence interval. The participants responses: n = 93.*

Figure 1 displays the results of the difference between gender using leadership styles. In the Data Comparison Chart below, 95% confidence interval for the mean of female leaders was a possible range of 3.389 to 3.81. 95% confidence interval for the mean of male leaders was a possible range of 2.81 to 3.35. Thus, the results indicated that there is a positive difference between gender using leadership styles.

![Graph showing the difference between gender and leadership styles]

*Figure 1. Relationship Between Gender and Leadership Styles*

A research activity (See Appendix D) was used when the group came together with one leader and six team members to observe how effective the leader was with the team. The leaders were rated through the Team Excellence and Collaborative Team Leader Questionnaire. A team was made up with one leader and six followers. There
were six teams. Each team had a private meeting day and time to complete the research activity. The activity was composed of a hypothetical situation. Each team was given a copy of the map of Texas and an allowance budget of $3,000.00. Each team was instructed to plan a business trip for 3 nights and 4 days that would require them to travel from Austin, Texas to Dallas, Texas. They had to use the money to plan meals, gas, and hotel. The group had to itemize all travel plans.

Descriptive statistics were used in Research Question 2 to provide a descriptive analysis of the data to understand the difference in team success with respect to leadership styles. All 36 followers received and responded to an email within 24 hours of finishing the research activity to complete the Team Excellence and Collaborative Team Leader Questionnaire. Team effectiveness and success was assessed with a team activity and by the Team Excellence and Collaborative Team Leader Questionnaire. The questions addressed strengths and weaknesses of the team and its leadership. Responses were measured on a 4-point Likert type scale. Participants had to respond to seven questions with the scale being 1 = False, 2 = More false than true, 3 = More true than false, and 4 = True.

Results (See Table 3) indicated that transformation leadership style, with an average score of 3.7 ($SD = 0.80$) was the leadership style with the highest score from the questionnaire. This was followed with transactional leadership, with an average score of 3.3 ($SD = 0.74$). Authoritative leadership style evidenced the lowest average score of 2.2 ($SD = 0.40$).
### Table 3

**Difference Between Leadership Styles and Team Success**

<table>
<thead>
<tr>
<th>Team Success Scale</th>
<th>Transformational</th>
<th>Transactional</th>
<th>Authoritative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Defined Goal</td>
<td>n = 12</td>
<td>n = 18</td>
<td>n = 6</td>
</tr>
<tr>
<td></td>
<td>M = 3.5 (SD: .80)</td>
<td>M = 3.4 (SD: .85)</td>
<td>M = 2.8 (SD: .82)</td>
</tr>
<tr>
<td>Clear Goal Time</td>
<td>n = 12</td>
<td>n = 18</td>
<td>n = 6</td>
</tr>
<tr>
<td></td>
<td>M = 3.7 (SD: .49)</td>
<td>M = 3.3 (SD: .51)</td>
<td>M = 1.1 (SD: .57)</td>
</tr>
<tr>
<td>Unified Commitment</td>
<td>n = 12</td>
<td>n = 18</td>
<td>n = 6</td>
</tr>
<tr>
<td></td>
<td>M = 3.8 (SD: .50)</td>
<td>M = 3.4 (SD: .78)</td>
<td>M = 2.5 (SD: .74)</td>
</tr>
<tr>
<td>Support/Resources</td>
<td>n = 12</td>
<td>n = 18</td>
<td>n = 6</td>
</tr>
<tr>
<td></td>
<td>M = 3.7 (SD: .49)</td>
<td>M = 3.1 (SD: .90)</td>
<td>M = 2.3 (SD: .72)</td>
</tr>
<tr>
<td>Leadership Style</td>
<td>n = 12</td>
<td>n = 18</td>
<td>n = 6</td>
</tr>
<tr>
<td></td>
<td>M = 3.5 (SD: .80)</td>
<td>M = 3.4 (SD: .85)</td>
<td>M = 3.0 (SD: .89)</td>
</tr>
<tr>
<td>Standard Of Excellence</td>
<td>n = 12</td>
<td>n = 18</td>
<td>n = 6</td>
</tr>
<tr>
<td></td>
<td>M = 3.7 (SD: .49)</td>
<td>M = 3.3 (SD: .51)</td>
<td>M = 1.1 (SD: .57)</td>
</tr>
<tr>
<td>Results Driven</td>
<td>n = 12</td>
<td>n = 18</td>
<td>n = 6</td>
</tr>
<tr>
<td></td>
<td>M = 3.8 (SD: .49)</td>
<td>M = 3.4 (SD: .78)</td>
<td>M = 2.5 (SD: .74)</td>
</tr>
<tr>
<td>Average Team Success Score</td>
<td>n = 12</td>
<td>n = 18</td>
<td>n = 6</td>
</tr>
<tr>
<td></td>
<td>M = 3.7 (SD: .47)</td>
<td>M = 3.3 (SD: .74)</td>
<td>M = 2.2 (SD: .40)</td>
</tr>
</tbody>
</table>

The second set of hypotheses were:

H\(_{0,2}\): There was no difference in team success with respect to leadership styles.

