

**The Impact of Transformational Leadership Behaviors
on Follower Goal Commitment**

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Dissertation submitted to the Faculty of the Virginia Polytechnic Institute and State
University in partial fulfillment of the requirements for the degree of

Doctor of Philosophy
In
Business Management

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September 21, 1998
Blacksburg, Virginia

Keywords: Leadership, Goal, Power, Commitment

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(ABSTRACT)

This study examines the transformational behaviors of leaders and the goal commitment of followers. Other constructs of interest are self-efficacy, goal congruence, and power. The central research questions include: 1) What are the effects of transformational leadership behaviors on the commitment of followers to goals?; 2) Do the transformational behaviors of leaders influence the perceptions of followers regarding goal congruence?; 3) Do the transformational behaviors of leaders impact goal commitment of followers through influencing follower self-efficacy?; and 4) What bases of power do leaders possess and draw upon to exert social influence to obtain follower goal commitment? The sites for this study are two types of nonprofit organizations. Local church congregations comprise one and the other is a group of community based hospice organizations. One of the more interesting results found is that two different patterns of relationships exist between the leadership and goal commitment variables for these two sites.

ACKNOWLEDGEMENT

I thank all those who helped me in this endeavor. First to my wife, Diane, her unending love and support made this possible. My children, Ryan, Susan, and Emily added a balance to life that enabled me to continue with newness and enjoyment. My parents, Charles and Wilda Godwin, instilled in me the values of education, hard work, and persistence.

I thank Dr. T. W. "Hap" Bonham for being an excellent committee chair and friend. I believe my working with him was providential. He kept me pointed in the right direction and moving ahead. I cannot adequately express the role that Hap played in guiding me at this important juncture in my life. I will always appreciate his help and guidance.

I highly value the assistance and friendship of Bob Madigan, Steve Markham, Kent Murrmann, and Neil Hauenstein. Their participation enhanced this study as well as my entire educational experience at Virginia Tech. I am thankful for their time, help, and encouragement.

Finally, I thank God who makes all things possible.

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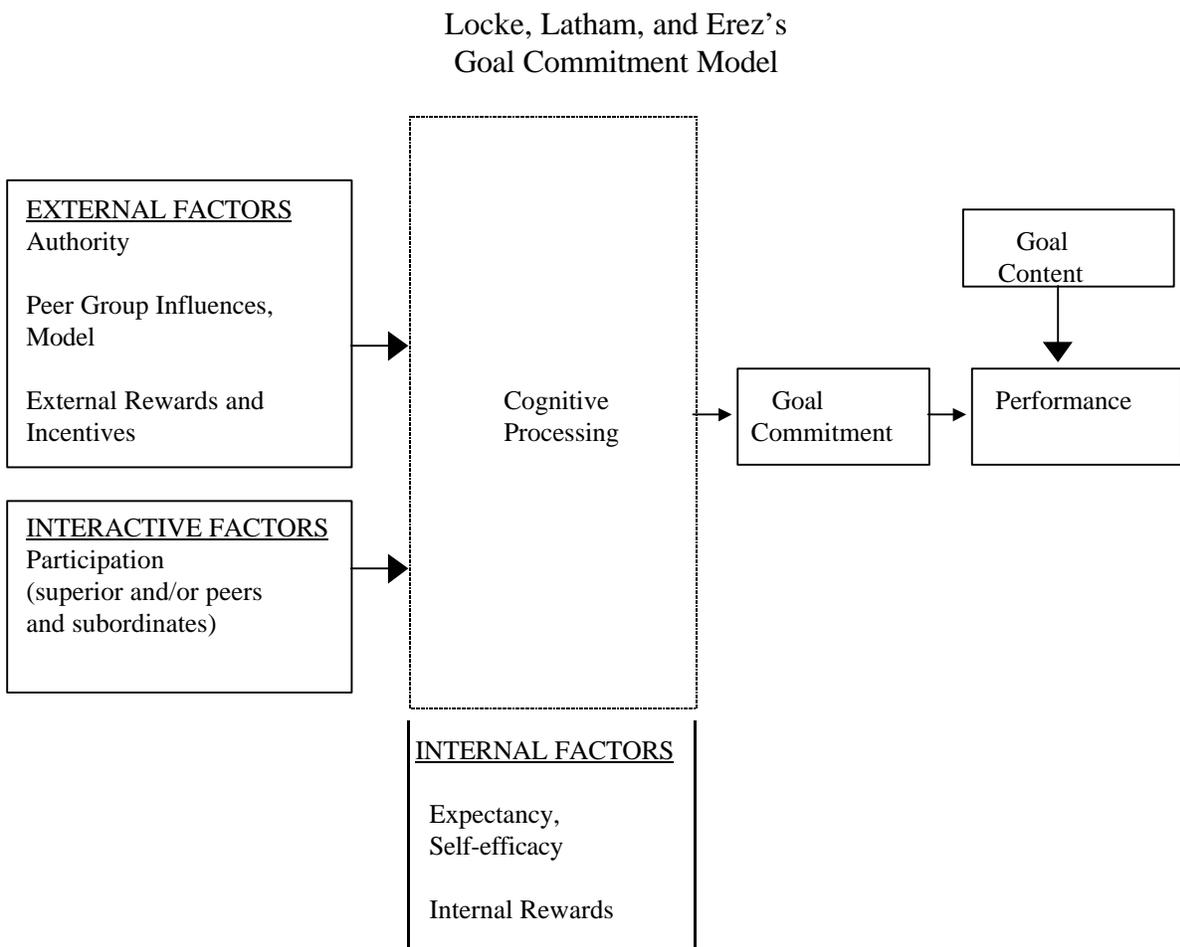
CHAPTER 1 INTRODUCTION

The concern for effective leadership is a common thread that weaves through human history. Today more than ever, effective leaders are a necessity for successful organizations. The increasing rate of change results in dynamic environments. Leaders must be able to direct their followers to respond to the changing demands of these environments. Goal setting is a practical tool for this purpose. Research shows that setting specific, challenging, and obtainable goals improves performance (Locke, 1968; Locke & Latham, 1990; Locke, Shaw, Saari, & Latham, 1981). Goal creation alone is not enough. Successful goal-oriented performance depends upon leaders and followers being committed to achieving their goals (Erez & Kanfer, 1983; Erez & Zidon, 1984; Latham & Yukl, 1975; Locke, 1968; Locke & Latham, 1984; Naylor, Pritchard, & Ilgen, 1980). “It is virtually axiomatic that if there is no commitment to goals, then goal setting does not work” (Locke, Latham, & Erez, 1988, p. 23).

Despite the importance of this issue, the amount of research connecting the behaviors of leaders to effective goal setting is small (Sagie, 1996). This study contributes by beginning to address this gap in the literature. The central purpose is to look at how the behaviors of leaders encourage followers to be committed to goals. A leader may influence commitment directly, or indirectly, through goal congruence, self-efficacy, and power bases. When taken together these provide a constellation of concepts for understanding the influence of leaders on the goal commitment of their followers.

Goal Commitment

Research on goal commitment is relatively recent even though Locke (1968) proposed that the relationship between goal level and performance is moderated by goal commitment. In short, goal commitment is an individual's "determination to try for a goal" (Hollenbeck & Klein, 1987, p. 212). Locke, Latham, and Erez (1988) reviewed the goal setting literature to summarize the known and potential determinants of goal commitment. Their model in Figure 1 is offered here as an introduction to the framework for goal commitment.



(Locke, Latham, & Erez, 1988, p. 28)

FIGURE 1

Locke, Latham, and Erez (1988, p. 33) raise the issue that goal commitment “can be discussed and researched in the wider organizational issue pertaining to the exercise of authority, that is leadership.” From a broader goal setting perspective, Locke & Latham (1990, p. 363), suggested the research question: “What leadership activities and attributes result in effective goal setting?”

Leadership

Looking at the impact of leader behaviors on follower goal commitment is important for the leadership domain as well. In summarizing goal setting theory’s relationship to effective leadership, Locke and Latham (1990, p. 290) wrote:

After extensively reviewing the leadership literature and his own research, Yukl (1989a) concluded that setting and clarifying goals and objectives was one of the most important leadership behaviors. Boyatzis (1982) found that skill in goal setting and planning was among the key determinants of a manager’s success. ...While we would not go so far as to assert that goal setting and its corollaries (feedback, reward, etc.) are all there is to leadership, they may well be at the core of this phenomenon.

One recent perspective, transformational leadership theory conceptually links goal setting with leadership. In describing leadership as a way to achieve goals, Bass (1990, p. 16) noted:

“For Burns (1978), Bennis (1983), Bass (1985) and Tichy & Devanna (1986), leadership transforms followers, creates visions of the goals that may be attained, and articulates for the followers the ways to attain those goals.”

For this study transformational leadership theory provides a useful framework for understanding the behaviors of leaders in relation to the goal commitment of followers.

Podsakoff, MacKenzie, Moorman, and Fetter (1990, p. 112) after examining the leadership literature derived the following four dimensions characteristic of transformational leaders:

1. *Core Transformational Leadership Behaviors:*
 - *Identifying and Articulating a Vision* - Behavior on the part of the leader aimed at identifying new opportunities for his or her unit/ division/ company, and developing, articulation, and inspiring others with his or her vision of the future.
 - *Providing an Appropriate Model* - Behavior on the part of the leader that sets an example for employees to follow that is consistent with the values the leader espouses.
 - *Fostering the Acceptance of Group Goals* - Behavior on the part of the leader aimed at promoting cooperation among employees and getting them to work together toward a common goal.
2. *High Performance Expectations:*

Behavior that demonstrates the leader's expectations for excellence, quality, and/ or high performance on the part of followers.
3. *Providing Individualized Support:*

Behavior on the part of the leader that indicates that he/ she respects followers and is concerned about their personal feelings and needs.
4. *Intellectual Stimulation:*

Behavior on the part of the leader that challenges followers to re-examine some of their assumptions about their work and rethink how it can be performed.

In light of the importance of goal commitment to goal setting theory and the potential implications that goal setting has for effective leadership, the first research question is: *What are the effects of transformational leadership behaviors on the goal commitment of followers?*

Goal Congruence

Leadership behaviors may impact commitment through alignment of goals. This congruence reflects the point at which a follower's goals overlap with the organizational

goals (Paolillo, Jackson, & Lorenzi, 1986; Vancouver, Millsap, & Peters, 1994; Vancouver & Schmitt, 1991). Goal congruence does increase commitment (Locke & Latham, 1990). The question of interest is whether behaviors of leaders do influence follower perceptions of goal congruence. Since leadership involves social influence (Yukl, 1994), the process of communicating a vision may help followers to see the value of the organization's goals. A leader's influence might enable higher congruence by providing a clear explanation for the purpose and nature of the organization's goals. In light of these possibilities, another research question is: *Do the transformational behaviors of leaders impact the goal commitment of followers through influencing the congruence of goals?*

Self-Efficacy

Transformational behaviors of leaders may have another indirect influence on goal commitment through follower self-efficacy. A key determinant of commitment is self-efficacy (Locke, Latham, & Erez, 1988). A person's belief about his/her capabilities to achieve a task affects the level of goal difficulty accepted and the magnitude of the commitment to the goal. (Bandura, 1991; Locke & Latham, 1990; Wood & Bandura, 1989). According to Locke & Latham (1990, p. 348): "Self-efficacy plays a key role in goal setting theory ...It predicts goal choice, goal commitment, and performance, and response to feedback..." In discussing the empirical research results, Locke, Frederick, Lee, & Bobko (1984, p. 247) noted:

The most unexpected finding of this study was the very powerful effect of self-efficacy even with ability and past performance controlled. Self-efficacy was found to affect goal level, task performance, goal commitment (when goal was self-set), and even the choice to set a specific (quantitative) rather than a nonspecific goal. These results give very strong support to Bandura's (1982) claim that self-efficacy is a key causal variable in performance and show that its effects on performance are not only direct but indirect as well.

It is possible that the behaviors of leaders might influence their followers' beliefs about their ability to accomplish goals. Prior research indicates that leaders can influence others by reinforcing the followers' self-worth (Dansereau, Alutto, Nachman, Al-Kelabi, Yammarino, Newman, Naughton, Lee, Markham, Dumas, Kim & Keller, 1995). Self-worth and self-efficacy are closely related constructs. Since self-efficacy is an important determinant of goal commitment, another research question is: *Do the transformational behaviors of leaders impact the goal commitment of followers through influencing follower self-efficacy?*

Power Bases of Leaders

Underlying the social influence of leaders is a foundation of power in some form. (Yukl, 1994). This power is an essential element that enables a leader to be effective (Mintzberg, 1983; Pfeffer, 1981; Yukl, 1989a, 1989b). One way to conceptualize power is French and Raven's (1959) widely recognized taxonomy that includes the five bases of: 1) reward; 2) coercive; 3) legitimate; 4) referent; and 5) expert power. Prior research supports the link between leader power and follower goal commitment. For example, the goal commitment determinant of authority shown in Figure 1 "reflects compliance with legitimate authority" (Locke, Latham, & Erez, 1988, p. 27). Therefore, another research question is: *What bases of power do transformational leaders possess and draw upon to exert social influence in obtaining commitment of followers to organizational goals?*

Comparison of Models

This study will compare four different configurations of the relationship between the constructs of goal commitment, transformational leadership, goal congruence, self-efficacy, and leader power. Figure 2 depicts the main hypothesized model. Figures 3, 4, and 5 show

alternative models. Chapter two will review in greater depth the conceptual and empirical research supporting the constructs and the relationship shown in these models.

While theoretical evidence is given for suggesting each of the alternative models, Figure 2 represents the expected model. This perspective is that: 1) the transformational behaviors of leaders are represented by the four dimensions of core transformational leadership behaviors, high performance expectations, individualized support, and intellectual stimulation; 2) these dimensions are grounded in the three bases of power of expert, referent and legitimate; and 3) the indirect paths of influence go through the goal congruence and the self-efficacy of followers. The arrows denote the expected relationships.

Behaviors of Leaders and Bases of Power
Hypothesized Model

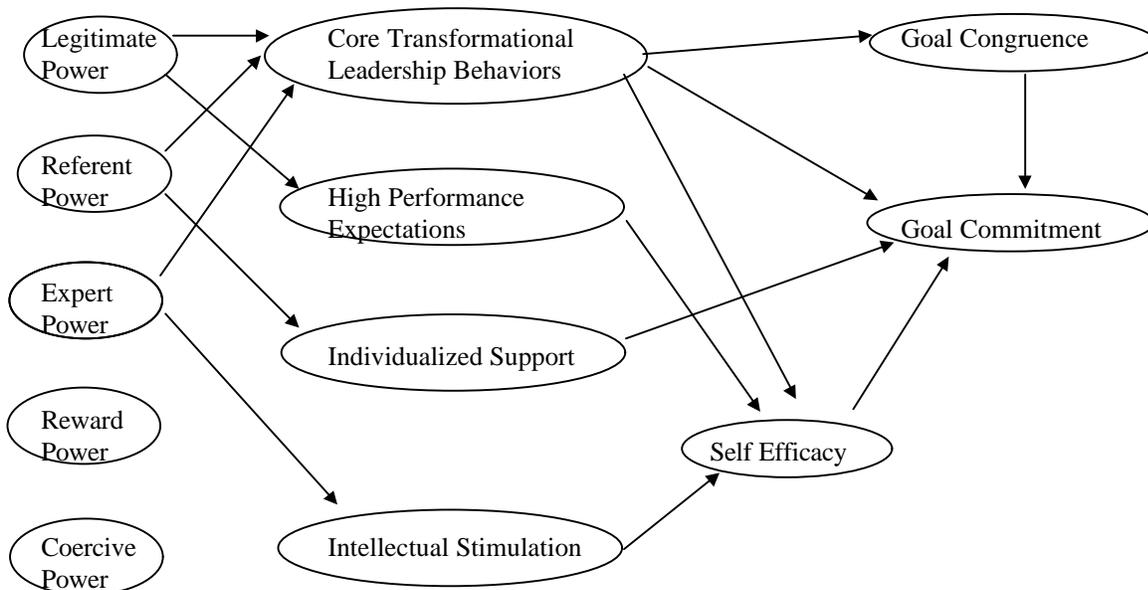


FIGURE 2

The second model in Figure 3 presents an alternate set of relationships reflecting the notion that the behaviors of leaders have no significant impact on the goal commitment of

followers. The basis for this is can be twofold. The first is a substitutes for leadership perspective (Kerr & Jermier, 1978; Podsokoff, MacKenzie, & Bommer, 1996). The organizations utilized in this study are nonprofit organizations (described in full in chapter three). One can make the argument that the members of these organizations would be highly committed out of a sense of mission. In this case little variance could be attributed to the behaviors of leaders since goal commitment would be uniformly high among followers.

A second approach that results in the same set of relationships is that leadership in general does not make a difference. Bass (1990, p. 2) describes this position when he wrote:

Some critics argue that all the effects of leadership are in the eye of their beholders. Followers attribute effects that are due to historical, economic, or social forces to leadership, as in romantic fiction (Meindl & Ehrlich, 1987; Meindl, Ehrlich, & Dukerich, 1985). ...The extreme position taken by some attribution theorists is that organizational outcomes are determined primarily by other factors, but leaders are credited with what happened after the fact.

This perspective suggests that specific leadership behaviors are not causally related to the goal commitment of followers. Whether from a substitutes for leadership perspective or a leadership as fiction view, one might expect other factors such as goal congruence and the followers' self-efficacy to be more predictive of commitment in the absence of any variance attributable to the behaviors of leaders.