H\(_{a,2}\): There was a positive difference in team success with respect to leadership styles.

An ANOVA was conducted to determine whether a difference exists among three leadership styles (transformational, transactional, and Authoritative) with respect to team success. Team success was measured as the total score on the Team Excellence and
Collaborative Team Leader Questionnaire. The means and standard deviations of team success per leadership style are recorded in Table 4.

Table 4

*Means and Standard Deviations of Team Success per Leadership Style*

<table>
<thead>
<tr>
<th>Leadership Style</th>
<th>n</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transformational</td>
<td>7</td>
<td>3.7</td>
<td>0.1254</td>
</tr>
<tr>
<td>Transactional</td>
<td>7</td>
<td>3.3</td>
<td>0.1254</td>
</tr>
<tr>
<td>Authoritative</td>
<td>7</td>
<td>2.2</td>
<td>0.7755</td>
</tr>
</tbody>
</table>

The results of the ANOVA revealed a statistically significant difference among the three leadership styles when it comes to team success. See Table 5.

Table 5

*Difference Between Leadership Styles and Team Success Using ANOVA*

<table>
<thead>
<tr>
<th>Team Excellence and Collaborative Team Leader Score</th>
<th>df</th>
<th>SS</th>
<th>MS</th>
<th>F</th>
<th>p</th>
<th>$\eta^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Within Factor</td>
<td>1.02</td>
<td>9.68</td>
<td>9.51</td>
<td>37.44</td>
<td>&lt; .001</td>
<td>0.84</td>
</tr>
<tr>
<td>Residuals</td>
<td>7.13</td>
<td>1.81</td>
<td>0.25</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Consequently, follow up multiple comparisons were conducted using the post-hoc Tukey HSD (Honestly Significant Difference), to determine which leadership styles specifically were different with respect to team success. Table 6 displays the results of the ANOVA with post-hoc Tukey HSD.
Table 6

* Tukey’s HSD Comparison for Between Leadership Styles and Team Success *

<table>
<thead>
<tr>
<th>Comparisons</th>
<th>Mean</th>
<th>Std. Error</th>
<th>Lower Bound</th>
<th>Upper Bound</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transformational vs.</td>
<td>0.343</td>
<td>0.075</td>
<td>0.159</td>
<td>0.527</td>
</tr>
<tr>
<td>Transactional</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transformational vs.</td>
<td>1.486*</td>
<td>0.296</td>
<td>0.761</td>
<td>2.211</td>
</tr>
<tr>
<td>Authoritative</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transactional vs.</td>
<td>1.143*</td>
<td>0.260</td>
<td>0.507</td>
<td>1.779</td>
</tr>
<tr>
<td>Authoritative</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* p < 0.05

The multiple comparisons of average team success among the three leadership styles revealed a statistically significant difference between authoritative leadership and the other two leadership styles, transformational leadership and transactional leadership. Specifically, the post hoc comparisons using the Tukey HSD test indicated that the mean team success score for transformational leadership style ($M = 3.7$, $SD = 0.1254$) was greater than authoritative leadership style ($M = 2.2$, $SD = 0.7755$). The test also indicated that the mean team success of the transactional leadership style ($M = 3.3$, $SD = 0.1254$) was greater than the mean team success of the authoritative leadership style ($M = 2.2$, $SD = 0.7755$). However, the difference between the mean team success of transformational leadership style ($M = 3.7$, $SD = 0.1254$) and transactional leadership style ($M = 3.3$, $SD = 0.1254$) was not statistically significant. That is, team success of teams under transactional leadership and transformational leadership outperform team
success of teams under authoritative leadership. The team success of transactional leadership teams and transformational leadership teams do not differ statistically. Consequently, the null hypothesis that stated, there was no difference in average team success among the three leadership styles, was rejected.
Figure 2 displays the results of the difference between leadership styles and team success. In the Data Comparison Chart below, 95% confidence interval for the mean of...
transformational leadership was a possible range of 3.363 through 3.987. 95% confidence interval for the mean of transactional leadership was a possible range of 3.013 through 3.637. 95% confidence interval for the mean of authoritative leadership was a possible range of 1.876 through 2.499. Thus, the results indicated that there is a positive difference with transformational and transactional leadership styles and team success.

**Summary**

This study examined the difference between leadership styles, gender, and the success of a team. Chapter 4 included the descriptive data of the leader and follower participants. There were 36 followers ranging in age from 18-year-old to 66-year-old. There were six leaders ranging in age from 20-year-old to 66-year-old. Once the MLQ was collected from the leaders, descriptive statistics of leadership styles was completed.