No Impact of Leadership Model
Alternate Model

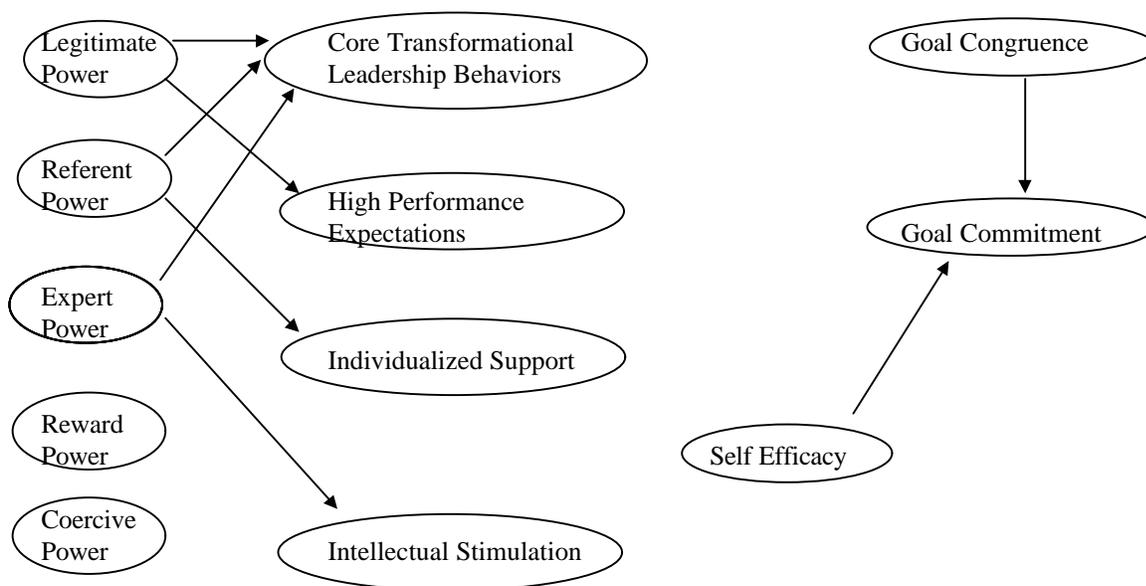


FIGURE 3

The third model depicted in Figure 4 suggests that the behaviors of leaders do not have direct paths to the goal commitment of followers. The variables of follower self-efficacy and the congruence of goals mediate the influence of leaders. One can make the argument that a follower will not be committed to a goal that is perceived to be beyond his or her capacity to achieve (Bandura, 1991; Locke & Latham, 1990; Wood & Bandura, 1989). Therefore the self-efficacy of followers may constrain the influence exerted by leaders. Likewise, the amount of goal congruence may also be a boundary condition for the influence of leaders. It is reasonable that followers will not be committed to goals with which they disagree.

Indirect Impact of Leadership
Alternate Model

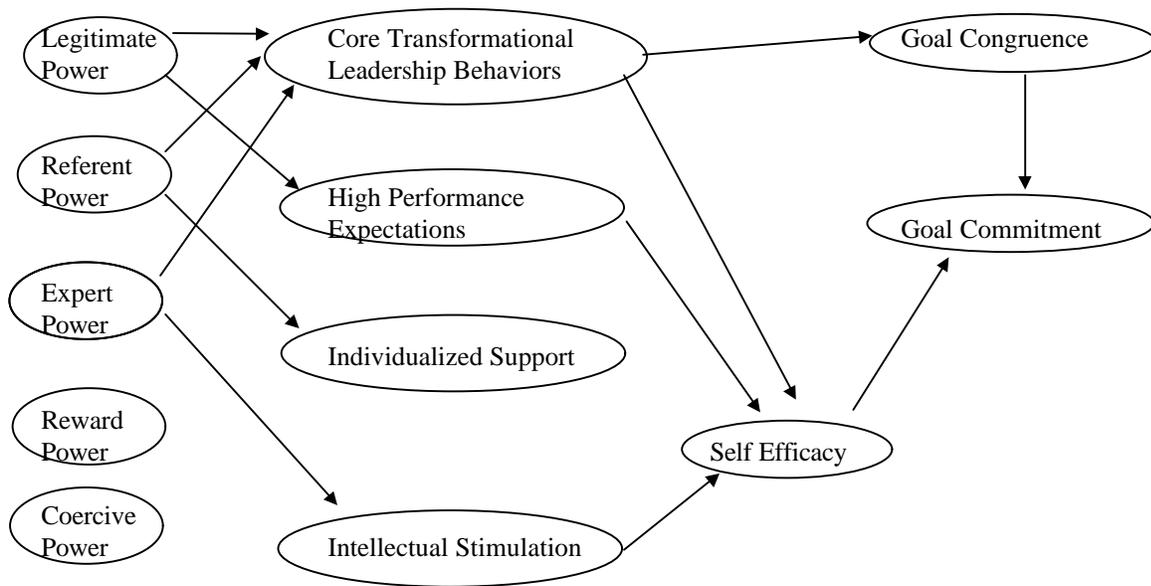


FIGURE 4

The fourth model in Figure 5 adds the two other power bases of reward and coercive (French & Raven, 1959). One perspective is that reward and coercive power bases are associated with the legitimate power of a leader created by his or her formal position within an organization (Hinkin & Schriesheim, 1994). Reward power is also significantly related to the more positively perceived bases of expert and referent power (Hinkin & Schriesheim, 1994; Podsakoff & Schriesheim, 1985). Therefore this alternate model includes reward and coercive power as a basis for the transformational leadership dimensions.

Five Bases of Power/Leader Alternate Model

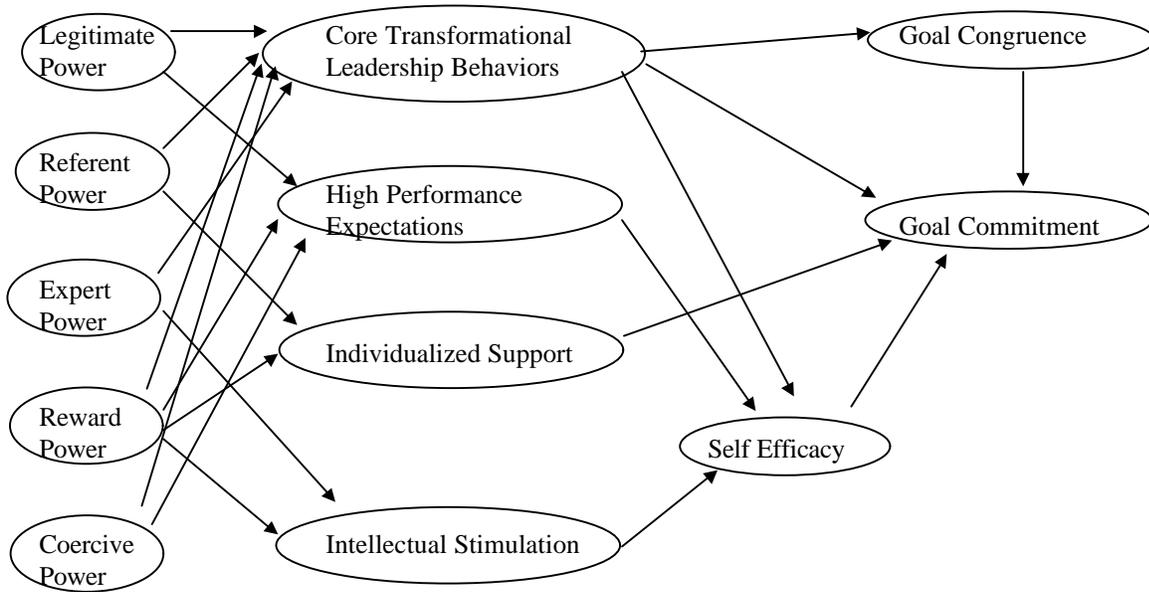


FIGURE 5

Summary of Research Questions

In summary the models presented here represent different patterns of relationships that are possibilities for these constructs. The central research questions are:

1. *What are the effects of transformational leadership behaviors on the commitment of followers to goals?*
2. *Do the transformational behaviors of leaders influence the perceptions of followers regarding goal congruence?*
3. *Do the transformational behaviors of leaders impact goal commitment of followers through influencing follower self-efficacy?*
4. *What bases of power do leaders possess and draw upon to exert social influence to obtain follower goal commitment?*

CHAPTER 2 LITERATURE REVIEW

This chapter proceeds with a review of the literature relevant to components of the model in Figures 2, 3, 4, and 5. The order of presentation will begin with the dependent variable of goal commitment and then continues through the model with sections examining goal congruence, self-efficacy, leadership, and power. At the end of each respective section, hypotheses express the research questions. The final sections are a summary of the hypotheses and a comparison of models.

Goal Commitment

Researchers holding the dominant view of goal commitment define this construct from an attitude framework (Campion & Lord, 1982; Hollenbeck & Klein, 1987; Locke, Shaw, Saari, & Latham, 1981; Wright, O’Leary, Kelly, Cortina, Klein, & Hollenbeck, 1994). One’s commitment to a goal reflects an individual’s attitude toward that particular goal. Hollenbeck and Klein (1987, p. 212) describe goal commitment as the “determination to try for a goal.” Locke, Latham, & Erez (1988, p. 24) wrote that goal commitment :

...refers to one’s attachment to or determination to reach a goal, regardless of the goal’s origin. Thus it can apply to any goal, whether self-set, participatively set, or assigned. Acceptance is one type of commitment; it refers specifically to commitment to a goal, which is assigned (Locke, Shaw, Saari, & Latham, 1981).

The scale items developed by Hollenbeck, Klein, O’Leary, and Wright (1989) to measure goal commitment reflect the attitude based theoretical framework. The scale items match the “cognitive (“I think this is a good goal to shoot for”), affective (“Quite frankly, I don’t care if

I achieve this goal or not”), and behavioral (“It wouldn’t take much to make me abandon this goal”) components of an attitude” (Wright, et al., 1994, p. 796).

However, not everyone agrees with the concept of defining and measuring goal commitment from an attitudinal perspective. Primary opponents of this are Tubbs & Dahl (1991) and Tubbs (1993). These researchers label the above approach as one-dimensional. Tubbs and Dahl (1991) and Tubbs (1993) argue that what has been labeled goal commitment is really not one but three closely related dimensions. Tubbs (1993) breaks goal commitment into three chronological steps of the commitment process. These include: (1) pre-goal acceptance; (2) goal acceptance, and (3) post-goal maintenance. Tubbs (1993, p. 86) noted:

A complete understanding of commitment thus requires consideration of (a) a prechoice evaluation of potential personal goals, (b) a subsequent choice of a personal goal, and (c) maintenance of that choice.

He presents the argument that prior goal commitment research utilizes all three and that other researchers confused these dimensions under the notion that goal commitment is a single dimension construct.

For example Hollenbeck and Klein (1987, p. 213) integrated “expectancy theory and goal-setting theory via goal commitment.” They developed their goal commitment model around the components of “attractiveness of goal attainment” and “expectancy of goal attainment” (p. 215). Tubbs (1993, p. 86) places this approach under the first dimension of “prechoice evaluation of potential personal goals.”

The second dimension outlined by Tubbs and Dahl (1991) and Tubbs (1993, p.86) is “the a subsequent choice of a personal goal.” Personal goal choice reflects the degree to which an individual internalizes the goal assigned (Tubbs, 1993). From this perspective goal commitment reflects the strength of the alignment between an individual’s personal goal and

an assigned goal (Campion & Lord, 1982; Hollenbeck & Klein, 1987; Hollenbeck, Klein, O'Leary, & Wright, 1989; and Locke, 1968)

The third dimension of maintenance, as outlined by Tubbs (1993) is consistent with the prior understanding of commitment as the resistance to change in the goal (Locke, Shaw, Saari, & Latham, 1981; Locke & Latham, 1990). Tubbs and Dahl (1993, p. 709) argue that goal commitment depends "on the level of the assigned goal in relation to the personal goal." Therefore Tubbs (1993) and Tubbs and Dahl (1991) advocate the use of the discrepancy between personal goal and assigned goal as a measure of commitment.

In summary, Tubbs (1993) and Tubbs and Dahl (1991) view commitment as primarily a function of the difference between an individual's personal goal and his/her assigned organizational goal. Wright, et al. (1994) provide an opposing view. They argue that the defining of goal commitment as a discrepancy between a personal goal and assigned goal creates construct validity problems. For example, Tubbs' (1991) framework relies upon discrepancy measures as a way to quantify goal commitment. Wright, et al. (1994, p.796) noted that:

In most cases, neither theoretical rationale nor empirical evidence is available to substantiate the claim that the difference scores precisely capture the construct reflected in the label attached to them. ...The indirect nature of this measure creates the potential for a lack of congruence between one's actual commitment to the assigned goal and the discrepancy measure, attributable to differences in commitment to the personal goal. As noted by Locke and Latham (1990), "It is not necessarily the case that all subjects are equally committed to their personal goals" (p. 126).

Tubbs(1993) and Tubbs and Dahl's (1991) approach can not account for the difference in the magnitude of commitment between two individuals with the same level of personal goal. One person might be highly committed to the accomplishment of the goal while another with the

same level of personal goal may be somewhat indifferent as to whether the goal is accomplished or not (Wright, et al., 1994).

Another problem posed by Tubb's discrepancy approach (Tubbs, 1993; Tubbs & Dahl, 1991) is its narrow application. Goals could be participately set, self-set, or assigned (Locke & Latham, 1990). The use of Tubbs' formulation applies to assigned goals (Wright, et al., 1994). This limits the construct of goal commitment to one particular type of goal, which is theoretically problematic.

While Tubbs (1993) and Tubbs and Dahl (1991) promote an interesting perspective, it creates theoretical and methodological problems (Locke & Latham, 1990; Wright, et al., 1994). Goal commitment defined as "being an attitude about a goal (self-set or assigned) and the maintenance of that determination" (Wright, et al., 1994, p. 796) is consistent with the majority of the previous research (Campion & Lord, 1982; Hollenbeck & Brief, 1987; Hollenbeck & Klein, 1987; Hollenbeck, Williams, & Klein, 1989; Hollenbeck, Klein, O'Leary, & Wright, 1989; Latham, Mitchell, & Dossett, 1978; Locke, 1968; Locke, Latham, & Erez, 1988; Locke, Shaw, Saari, & Latham, 1981; and Naylor & Ilgen, 1984). Therefore, for this study the definition of goal commitment is "...one's attachment to or determination to reach a goal, regardless of the goal's origin" (Locke, Latham, & Erez, 1988, p. 24). Likewise the acceptance of an assigned goal is one form of the broader construct of goal commitment (Locke, Shaw, Saari, & Latham, 1981).

Goal Commitment and Goal Congruence

Researchers approach goal congruence in a variety of closely related ways. Paolillo, Jackson, and Lorenzi (1986) conceptualized goal congruence as the amount of overlap between individual goals and organizational goals. These researchers noted that: "Goal

integration is a congruence between the goals of organizational members and the organization itself” (p. 386). Vancouver and Schmitt (1991, p. 334) approached congruence in terms of the “person-organization fit.” These researchers measured fit as “organizational member agreement on organizational goals” (p. 334). To calculate this comparison, they used the D statistic (Cronbach & Gleser, 1953). Locke and Latham (1990), while not defining congruence directly, observed the importance for minimizing goal conflict. These researchers noted:

The integrating principle behind the [determinants of goal commitment] ...is that they lead the individual to believe that trying for or attaining the goal is important and do so without arousing conflict between the goal in question and other goals, or do so by eliminating such conflict (p. 132).

For the purpose of this study, the definition of goal congruence is the degree to which goals of followers align with the goals of their organization. (Paolillo, Jackson, & Lorenzi, 1986; Vancouver, Millsap, & Peters, 1994). This definition is broader than just having organizational and personal goals be the same. For example, congruence can occur if individuals achieve their personal goals through the accomplishment of the organizational goals. This understanding of goal congruence is inclusive of McGregor’s (1960, p. 49) “central principle ...of integration.” He described this principle as:

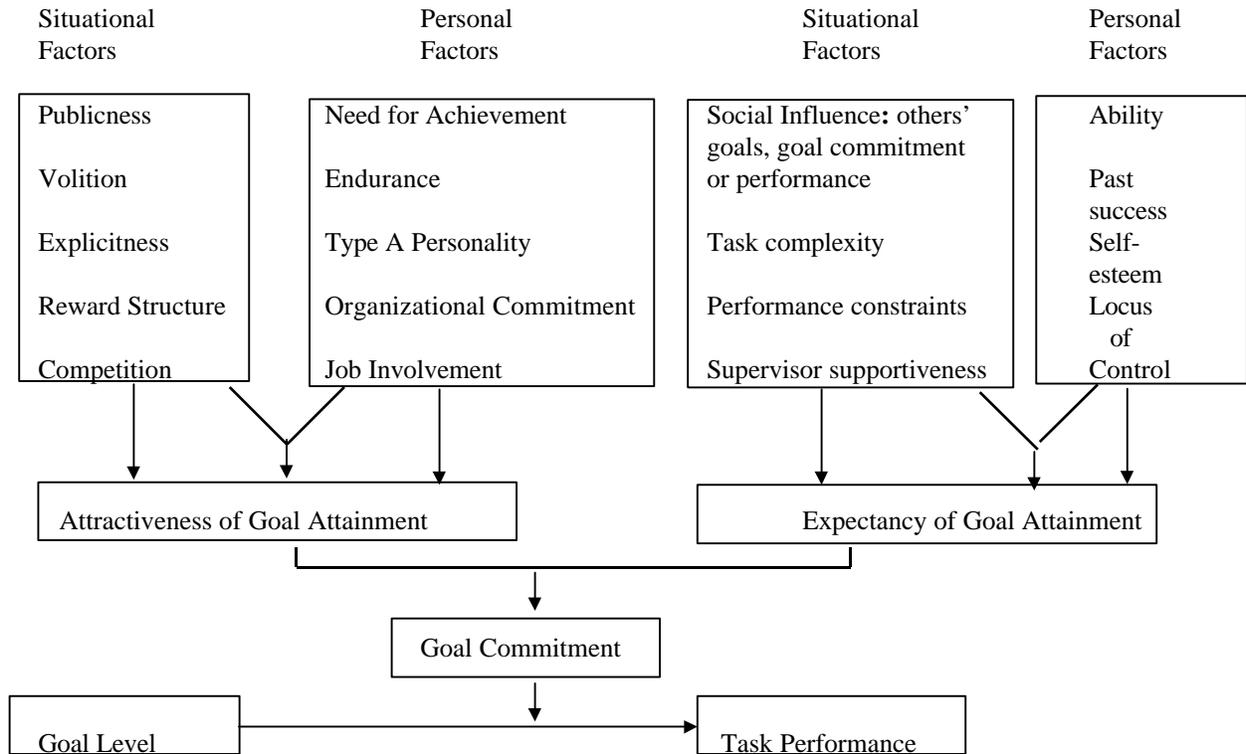
...the creation of conditions such that the members of the organization can achieve their own goals best by directing their efforts toward the success of the enterprise (p. 49).