The MLQ identified that there were 2 female transformational leaders, 2 male transactional leaders, 1 female transactional leader, and 1 authoritative male leader. These leaders led their own team of 6 followers to complete a research activity. A paired t-test was conducted to analyze:

H$_{0,1}$: There was no difference between genders using leadership styles.

H$_{a,1}$: There was a positive difference between genders using leadership styles.

The results indicated that there was a difference between gender using leadership styles. Most female leaders used transformational leadership style and most male leaders used transactional leadership style. There was a difference that was statistically significant. The results suggest that there was a difference between genders using leadership styles. It was concluded that the null hypothesis was rejected and the
alternative hypothesis was accepted to show there was a positive difference between gender using leadership styles.

An ANOVA was used to analyze the second set of hypotheses:

\[ H_{0,2} : \text{There was no difference in team success with respect to leadership styles.} \]

\[ H_{a,2} : \text{There was a positive difference in team success with respect to leadership styles.} \]

The results indicated that there was a difference in team success with respect to leadership styles. The data showed that transformational and transactional leadership style to be the style to have a positive difference in team success with respect to leadership styles. There was a difference that is statistically significant. Therefore, there was enough evidence to claim that there is a positive difference in team success with respect to leadership styles. It was concluded that the null hypothesis was rejected and the alternative hypothesis was accepted.

The female leaders rated a higher score in all categories compared to the male leaders in the Team Excellence and Collaborative Team Leader Questionnaire. The study also showed that most women leaders used transformational leadership, while men used transactional leadership. Even though one of the male leaders used authoritative leadership and could have his team complete the activity successfully, his team gave him the lowest score on the Team Excellence and Collaborative Team Leader Questionnaire. The authoritative leader scored lower in all categories. Possible causes and implications of these findings will be discussed in Chapter 5.
Chapter 5: Summary, Conclusions, and Recommendations

Bass and Bass (2008) agreed that leadership is critical for the success of any organization. Per Collins, Burrus, and Meyer (2014), leader-follower relationship influences many important aspects of organizational outcomes. Leaders that do not understand the effect that they have on their team, contribute to the inefficiency and ineffectiveness of their employees.

The purpose of this study was to examine the different leadership styles between men and women that promote the success of a team. The study examined the difference between gender using leadership styles to determine if there was a significant difference among the two variables. The study also investigated the difference in team success with respect to leadership styles to determine if there was a statistically significant difference among the two variables.

The current study provides information to organizations because the results determined how effective or ineffective certain leadership styles are regardless of gender. The differences in leadership styles were examined to determine the difference if any, on teams' performance outcomes. This study adds to the body of knowledge regarding gender, leadership styles, and the follower-leader relationship. Two research questions drove the study:

R₁. To what extent if any, is there a difference in leadership styles between genders?

R₂. To what extent if any, is there a difference in team success with respect to leadership styles?
This chapter has been organized into five sections: Introduction, Summary of the Study, Summary of the Findings and Conclusions, Implications, and Recommendations. These sections are critical in Chapter 5 to conclude the research that was undertaken, discuss implications and interpretations, draw conclusions, and propose possible areas for further research as it pertains to women and men leadership styles and the effects on team success.

**Summary of the Study**

The purpose of this research was to examine the different leadership styles between men and women that promoted the success of a team. Leadership styles were identified using the Multifactor Leadership Questionnaire (MLQ). The MLQ was emailed to the leaders and returned by email. The data were entered into the Mind Garden MLQ assessment to establish each leader's leadership style. Then it was documented into an Excel Spreadsheet.

An independent-samples *t*-test was used to compare the difference between genders using leadership styles to establish the mean scale scores between male and female leaders as defined in Research Question 1. The data indicated a difference between genders using leadership styles. The dominant leadership style utilized by the female leaders was transformational and for the male leaders it was transactional. Thus, there was a difference between gender using leadership styles. Studies have found that men and women hold different beliefs on how leaders should behave based on their gender (Bellou, 2011; Merchant, 2012).

An ANOVA was conducted to compare the effect of team success in respect to leadership styles as defined in Research Question 2. The data indicated a positive
difference in team success in respect to leadership styles. Yang, Huang, and Wu (2011) identified transactional and transformational leadership styles with successful teamwork. Their results demonstrated that increased levels of teamwork were visible when leaders utilized transactional and transformational styles.

**Summary of Findings and Conclusion**

The objective of this study was to add to the body of knowledge regarding leadership styles that men and women use and how it affects team outcomes and success. The purpose of this quantitative study was to examine the leadership style's that men and women use and the impact on team outcomes and success. The study investigated the difference between gender using leadership styles to determine if there was a significant difference among the two variables. The study also examined team success with respect to leadership styles to determine if there was a significant difference among the two variables.