Congruence is important for goal commitment. This relationship can be explained through expectancy theory. Hollenbeck and Klein (1987) developed a model of goal commitment (shown in Figure 6) based on Vroom’s (1964) expectancy theory. Hollenbeck and Klein (1987) outlined the antecedents of attractiveness and expectancy of goal

attainment as factors in determining goal commitment. These researchers (1987, p. 214) noted that the model “is not meant to be a comprehensive or exhaustive list” of situational and personal factors. Goal congruence is a personal factor influencing the attractiveness of an organizational goal. If an individual expects to achieve a personal goal through the accomplishment of an organizational goal then the attractiveness of the organizational goal is higher. The reward for such a goal may be intrinsic as well as extrinsic (Locke, Latham, & Erez, 1988).

For example, this study utilizes samples from nonprofit hospice and church organizations (described in chapter three). A member of a hospice organization may have the personal goal of caring for terminally ill patients. This person gains intrinsic as well as extrinsic rewards from accomplishing this goal. In order accomplish this personal goal, the individual is committed to the goal of raising funds to ensure the continuation of the organization. In other words, the organizational goal of fund raising becomes a means for the individual to obtain the personal goal of caring for patients. In Hollenbeck and Klein’s (1987) model this goal congruence could fall under the category of personal factors that impact the attractiveness of goal attainment.

Expectancy Theory Model of the Antecedents and Consequences of Goal Commitment



Hollenbeck and Klein (1987, p. 215)

FIGURE 6

Goal congruence affects commitment by increasing the attractiveness of attainment of organizational goals. In this way goal congruence is a key factor for commitment. Therefore it is hypothesized:

H1: There is a direct positive relationship between the congruence of goals and the follower's commitment to organizational goals.

Goal Commitment and Self-efficacy

“Self-efficacy, a key element in Bandura’s (1977b, 1978) social learning theory, refers to the belief in one’s capability to perform a specific task” (Gist, 1987, p.472). Bandura proposed that self-efficacy consists of magnitude, strength, and generality (Bandura, 1977a).

The magnitude of self-efficacy refers to one's belief about the level of performance that he or she can do (Bandura, 1977a). The strength of self-efficacy is the belief regarding the attainability regarding a particular magnitude level (Bandura, 1977a). The generality of self-efficacy is the generalizability of a person's capability in different settings (Bandura, 1977a).

The operationalization of specific self-efficacy can take a variety of forms (Lee & Bobko, 1994). The most common method for assessing specific self-efficacy is to ask respondents to rate themselves at increasing levels of performance for a specific task (Bandura & Wood, 1989; Gist & Mitchell, 1992; Lee & Bobko, 1994). Individuals rate the magnitude of their self-efficacy by indicating yes or no to each of the performance levels. The strength component is a measurement of confidence or probability of success at each of these same levels (Gist & Mitchell, 1992; Lee & Bobko, 1994). Previous research supports the relationship between measurements of specific self-efficacy and commitment to individual goals (Bandura, 1991; Earley, 1986; Locke, Frederick, Lee, & Bobko, 1984; Locke & Latham, 1990). Other research supports the link between measures for specific self-efficacy and the accomplishment of goals for organizational performance (Wood & Bandura, 1989; Wood, Bandura, & Bailey, 1990).

The characteristics of the present study limit the feasibility of using a measurement for specific self-efficacy. Assessing specific self-efficacy involves the use of performance levels tied directly to the task being studied. The use of specific performance levels allows for the comparisons across subjects. In contrast, this study asks subjects to rate their commitment to goals that differ across subjects and organizations. Thus a common metric is not available to rate performance levels. If scale anchors were generic such as "almost reaches the goal" or "accomplishes this goal" then the measure loses its between subjects

nature. Individuals will interpret the anchors differently within each of their different situations. Therefore it is necessary to move the measurement of self-efficacy from specific to general. The following is a review of the general self-efficacy literature and its link to specific self-efficacy.

Several researchers investigated general self-efficacy and its relationship to specific self-efficacy (Shelton, 1990; Sherer & Adams, 1983; Sherer, Madduz, Mercandante, Prentice-Dunn, Jacobs, and Rogers, 1982; Tipton & Worthington, 1984; Watt & Martin, 1994; Woodruff & Cashman, 1993). The underlying connection “is based on the premise that specific self-efficacy can generalize ...[so that] specific self-efficacy for various situations overlaps to create a stable sense of general self-efficacy” (Watt & Martin, 1994, p. 951). Bandura is associated with specific self-efficacy, however he made “comments on [the] generality of task efficacy across domains” (Woodruff & Cashman, 1993, p. 430). For example, Woodruff and Cashman (1993, p. 424) noted:

Bandura in his focus on task-specific self-efficacy has utilized a “micro-analytic approach” (1986, p. 396); however, he has spoken of efficacy at a “domain-linked” level (1986, p. 396), a general level, and even as a collective entity (1986, pp. 450-452).

General self-efficacy is the broad concept derived from the collection of successes and failure that an individual experiences across several domains (Watt & Martin, 1994). The recognition of success and failure requires an attribution judgment by the person (Shelton, 1990; Sherer, et al., 1982; Watt & Martin, 1994). In order to effect general self-efficacy, “Shelton proposed that first an experience must be attributed to the self and secondly value must be attached to the experience of success or failure” (Watt & Martin, 1994, p. 952-953.)

There is significant overlap between general and specific self-efficacy (Shelton, 1990; Sherer, et al., 1982; Watt & Martin, 1994; Woodruff & Cashman, 1993). Shelton (1990, p. 992) noted:

General self-efficacy determines an individual's general confidence or success-ability, which significantly influences self-efficacy expectations for specific situations. In other word, it is this general state of self-efficacy derived from an integration of all significant successes and failures, that contributes to an individual's basic efficacy expectancies toward a given task.

Watt and Martin (1994, p. 951) found a “substantial, positive relationship [.52, p <.05] between general and specific self-efficacy.” While there is significant overlap between general and specific self-efficacy, one would expect a stronger relationship between specific self-efficacy and a particular task (Shelton, 1990).

However general self-efficacy's close alignment with specific self-efficacy makes it a viable substitute for this study.

Therefore, it is hypothesized:

H2: There is a direct positive relationship between the follower's general self-efficacy and the commitment to goals..

Leadership

Leadership has a variety of definitions and related issues. (Dansereau, Yammarino, & Markham, 1997; Markham & Markham, 1995; Stogdill, 1974; Yukl, 1994). Stogdill (1974, p. 259) noted that definitions of leadership are almost as plentiful “as there are persons who have attempted to define the concept.” Some define leadership directly in terms of organizational goals. For example, Hemphill and Coons (1957, p.7) wrote that leadership is “The behavior of an individual when he [or she] is directing the activities of a group toward a shared goal.” Likewise, Rauch and Behling (1984, p.46) defined it as “the process of

influencing the activities of an organized group toward goal achievement.” Yukl (1994) reviewed much of the existing literature regarding leadership. In addressing the wide divergence in the definitions, Yukl (1994, p. 3) wrote “[m]ost definitions of leadership reflect the assumption that it involves a social influence process...” It is not the purpose of this paper to develop another definition; therefore for this study:

...leadership is defined broadly as influence processes affecting the interpretation of events for followers, the choice of objectives for the group or organization, the organization of work activities to accomplish the objectives, the motivation of followers to achieve the objectives, the maintenance of cooperative relationships and teamwork, and the enlistment of support and cooperation from people outside the group or organization. (Yukl, 1994, p. 5)

Transformational Leadership

As shown in Figure 1, Locke, Latham, & Erez (1988, p.27) review the determinants of goal commitment using the categories of external, interactive, and internal influences. The theoretical links between the behaviors of leaders and the goal commitment of followers will incorporate several factors from these categories. Recent research by Kirkpatrick and Locke (1996) tie goal setting theory directly with transformational leadership theory. Kirkpatrick and Locke empirically support that goal setting theory helps explain the causal link between transformational leadership behaviors and enhanced performance. Building upon the work of Kirkpatrick and Locke (1996) and other researchers, this paper develops the case for the expectation that transformational leadership behaviors do directly and indirectly influence the goal commitment of followers.

Research in the area of transformational leadership is making significant contributions to our understanding of leadership (Podsakoff, MacKenzie & Bommer, 1996). Bass (1990,

p. 53) goes as far as to refer to transformational leadership in the context of a “new paradigm” for leaders. In defining this new perspective, Bass (1990, p. 53) wrote:

The transformational leader asks followers to transcend their own self-interests for the good of the group, organization, or society; to consider their longer-term needs to develop themselves, rather than their needs of the moment; and to become more aware of what is really important. Hence, followers are converted into leaders.

Howell and Avolio (1993, pp. 891-892) summarize the essence of transformational leadership as:

The central thesis of Bass’s (1985) theory is that transformational leadership goes beyond exchanging inducements for desired performance by developing, intellectually stimulating, and inspiring followers to transcend their own self-interests for a higher collective purpose, mission, or vision. Such behaviors broaden the range of leadership beyond simply focusing on corrective or constructive transactions. ...Leaders described as *transformational* concentrate their efforts on longer term goals: place value and emphasis on developing a vision and inspiring followers to pursue the vision; change or align systems to accommodate their vision rather than work within existing systems; coach followers to take on greater responsibility for their own development, as well as the development of others.