**Gender in Leadership.** An independent-samples $t$-test was used to compare the difference between genders using leadership styles to establish the mean scale scores between male and female leaders. The results of the $t$-test showed a significant difference in the leadership styles based on gender. The female leadership style tends to be transformational and the male leadership style is most likely transactional. These findings agree with Bass and Avolio’s (1994) findings that women also tend to emerge more as transformational leaders compared to men, who use a more transactional leadership approach. Transformational and transactional leadership styles are associated with leaders guiding their teams to success. Merchant (2012) believed that while men and women leaders can be equally effective in certain settings; however, more often
effectiveness depends on how well they use their leadership styles to lead their teams to success.

**Leadership Style and Team Successes.** An ANOVA was used to determine if there was a difference among transformational, transactional, and authoritative leadership styles with respect to team success. The results of the ANOVA were statistically significant and indicated greater team success when the leadership was either transactional or transformational, than authoritative. There was no difference in team success between transformational-led and transactional-led teams. Barbuto and Gifford’s (2010) research suggested that different leadership styles can affect outcomes regarding employee’s efficiency and effectiveness.

The women leaders were more effective because their teams completed the research activity in the shortest time and scored the highest on the Team Excellence and Collaborative Team Leader Questionnaire. The transformational women leaders scored the two highest scores on the Team Excellence and Collaborative Team Leader Questionnaire. Merchant (2012) found that women leaders that exhibited transformational leadership style, served as effective role models. They developed the skills of their followers and motivated them to exceed all organizational goals.
Implications

Theoretical implications. Leadership and management studies are important in understanding the way leaders interact with followers. It is important to understand the effect leaders have on organizations goals, vision, and team outcomes. Leadership theories emerged in the 20th century.

Lewin (1937) developed his framework in the 1930s and it provided a foundation for many other frameworks that followed. Weber completed the most important early research on charismatic leadership. The paradigm within leadership is the theory of transformational – transactional leadership proposed by Burns (1978) and further developed Bass and Avolio (1995). The foundation of this study was based on Relational-Cultural Theory (RCT). RCT builds upon the social role theory by considering the effect that gender roles have on leadership roles.

The women leaders in this study were nurturing, empathetic, and understanding. The male leaders were direct and tougher. The finding of this study was that by more women leaders having these characteristics, they were more transformational than men. The contribution of this research to theoretical implications is that women leaders were more effective than the male leaders by using transformational leadership style. As a result, women are more likely to help employees develop their skills by coaching and mentoring them. Women leaders can create a more sustainable team with their inherent capabilities such as collaboration, relationship building, empathy, and the ability to focus on the team goals.

Leadership styles have an influence on important employees' outcomes, such as performance, satisfaction, and perceptions of that leaders' effectiveness (Bass & Avolio,
Through a deeper exploration between the leadership styles, the findings support Bass and Avolio’s theory. The transformational leaders scored higher on the Team Excellence and Collaborative Team Leader Questionnaire. The questionnaire captured the perceptions of the team member’s perspective on the leader’s effectiveness, performance, motivation, and success. This was followed up by the transactional leaders scoring the second highest on the Team Excellence and Collaborative Team Leader Questionnaire. It took the authoritative leader the longest time to have his team complete the research activity and had the lowest score on the Team Excellence and Collaborative Team Leader Questionnaire.

**Practical implications.** The literature states that understanding the impact of leadership styles on team performance should be examined. Ottoman et al. (2014) acknowledged the gap in the research of the lack of limited studies on understanding outcome of leadership styles on team performance. The potential impacts of leader's positive behaviors can help shape their team’s behavior and attitudes.

In this regard, the current study would indicate that the dynamic of a leader’s behaviors and leadership style can be significantly related to the level of the team’s performance. This is an important finding because organizations must understand the leadership styles that affect the productivity and growth of their company. Organizational efficiency is dependent on leaders and their effective leadership styles to lead, perform, and contribute to the success of the company. A leader’s decisions, actions, and interaction with employees can affect organizational outcomes.

The research suggests that a leader’s leadership style and team performance are greatly interconnected. The research findings contribute to the field of practice that both
transformational and transactional leadership styles can successfully complete a team goal. Both transformational and transactional leaders accept feedback, input, and encourage ideas from their employees.

However, transformational and transactional leaders have more of a positive impact on team members than authoritative leaders. Employees are happier and will potentially stay longer with an organization due to these leaders being encouraging. Additionally, transformational and transactional leaders have a strong effect on company culture by promoting loyalty to an organization’s mission and goals. They have a long-term impact on organizations. The results of this study were that more women than men were transformational and more men than women were transactional.