Yammarino, Spangler and Bass (1993, p. 99) noted that “[t]he transformational-transactional paradigm does not substitute for ... older paradigms; rather, it appears to go beyond them.”

This new perspective of leadership created and continues to generate much discussion as to the nature of the behavioral dimensions that actually comprise transformational leadership (Bass, 1985, 1990; Hater & Bass, 1988; Kirkpatrick & Locke, 1996; Podsakoff, MacKenzie, Moorman, & Fetter, 1990; Tepper & Percy, 1994; Yammarino & Bass, 1990).

The distinction of transformational leadership as a separate leadership construct gained popularity with the work of Burns (1978). Using the work of Burns (1978) as a foundation, Bass (1985) further developed transformational leadership with a more detailed approach for application in organizations. The framework for organizing the transformational leadership behaviors developed by Bass and others has the four conceptual

components of: charismatic leadership, inspirational leadership, intellectual stimulation, and individualized consideration (Bass, 1985, 1990; Hater & Bass, 1988; Seltzer, Numerof, & Bass, 1989; and Yammarino & Bass, 1990). The definitions of these are:

1. *Charismatic Leadership*: the leader instills pride and faith in followers by overcoming obstacles and confidently expressing disenchantment with the status quo.
2. *Inspirational Leadership*: the leader inspires followers to enthusiastically accept and pursue challenging goals and a mission or vision of the future.
3. *Individualized Consideration*: the leader communicates personal respect to followers by giving them specialized attention and by recognizing each one's unique needs.
4. *Intellectual Stimulation*: the leader articulates new ideas that prompt followers to rethink conventional practice and thinking. (Tepper & Percy, 1994, p. 735)

Researchers continue the conceptual work on the sorting and defining of the dimensions that comprise the transformational leadership construct . In describing the literature reviews by Bass & Avolio (1993), and by Shamir, House, & Arthur (1993), Kirkpatrick and Locke (1996, p. 36) wrote:

Despite the use of somewhat diverse leadership models, all the reviewed studies treated charismatic and transformational leadership as a complex constellation of different behaviors or dimensions (Conger & Kanungo, 1987).

The conceptualization of transformational leadership behaviors as a “complex constellation of different behaviors or dimensions” (Kirkpatrick & Locke, 1996, p. 36) may more accurately describe our understanding of this construct at present. For example, work by Tepper and Percy (1994) and others researchers (Yukl, 1994; Keller, 1992) did not support the four dimensions mentioned above. Using the Multifactor Leadership Questionnaire (Bass & Avolio, 1990), Tepper and Percy failed to support for the structural validity of the separate dimension measures. Tepper and Percy's results did support a two-factor model characterized by divergence of a global transformational leadership factor from a global

transactional leadership factor. The implications of this raise measurement concerns if one is theorizing more than a global transformational leadership dimension.

However, recent work by Podsakoff, MacKenzie, Moorman, and Fetter (1990, p. 112) examined the transformational leadership literature and derived the following “six key behaviors associated with transformational leaders”:

- *Identifying and Articulating a Vision* - Behavior on the part of the leader aimed at identifying new opportunities for his or her unit/ division/ company, and developing, articulation, and inspiring others with his or her vision of the future.
- *Providing an Appropriate Model* - Behavior on the part of the leader that sets an example for employees to follow that is consistent with the values the leader espouses.
- *Fostering the Acceptance of Group Goals* - Behavior on the part of the leader aimed at promoting cooperation among employees and getting them to work together toward a common goal.
- *High Performance Expectations* - Behavior that demonstrates the leader’s expectations for excellence, quality, and/ or high performance on the part of followers.
- *Providing Individualized Support* - Behavior on the part of the leader that indicates that he/ she respects followers and is concerned about their personal feelings and needs.
- *Intellectual Stimulation* - Behavior on the part of the leader that challenges followers to re-examine some of their assumptions about their work and rethink how it can be performed.

Podsakoff, et al. (1990) developed and tested scales to measure these six dimensions. They found good psychometric support for a four-factor model of transformational leadership.

These dimensions and corresponding groups of behaviors are:

1. Core transformational leadership Behaviors:
 - Identifying and Articulating a Vision
 - Providing an Appropriate Model
 - Fostering the Acceptance of Group Goals
2. High performance expectations
3. Providing individualized support
4. Intellectual Stimulation (Podsakoff, et al., 1990, p. 117).

These researchers report that for this four-factor structure “...the Tucker-Lewis (1973) goodness- of-fit (TLI), which is a measure of how well the model accounts for the sample variances and covariances, is .97” (Podsakoff, 1990, p. 117). Researchers generally consider “...above .90 ...as evidence of excellent fit” (Podsakoff, et al., 1990, p. 117). While not all of the components of transformational leadership are unique and new, this formulation of behaviors is distinctive from past models of leadership. Research indicates that transformational leadership: provides explanatory power over transactional, initiation and consideration leadership behaviors (Koh, Steers & Terborg, 1995; Seltzer, & Bass, 1990). Due to the psychometric support, this study utilizes the four dimensions developed by Podsakoff, et al. (1990) as a framework for transformational leadership.

Goal Commitment and Transformational Leadership

Core Transformational Leadership

The core transformational leadership behaviors of creating and communication a vision; modeling appropriate leader behaviors; and encouraging acceptance of goals are all necessary for increasing the goal commitment of followers. Transformational leaders influence followers in a variety of ways. The first is identifying and communicating a vision (Podsakoff, et al., 1990). A vision communicates “a view of a realistic, credible, attractive future for the organization, a condition that is better in some important ways than what now exists” (Bennis & Nanus, 1985, p. 89). An effective transformational leader can communicate the vision clearly to followers such that they will be attracted to it. If followers comprehend and adopt the vision then they should be committed to its implementation (Locke, Kirkpatrick, Wheeler, Schneider, Niles, Goldstein, Welsh, & Chah, 1991).

The core transformational leadership behavior of modeling is an important component for communicating the vision and the goals for its implementation. Locke, et al. (1991, p. 59) noted:

By acting in accord with the vision, leaders also communicate to followers the importance of the vision and their own commitment to it. It is important for leaders to practice what they preach...

The influence of modeling of goal commitment is an external factor in Locke, Latham and Erez's (1988) model in Figure 1. Modeling of appropriate behaviors by a leader provides the actions to back-up his or her verbal articulation of the vision (Locke, et al., 1991). The coupling of modeling with articulation parallels the old adage that: "Actions speak louder than words."

The third component of the core transformational leadership dimension is "fostering the acceptance of group goals" (Podsakoff, et al., 1990, p. 112). Acceptance is one form of goal commitment (Hollenbeck, Klein, O'Leary, & Wright, 1989). Therefore these behaviors by leaders should directly raise follower commitment to goals.

The three sets of behaviors of "core" transformational leadership are one dimension. These behaviors are not independent of each other. This paper argues that the core transformational behaviors of leaders will lead to the commitment of followers to goals. Goal commitment is "an attitude about a goal" (Wright, et al., 1994, p. 796) that reflects "...one's attachment to or determination to reach a goal, regardless of the goal's origin" (Locke, Latham, & Erez, 1988, p. 24). Therefore, if one expects core transformational behaviors to increase commitment then the leader behaviors should also influence the attitudes of followers regarding the goal related tasks. Kirkpatrick and Locke (1996)

provide empirical support for the link between transformational behaviors and goal commitment.

Kirkpatrick and Locke (1996) tested the hypotheses that goal setting and self-efficacy were two intervening variables in the causal link between transformational leadership behaviors and increased performance. These researchers suggest that “the causal relationship between charismatic and transformational leadership and outcomes has not been unequivocally demonstrated” (p.36). They used an experimental design employing a sample of 282 college students. The three behavioral components utilized were: 1) vision; 2) vision implementation in the form of task cues; and 3) communication style. Kirkpatrick and Locke (1996, p. 36) noted that:

....an exploratory path analysis found a 2-part causal sequence, where the vision of quality and vision implementation each affected self-set goals and self-efficacy, which, in turn, affected performance.

The importance of Kirkpatrick and Locke’s (1996) study for this discussion is the empirical support for the role of leader vision in motivating followers through improved attitudes. Kirkpatrick and Locke (1996, p. 46) wrote:

Perhaps the most important finding of this research is the role played by leader vision in motivating followers. Vision was more strongly related to attitudes than any other component... Even though all participants performed the exact same task, those in the vision condition tended to find the task “interesting,” “challenging,” and “important,” whereas those in the no vision condition tended to find it “unstimulating,” “boring” and “not worthwhile.”

A follower should accept and be more committed to a goal related to an interesting, challenging, and important task as opposed to an unstimulating, boring, and not worthwhile task. Locke and Latham (1990, p. 7-8) noted:

...the concepts of *value, motive, desire, wish* and *attitude* can be viewed as concepts that underlie an individual's choice of goal or decision to accept a goal... Fishbein and Ajzen's (1975) model explicitly used attitudes as predictors of intentions.