These findings will help organizations understand that women are as capable as men to be positive leaders. The women leaders were more effective because their teams completed the research activity in the shortest time and scored the highest on the Team Excellence and Collaborative Team Leader Questionnaire. This finding supports the importance of moving from transactional to transformational leadership.
Future implications. The results of this study could suggest to organizations that they should add a leadership style assessment during pre-employment screenings. An assessment can more accurately predict whether a candidate will be successful. An assessment is standardized and every candidate will be given the same questions unlike a job interview. This study adds empirical evidence that leadership styles such as transformational and transactional can have a positive impact on team outcomes.

Recommendations

Recommendations for future research. This study indicated that there is a difference between genders using leadership styles. Most female leaders used transformational leadership style and a majority of the male leaders used transactional leadership style. However, MLQ results produced only transformational, transactional, and authoritative leaders. Charismatic and servant leadership styles were missing from the research.

This study also indicated that there is a difference between leadership styles and team success. Transformational and transactional leadership style showed to be the style to have a positive difference between leadership styles and team success. With thoughtful consideration, the recommendations are listed as the following:

1. The limited number of leaders in this study did not give adequate representation of all leadership styles. This design limitation should be addressed in any extension or replication of this study. It is suggested to increase the leader sample size in future research.

2. A future longitudinal study would be beneficial to observe leader's over a period to see how effective they are with their own teams with their own key
performance indicators. Examining additional variables such as educational levels, tenure as a leader, and tenure with the organization of the participants would provide more theory building with the longitudinal study.

**Recommendations for future practice.** The recommendations for future practice as specified by the results of the study would be for organizations to establish a leadership assessment during pre-employment. This would help organizations hire the right leaders for their organization. Another recommendation would be for organizations to implement a leadership mentor program. Leaders that are struggling within the organization can be paired with a successful leader to be their mentor. The final recommendation would be that a leadership development program be implemented in organizations to build the next generation of leader's to be successful in their respected organization. Discussion of the recommendations follows:

1. A pre-employment leadership style assessment can help organizations find leaders that are the right fit. It can help save the organization time by focusing on interviewing candidates that meet their criteria. An assessment can help identify prominent characteristics and behaviors that are consistent with top leaders. This can help save company’s time and money.

2. Incorporating an effective mentoring program can be the most effective way to ensure that all leaders are successful within the organization. This would also lead to higher employee retention rates. Best practice of implementing a mentoring program would be to inform senior leaders of the importance of mentoring and offering new leader's at least 30 hours of one-on-one time with a mentor.
3. Organizations must understand that it is imperative for them to develop leaders to create a strong relationship within the company. Leadership development programs must align with an organization’s mission and vision. Organizations must define the behaviors and skills that their leaders need to be effective. Participants must understand the purpose and expected outcome of the program.

Conclusion

The purpose of this study was to examine the leadership styles that men and women use and how it effect's team outcomes and success. There is a stereotypical gender assumption in organizations. Stereotypes are harmful because they are a conscious or unconscious assumption about leaders based on their gender that could prevent people from promotions. Thus, organizations retention rates decrease, negative expectations impact performance, and creates a demotivating environment.

Through the analysis, I found that there is a positive difference with genders using leadership styles. The targeted population for this study was leaders and followers from a sales company in Austin, Texas. There was a preferred leadership style between the men and women leaders. Most female leaders used transformational leadership style and most male leaders used transactional leadership style.

Through the analysis of the quantitative data, I also found that there is a positive difference between leadership styles and team success. Analysis of the data also indicated a positive difference with transformational and transaction leadership styles and team success. The authoritative leadership style had the lowest scores in the study. The study concluded that both men and women leaders can successfully lead their team to
success depending on the leadership style that they choose indicating that women leaders are as effective as men in leading a team to successfully complete a team goal.

When organizations are considering which leaders to hire, they must be aware of the leadership style that best fits their organization mission and vision. They also must be aware of the leadership style of the candidates that they are hiring. The significant findings of the study demonstrated that leadership styles do affect team success and outcomes. The key significance of the study could be that there needs to be additional research to determine the factors involved in the dynamic of a leader’s behaviors and leadership style that can be significantly related to the level of the team’s performance. This study is only the first step to advance the scientific knowledge of the effectiveness of leadership styles on team performance.
References


Ng, E. S., & Sears, G. J. (2012). CEO leadership styles and the implementation of organizational diversity practices: Moderating effects of social values and age. *Journal of Business Ethics, 105*(1), 41–52.


Appendix A: Consent To Participate

Consent to Participate in a Research Study

Title of Study: Differences in Leadership Styles Between Genders: Outcomes and Effectiveness on Team Success

Investigators: [Name: Sylvia Zaal] [Email: ] [Phone: ]

Introduction
- You are being asked to be in a research study of learning the different leadership styles of men and women and the effectiveness of the leadership in a team setting.
- You were selected as a possible participant because of the survey that you took through the HR department and your interest in participating.
- We ask that you read this form and ask any questions that you may have before agreeing to be in the study.

Purpose of Study
- The purpose of this study is to understand the different leadership styles between men and women that promote the success of a team. This research will look into where male and females fall into leadership styles. What are the assumptions of the followers with regard to their leaders? How do the followers perceive the leaders? What are the leadership characteristics of leaders that are successful at leading a team to their goal? How do leaders perceive their leadership behaviors?
- Ultimately, this research will be presented as a dissertation paper or published.

Description of the Study Procedures
- If you agree to be in this study, you will be asked to do the following things: take surveys, fill out questionnaires and participate in a team activity. The time to fill out the surveys and questionnaires will not take more than 20 minutes. The activity can take up to 3 hours to complete.

Confidentiality
- The records of this study will be kept strictly confidential. Research records will be kept in a locked file and all electronic information will be coded and secured using a password protected file. We will not include any information in any report we may publish that would make it possible to identify you.
- We will be careful to safeguard your personal identifying information. We will not use your name or any piece of information that could allow a person other than the study investigator to link your identity (your name) with the information you provide. This will include us as keeping your data in password protected computers. The lead investigator will have a record of your name or other identity, but your name will not be needed for us to study or
learn things from this study. Your name will not appear in any publication. We promise to work in this way to keep your information secret which will keep your identity confidential.

Risks and Benefits
- This research hopes to increase understanding that can benefit other people in the future. Talking helps to work through feelings and provide a moment for expression. A risk is that the research may bring up some uncomfortable feelings.

Right to Refuse or Withdraw
- The decision to participate in this study is entirely up to you. You may refuse to take part in the study at any time without affecting your relationship with the investigator of this study. You have the right not to answer any single question, as well as to withdraw completely from the interview at any point during the process; additionally, you have the right to request that the interviewer not use any of your interview material. Whether you decide to participate or not participate, the decision will not impact your job.

Right to Ask Questions and Report Concerns
- You have the right to ask questions about this research study and to have those questions answered by me before, during or after the research. If you have any further questions about the study, at any time feel free to contact me, Sylvia Zaal at or by telephone at

Compensation
- There will not be any compensation for participating in this study. The cost that will be incurred is the time needed to complete the surveys and research activity. As well as transportation to attend the research activity site.

Consent
- Your signature below indicates that you have decided to volunteer as a research participant for this study, and that you have read and understood the information provided above. You will be given a signed and dated copy of this form to keep, along with any other printed materials deemed necessary by the study investigator.

Subject’s Name (print): ___________________________ ___________________________
Subject’s Signature: ___________________________ Date: ___________________________

Investigator’s Signature: ___________________________ Date: ___________________________

Sylvia Zaal
C/o Prof. Donna Graham
2811 NE Holman St. Portland, OR 97221
Appendix B: Demographic Questionnaire

1. What is your age?
2. Are you male or female?
3. What is your title at work?
Appendix C: Permission To Use The Multifactor Leadership Questionnaire

For use by Sylvia Zaal only.

mind garden
www.mindgarden.com

To whom it may concern,

This letter is to grant permission for the above named person to use the following copyright material for his/her research:

Instrument: Multifactor Leadership Questionnaire

Authors: Bruce Avolio and Bernard Bass

Copyright: 1995 by Bruce Avolio and Bernard Bass

Five sample items from this instrument may be reproduced for inclusion in a proposal, thesis, or dissertation.

The entire instrument may not be included or reproduced at any time in any published material.

Sincerely,

Robert Most
Mind Garden, Inc.
Appendix D: MLQ Leader Form (5x-Short) Sample

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

For use by Sylvia Zaal only. Received from Mind Garden, Inc.

My Name: __________________________________________ Date: ________________
Organization ID #: ______________________ Leader ID #: ______________________

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

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

Use the following rating scale:

<table>
<thead>
<tr>
<th>Not at all</th>
<th>Once in a while</th>
<th>Sometimes</th>
<th>Fairly often</th>
<th>Frequently, if not always</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

1. I provide others with assistance in exchange for their efforts........................................... 0  1  2  3  4
2. I re-examine critical assumptions to question whether they are appropriate.......................... 0  1  2  3  4
3. I fail to interfere until problems become serious.................................................................. 0  1  2  3  4
4. I focus attention on irregularities, mistakes, exceptions, and deviations from standards........... 0  1  2  3  4
5. I avoid getting involved when important issues arise............................................................. 0  1  2  3  4
Appendix E: MLQ Scoring Key (5x) Short Sample

MLQ  Multifactor Leadership Questionnaire
Scoring Key (5x) Short

My Name: ___________________________ Date: ___________
Organization ID #: ____________________ Leader ID #: ____________________

Scoring: The MLQ scale scores are average scores for the items on the scale. The score can be derived by summing the items and dividing by the number of items that make up the scale. All of the leadership style scales have four items, Extra Effort has three items, Effectiveness has four items, and Satisfaction has two items.