A leader's modeling of goal commitment influences the commitment of followers.

The concept of modeling overlaps both Locke, Latham, and Erez's (1988) goal commitment model (i.e. an external factor in Figure 1) and the core transformational behaviors of leaders. Empirical support comes from research conducted by Earley and Kanfer (1985), and on a limited basis from De Souza and Klein (1995).

Earley and Kanfer (1985) built their theoretical argument for the influence of leader modeling on earlier research by Rakestraw and Weiss (1981). The latter researchers' study results showed a positive relationship between subject performance and model performance. Earley and Kanfer (1985, p. 378) found:

...that an individual exposed to a high-performing role model outperformed and had higher goal acceptance and satisfaction than an individual exposed to a low-performing model.

In addition to the above, De Souza and Klein (1995) provide limited, indirect evidence from the area of emergent leaders in groups. De Souza and Klein (1995) looked at the relationships between group goals and emergent leaders. In part they found: 1) that leader emergence correlates with the leader's goal commitment; and 2) that leader's personal goals affected the setting of group goals. Both of these findings could be the result of leader modeling.

Individualized Support

Individualized support behaviors "on the part of the leader ...indicates that he/ she respects [the] followers and is concerned about their personal feelings and needs" (Podsakoff, et al., 1990, p. 112). "Transformational leaders are typically willing ...to treat

each follower with respect as a unique individual” (Koh, Steers, and Terborg, 1995, p. 320). These behaviors by leaders build working relationships with followers. Out of the relationships emerge trust in the leader. Since leadership is by definition a social influence. It is understandable that followers will be influenced more by leaders that they trust (Earley, 1986; Oldham, 1975). The supportive relationships between leaders and their followers will result in higher performance (Howell & Avolio, 1993; Seltzer & Bass, 1990). In part this increased performance can be attributed to stronger goal commitment (Howell & Avolio, 1993)

Howell and Avolio (1993, p. 897) demonstrated evidence of a positive correlation (.36, $p < .01$) between leader individualized consideration and followers’ “consolidated unit performance.” The consolidated unit performance reflected “the percentage of goals achieved in the leader’s unit over a 1-year period” (Howell & Avolio, 1993, p. 893). The definition of goal commitment is “...one’s attachment to or determination to reach a goal, regardless of the goal’s origin” (Locke, Latham, & Erez, 1988, p. 24). While goal commitment was not measured directly, the achievement of a larger percentage of goals reflects stronger follower determination (commitment) to achieve the goals. In a similar vein, Seltzer and Bass (1990, p. 687) showed a positive correlation (.53, $p < .01$) between leader individualized consideration behaviors and subordinate’s willingness to put forth “extra effort.”

Podsakoff, MacKenzie, and Bommer (1996, p. 271) showed a positive correlation (.59, $p < .01$) between leader “individualized support” and follower “trust in leader.” Previous research supports that trust in the leader makes a difference in the magnitude of follower goal commitment (Earley, 1986; Oldham, 1975). Earley (1986) found that employees were

more committed to assigned goals that were expressed by union leadership than by company supervisors. He attributed this to a difference in levels of trust. The credibility of the leader/follower relationship is vital for influence to be effective (Podsakoff, Todor, and Schuler, 1983). Research by Oldham (1975, p. 470) found a positive correlation (.32, $p < .05$) between a follower's trust in his/her leader and the goal commitment measure of "intention to work hard." Individualized support by the leader for followers and the resulting trust impacts follower goal commitment.

In light of the above discussion, it is hypothesized:

H3: There is a direct positive relationship between leader's rating in "core" transformational leadership behaviors and follower's commitment to goals.

H4: There is a direct positive relationship between leader's rating in individualized support and follower's commitment to goals.

Goal Congruence and Transformational Leadership

Core Transformational Leadership

Goal congruence represents the overlap between the goals of individuals and the goals of an organization (Paolillo, Jackson, & Lorenzi, 1986). One method for expanding the area of overlap is through the socialization process (Buchanan, 1974; Paolillo, Jackson, & Lorenzi, 1986; Steers, 1977). Paolillo, et al. (1986, p. 387) noted that "in the socialization process, individuals are made more accepting of organizational goals and values through formal and informal familiarization."

Core transformational behaviors of leaders communicate information to followers that enables familiarization. The transformational behaviors of leaders are intended to go "beyond exchanging inducements for desired performance by developing, intellectually stimulating, and inspiring followers to transcend their own self-interests for a higher

collective purpose, mission, or vision” (Howell and Avolio, 1993, pp. 891-892). From a social cognition perspective, the behaviors of articulating a vision, modeling, and fostering goal acceptance influence the ways that individuals think about goals. The influence of these behaviors may modify the underlying cognitive structures (or schema) of followers. These structures form the perceptual lens through which the world is viewed. Neisser (1976, p.14) defines schema as the “preexisting structures ...which direct perceptual activity...” Fiske and Taylor (1991, p.98) wrote:

“A schema may be defined as a cognitive structure that represents knowledge about a concept or type of stimulus, including its attributes and the relations among those attributes (W. F. Brewer & Nakamura, 1984; S. T. Fiske & Linville, 1980; Hastie, 1981; Rumelhart & Ortony, 1977; S. E. Taylor & Crocker, 1981)”

The transformational behaviors of leaders may exert social influence through the modification of a follower’s goal related schema or perceptual lens. Bargh (1984, p.15) noted:

“Perception by most accounts involves an interaction between the environmental stimuli that are currently present and the individual’s readiness to perceived some over others.”

A change in the follower’s perception of the organizational goals due to the social influence by a leader may increase goal congruence.

Therefore it is hypothesized:

H5: There is a direct positive relationship between leader’s rating in “core” transformational leadership behaviors and goal congruence.

Self-efficacy and Transformational Leadership

Core Transformational Leadership

Core transformational behaviors may enhance follower self-efficacy which previous research (Locke, Frederick, Lee, and Bobko, 1984; Locke, Latham, & Erez, 1988) already ties to follower goal commitment. Modeling of appropriate behaviors is a component of the

core transformational dimension (Podsakoff, et al., 1990). A follower can develop self-efficacy through vicarious learning by watching someone else exhibit successful behaviors (Bandura, 1977a; Gist 1987). Followers will benefit from watching leaders model successful behaviors. Another way that core transformational behaviors influence self-efficacy of followers is through “verbal persuasion” (Gist, 1987). In discussing the determinants for self-efficacy, Gist and Mitchell (1992, p. 194) wrote:

Information cues derived from external verbal persuasion may include feedback or instruction about abilities. ...Of critical importance are the credibility, expertise, trustworthiness, and prestige of the person doing the persuading (Bandura, 1977).

Transformational behaviors of leaders overlap with the concept of “external verbal persuasion.” The influences of leaders on the belief systems of followers impact self-efficacy (Bandura, 1991).

Strategies for increasing follower self-efficacy are not unique to the transformational leaders. However, behaviors associated with this mode of leadership may enable the implementation of self-efficacy enhancing actions. Gist and Mitchell (1992, p. 203) outline the following three strategies for changing self-efficacy:

Strategy 1: Provide information that gives the individual a more thorough understanding of the task attributes, complexity, task environment (primarily through the use of mastery and modeling experiences), and the way in which these factors can be best controlled.

Strategy 2: Provide training that directly improves the individual’s abilities or understanding of how to use abilities successfully in performing the task (primarily through the use of mastery, modeling, and persuasion experiences).

Strategy 3: Provide information that improves the individual’s understanding of behavioral, analytical, or psychological performance strategies or effort expenditure required for task performance (primarily through the use of modeling, feedback and persuasion).

The core transformational leadership does include behaviors that influence and enable the implementation of the above strategies. The behaviors of: 1) identifying and articulating a vision; and 2) modeling appropriate behaviors can reduce the task ambiguity suggested in strategy 1.

High Performance Expectations

A leader utilizing transformational leadership behaviors associated with articulating a vision for the organization presents a broad expectation of future performance. These expectations form the direction and substance for more specific goals that communicate performance expectations to the followers (Bass, 1985, Kirkpatrick & Locke, 1996; Podsakoff, MacKenzie, Moorman, & Fetter, 1990). High performance expectations that communicate expectations and goals directly address self-efficacy enhancing strategies 1 and 3 (Gist, 1992, p. 203):

Strategy 1: Provide information that gives the individual a more thorough understanding of the task attributes...

Strategy 3: Provide information that improves the individual's understanding of behavioral, ...or effort expenditure required for task performance...

Communication of performance expectations may partly explain the findings by Kirkpatrick and Locke (1996, p. 36) that “[v]ision implementation , in the form of task cues, effected performance quality and quantity.” These “task cues” communicated to followers an expectation of performance for implementing the vision.

Articulation of performance expectations by leaders may influence self-efficacy through creating cognitive frames for followers that guide the perceptual process. In discussing cognitive processes and transformational leadership, Wofford and Goodwin (1994, p. 174) observed:

Expectation processing is the anticipation of future results and consequences of outcomes and behaviors. ...Darley and Fazio (1980) pointed out that the self-fulfilling prophecy phenomenon is based on expectation processing. The self-fulfilling prophecy construct suggests that positive expectations by leaders of followers' effectiveness are a basis for empowering followers (Eden, 1984).