<table>
<thead>
<tr>
<th>Not at all</th>
<th>Once in a while</th>
<th>Sometimes</th>
<th>Fairly often</th>
<th>Frequently, if not always</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Idealized Influence (Attributed) total/4 = Management-by-Exception (Active) total/4 =
Idealized Influence (Behavior) total/4 = Management-by-Exception (Passive) total/4 =
Inspirational Motivation total/4 = Laissez-faire Leadership total/4 =
Intellectual Stimulation total/4 =
Individualized Consideration total/4 =
Contingent Reward total/4 =
Extra Effort total/3 =
Effectiveness total/4 =
Satisfaction total/2 =

1. Contingent Reward ........................................... 0 1 2 3 4
2. Intellectual Stimulation ...................................... 0 1 2 3 4
3. Management-by-Exception (Passive) ....................... 0 1 2 3 4
4. Management-by-Exception (Active) .......................... 0 1 2 3 4
5. Laissez-faire .................................................. 0 1 2 3 4
Appendix F: Outcomes of Leadership Behaviors

For use by Sylvia Zaal only. Received from Mind Garden, Inc.

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Scale Name</th>
<th>Scale Abbrev</th>
<th>Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transformational</td>
<td>Idealized Attributes or Idealized Influence (Attributes)</td>
<td>IA or II(A)</td>
<td>10,18,21,25</td>
</tr>
<tr>
<td>Transformational</td>
<td>Idealized Behaviors or Idealized Influence (Behaviors)</td>
<td>IB or II(B)</td>
<td>6,14,23,34</td>
</tr>
<tr>
<td>Transformational</td>
<td>Inspirational Motivation</td>
<td>IM</td>
<td>9,13,26,36</td>
</tr>
<tr>
<td>Transformational</td>
<td>Intellectual Stimulation</td>
<td>IS</td>
<td>2,8,30,32</td>
</tr>
<tr>
<td>Transformational</td>
<td>Individual Consideration</td>
<td>IC</td>
<td>15,19,29,31</td>
</tr>
<tr>
<td>Transactional</td>
<td>Contingent Reward</td>
<td>CR</td>
<td>1,11,16,35</td>
</tr>
<tr>
<td>Transactional</td>
<td>Mgmt by Exception (Active)</td>
<td>MBEA</td>
<td>4,22,24,27</td>
</tr>
<tr>
<td>Passive Avoidant</td>
<td>Mgmt by Exception (Passive)</td>
<td>MBEP</td>
<td>3,12,17,20</td>
</tr>
<tr>
<td>Passive Avoidant</td>
<td>Laissez-Faire</td>
<td>LF</td>
<td>5,7,28,33</td>
</tr>
</tbody>
</table>

*Outcomes of Leadership

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Scale Name</th>
<th>Scale Abbrev</th>
<th>Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extra Effort</td>
<td>EE</td>
<td>39,42,44</td>
<td></td>
</tr>
<tr>
<td>Effectiveness</td>
<td>EFF</td>
<td>37,40,43,45</td>
<td></td>
</tr>
<tr>
<td>Satisfaction</td>
<td>SAT</td>
<td>38,41</td>
<td></td>
</tr>
</tbody>
</table>

*As the term connotes, the Outcomes of Leadership are not Leadership styles, rather they are outcomes or results of leadership behavior.
Appendix G: Team Excellence and Collaborative Team Leader Questionnaire

Instructions: This questionnaire contains questions about your team and the leadership within this team. Indicate whether you feel each statement is true or not true of your team. Use the following scale:

1 = False  2 = More false than true  3 = More true than false  4 = True

1. There is a clearly defined need – a goal to be achieved or a purpose to be served – that justifies the existence of our team. _______

2. We have an established method for monitoring individual performance and providing feedback. _______

3. Team members possess the essential skills and abilities to accomplish the team’s objectives. _______

4. Achieving our team goal is a higher priority than any individual objective. _______

5. We trust each other sufficiently to accurately share information, perceptions, and feedback. _______

6. Our team exerts pressure on itself to improve performance. _______

7. Our team is given the resources it needs to get the job done. _______
Appendix H: Research Activity

Each team will be given a copy of the map of Texas and an allowance of $3,000.00. The teams will be instructed to plan a business trip for 3 nights and 4 days that will require them to travel from Austin, Texas to Dallas, Texas. They must use the money to plan meals, gas, and hotel. The group must write down all their travel plans. The groups will be timed on the order they turn in their work. This activity will force debate and discussion. A group leader facilitates discussion on how the team assigns importance to essential items. The leader takes into consideration the opinions of the team in constructing the list, and the team trusts the leader's opinion in making final corrections. This exercise will require all the elements of teamwork such as communication, goal-setting, planning, cooperation, creativity, and task orientation.
Appendix I: IRB Approval Letter

DATE: October 5, 2016
TO: Sylvia Zaal
FROM: Concordia University - Portland IRB (CU IRB)
PROJECT TITLE: [917733-1] Differences in Leadership Styles Between Genders: Outcomes and Effectiveness on Team Success.
REFERENCE #: EDD-20160903-Graham-Zaal
SUBMISSION TYPE: New Project
ACTION: APPROVED
APPROVAL DATE: September 30, 2016
EXPIRATION DATE: September 30, 2017
REVIEW TYPE: Full Committee Review

Thank you for your submission of New Project materials for this project. The Concordia University - Portland IRB (CU IRB) has APPROVED your submission. This approval is based on an appropriate risk/benefit ratio and a project design wherein the risks have been minimized. All research must be conducted in accordance with this approved submission.

There is a condition of approval. Your project includes research that will be conducted within an institution that is not Concordia University. As such, you need to have that institution’s approval to conduct research. You are responsible for contacting and following the procedures and policies of Concordia University and any other institution where you conduct research. You cannot begin recruitment or collection of data until you receive approval from that institution.

This submission has received Full Committee Review based on the applicable federal regulations.

Attached is a stamped copy of the approved consent form. You must use this stamped consent form.

Please remember that informed consent is a process beginning with a description of the project and insurance of participant understanding followed by a signed consent form. Informed consent must continue throughout the project via a dialogue between the researcher and research participant. Federal regulations require that each participant receives a copy of the consent document.

Please note that any revision to previously approved materials must be approved by this committee prior to initiation. The form needed to request a revision is called a Modification Request Form, which is available at www.cu-portland.edu/IRB/Forms.

All UNANTICIPATED PROBLEMS involving risks to subjects or others (UPIRISOs) and SERIOUS and UNEXPECTED adverse events must be reported promptly to the office. Please email the CU IRB Director directly, at obranch@cu-portland.edu, if you have an unanticipated problem or other such urgent question or report.
All NON-COMPLIANCE issues or COMPLAINTS regarding this project must be reported promptly to this office.

This project requires continuing review by this committee on an annual basis. Please use the appropriate forms for this procedure. Your documentation for continuing review must be received with sufficient time for review and continued approval before the expiration date of October 5, 2017.

You must submit a close-out report at the expiration of your project or upon completion of your project. The Close-out Report Form is available at www.cu-Portland.edu/IRB/Forms.

Please note that all research records must be retained for a minimum of three years after the completion of the project.

If you have any questions, please contact Dr. OraLee Branch at 503-493-6390 or irb@cu-portland.edu. Please include your project title and reference number in all correspondence with this committee.

This letter has been electronically signed in accordance with all applicable regulations, and a copy is retained within Concordia University - Portland IRB (CU IRB)'s records. October 5, 2016
Appendix J: Statement of Original Work

The Concordia University Doctorate of Education Program is a collaborative community of scholar-practitioners, who seek to transform society by pursuing ethically-informed, rigorously-researched, inquiry-based projects that benefit professional, institutional, and local educational contexts. Each member of the community affirms throughout their program of study, adherence to the principles and standards outlined in the Concordia University Academic Integrity Policy. This policy states the following:

Statement of academic integrity.

As a member of the Concordia University community, I will neither engage in fraudulent or unauthorized behaviors in the presentation and completion of my work, nor will I provide unauthorized assistance to others.

Explanations:

What does “fraudulent” mean?

“Fraudulent” work is any material submitted for evaluation that is falsely or improperly presented as one’s own. This includes, but is not limited to texts, graphics and other multi-media files appropriated from any source, including another individual, that are intentionally presented as all or part of a candidate’s final work without full and complete documentation.

What is “unauthorized” assistance?

“Unauthorized assistance” refers to any support candidates solicit in the completion of their work, that has not been either explicitly specified as appropriate
by the instructor, or any assistance that is understood in the class context as inappropriate. This can include, but is not limited to:

- Use of unauthorized notes or another’s work during an online test
- Use of unauthorized notes or personal assistance in an online exam setting
- Inappropriate collaboration in preparation and/or completion of a project
- Unauthorized solicitation of professional resources for the completion of the work.

**Statement of Original Work**

I attest that:

1. I have read, understood, and complied with all aspects of the Concordia University-Portland Academic Integrity Policy during the development and writing of this dissertation.

   Where information and/or materials from outside sources has been used in the production of this dissertation, all information and/or materials from outside sources has been properly referenced and all permissions required for use of the information and/or materials have been obtained, in accordance with research standards outlined in the *Publication Manual of The American Psychological Association*

**Digital Signature:**

*Sylvia M. Zaal*

**Name (Typed):**

Sylvia M. Zaal

**Date:** 07/14/2017