High performance expectations may communicate confidence in followers' abilities.

Hollenbeck and Klein's (1987) expectancy theory model of goal commitment suggests the social influence (leadership) of supervisors can increase the expectancy of goal attainment by followers. Raising one's expectancy of successful completion should enhance his/ her self-efficacy.

Gist (1987, p. 477) notes:

The Pygmalion effect refers to enhanced learning or performance resulting from the positive expectations of others. ...Self-efficacy may be involved in the Pygmalion effect through the persuasive influence of others holding positive expectations.

High performance expectations expressed by leaders gives the opportunity for enhanced follower self-efficacy.

Intellectual Stimulation

Intellectual stimulation are behaviors of leaders that challenge followers to consider new ways to think about their work to improve performance (Podsakoff, et al., 1990). This concept is similar to training which is "the systematic acquisition of attitudes, concepts, knowledge, rules, or skills that result in improved performance at work" (Goldstein, 1993, p.508). Creating opportunities for followers to develop their skills and knowledge will enhance their self-efficacy. Gist's (1992, p. 203) strategy 2 directly reflects this point:

Strategy 2: Provide training that directly improves the individual's abilities or understanding of how to use abilities successfully in performing the task (primarily through the use of mastery, modeling, and persuasion experiences).

In light of this, leader behaviors of intellectual stimulation for the development of followers should lead to enhanced self-efficacy.

Therefore, it is hypothesized that:

H6: There is a direct positive relationship between leader's rating in "core" transformational leadership behaviors and follower's self-efficacy.

H7: There is a direct positive relationship between leader's rating in expressing high performance expectations to followers and follower's self-efficacy.

H8: There is a direct positive relationship between leader's rating in intellectual stimulation and follower's self-efficacy.

Transformational Leadership and Power Bases

Leadership as a social influence (Yukl, 1994) encompasses how leaders and followers influence each other (Deluga, 1988; Yates, 1985). Likewise the source of power utilized for this is an important component. Yet research in this area somewhat limited in scope (Barry & Bateman, 1992; Hinkin & Schriesheim, 1990). Regarding power, Hollander and Offermann (1990, 183) wrote:

...despite the relevance of power to organizations in general, and to an understanding of leadership in particular, research studies of power and leadership are not well integrated. Also, assumptions about power often remain unstated and untested.

The leader source of power is an essential element that enables effective leadership to occur (Mintzberg, 1983; Pfeffer, 1981; Yukl, 1989a). According to Rahim (1989, p. 545): "Power is defined as the ability of one party to change or control the behavior, attitudes, opinions, objectives, needs and values of another party."

French and Raven's (1959) outline of reward, coercive, legitimate, referent and expert power provide a useful framework to examine the leadership/ goal commitment issues. They discussed the theory of social power in terms of "influence on the person, P,

produced by social agent, O, where O can be either another person, a role, a norm, a group or a part of a group.” (p. 151) The five bases of power are briefly defined in the following from French and Raven (1959):

1. *Reward Power*. “Reward power is defined as power whose basis is the ability to reward. The strength of the reward of O/P increases with the magnitude of the rewards which P receives that O can mediate for him. Reward power depends on O’s ability to administer positive valences and to remove or decrease negative valences.” (p. 156)

2. *Coercive Power*. “Coercive power of O/P stems from the expectation on the part of P that he will be punished by O if he fails to conform to the influence attempt. Thus negative valences will exist in given regions of P’s life space, corresponding to the threatened punishment by O.” (p. 157)

3. *Legitimate Power*. “Legitimate power of O/P is here defined as that power which stems from internalized values in P which dictate that O has a legitimate right to influence P and that P has an obligation to accept this influence. ...In all cases, the notion of legitimacy involves some sort of code or standard, accepted by the individual, by virtue of which the external agent can assert his power.” (p. 159)

4. *Referent Power*. “The referent power of O/P has its basis in the identification of P with O. By identification, we mean a feeling of oneness of P with O, or a desire for such an identity. ...to the extent that P avoids discomfort or gains satisfaction by conformity based on identification, regardless of O’s responses, we are dealing with referent power.” (p. 161-162)

5. *Expert Power*. “The strength of the expert power of O/P varies with the extent of the knowledge or perception which P attributes to O within a given area. Probably P evaluates O’s expertness in relation to his own knowledge as well as against an absolute standard.” (p. 163)

Legitimate, Referent and Expert Bases of Power

The basis of power employed by a leader may influence the willingness of followers to commit to goals. In order for a leader to develop and articulate a vision for an organization he/ she needs the legitimate power to do so. Likewise, when the vision is translated into performance expectations the leader needs legitimate power to make that

request. as well. Goal commitment research indicates followers will attempt to achieve assigned goals if they perceive their leader to have “legitimate authority” (Garland, 1983; Latham & Lee, 1986; Locke, Latham, & Erez, 1988). In transformational leadership, the dimensions of core leader behaviors and high performance expectations are points at which goals are communicated. Therefore the legitimate base of power should underpin these dimensions for effective goal setting to occur.

Research supports the links between the personal power bases of expert and referent, and transformational leadership (Bass, 1990; Kudisch, Poteet, Dobbins, Rush, & Russell, 1995; Yukl, 1989a). These empirical connections come through the relationship between transformational leadership and charisma. Podsakoff, MacKenzie, Moorman, and Fetter (1990, p. 139) noted:

Although there are differences between transformational and charismatic leadership behaviors, they are similar in many respects. The principal reason we chose to use the term transformational leadership is that it is broader in the sense that includes a wider variety of leader behaviors.

Bass (1990, p. 199) expressed a similar view that:

Charisma, in turn, is a component -the most general and important component -of the larger concept of transformational leadership.

Kudisch, Poteet, Dobbins, Rush, and Russell (1995) demonstrated that referent and expert power bases of power were closely related but not identical to leader charisma. Kudisch, et al. (1995, p. 187) found charisma related ($p < .01$) to expert power and to referent power with correlations of .77 and .71 respectively.

The core transformational leadership dimension encompasses the more charismatic component. Therefore, based on prior studies one would expect referent and expert power to be related to the core dimension. The individual support behaviors would logically be

associated with the referent base of power. Referent power is a more personal base that matched more closely to the interpersonal nature of individual support behaviors.

One might expect that the intellectual stimulation behaviors might be effectively implemented if the leader possesses the expert base of power. Since leaders are challenging followers to think in new ways, it would be more effective if the leader had a large knowledge base to share with followers. In part the leader is a teacher or trainer. Therefore, an effective transformational leader would benefit from expert power.

Prior research generally supports (Podsakoff & Schriesheim, 1985) that “effective managers had more expert and referent power than ineffective managers” (Yukl & Falbe, 1991, p. 417). Rahim (1989, p. 545) in a study of a managers found that “expert and referent power bases were positively associated with compliance and satisfaction.” Rahim and Afza (1992) using a sample of accountants, found that commitment was positively correlated with expert and referent power.

Therefore it is hypothesized that:

H9: There is a direct positive relationship between leader ratings in legitimate power and core transformational leadership behaviors.

H10: There is a direct positive relationship between leader ratings in legitimate power and high performance expectations.

H11: There is a direct positive relationship between leader ratings in referent power and core transformational leadership behaviors.

H12: There is a direct positive relationship between leader ratings in referent power and individualized support.

H13: There is a direct positive relationship between leader ratings in expert power and core transformational leadership behaviors.

H14: There is a direct positive relationship between leader ratings in expert power and intellectual stimulation.

Summary Of Hypotheses

The hypotheses are summarized by their respective sections. Figure 7 is depiction of the hypothesized model with the hypotheses listed with the appropriate relationship.

Goal Commitment and Goal Congruence

H1: There is a direct positive relationship between the congruence of goals and the follower's commitment to organizational goals.

Goal Commitment and Self-efficacy

H2: There is a direct positive relationship between the follower's general self-efficacy and the commitment to goals..

Goal Commitment and Transformational Leadership

H3: There is a direct positive relationship between leader's rating in "core" transformational leadership behaviors and follower's commitment to goals.

H4: There is a direct positive relationship between leader's rating in individualized support and follower's commitment to goals.

Goal Congruence and Transformational Leadership

H5: There is a direct positive relationship between leader's rating in "core" transformational leadership behaviors and goal congruence.

Self-efficacy and Transformational Leadership

H6: There is a direct positive relationship between leader's rating in "core" transformational leadership behaviors and follower's self-efficacy.

H7: There is a direct positive relationship between leader's rating in expressing high performance expectations to followers and follower's self-efficacy.

H8: There is a direct positive relationship between leader's rating in intellectual stimulation and follower's self-efficacy.

Transformational Leadership and Power Bases

H9: There is a direct positive relationship between leader ratings in legitimate power and core transformational leadership behaviors.

H10: There is a direct positive relationship between leader ratings in legitimate power and high performance expectations.

H11: There is a direct positive relationship between leader ratings in referent power and core transformational leadership behaviors.

H12: There is a direct positive relationship between leader ratings in referent power and individualized support.

H13: There is a direct positive relationship between leader ratings in expert power and core transformational leadership behaviors.

H14: There is a direct positive relationship between leader ratings in expert power and intellectual stimulation.

Behaviors of Leaders and Bases of Power
Hypothesized Model with Hypotheses

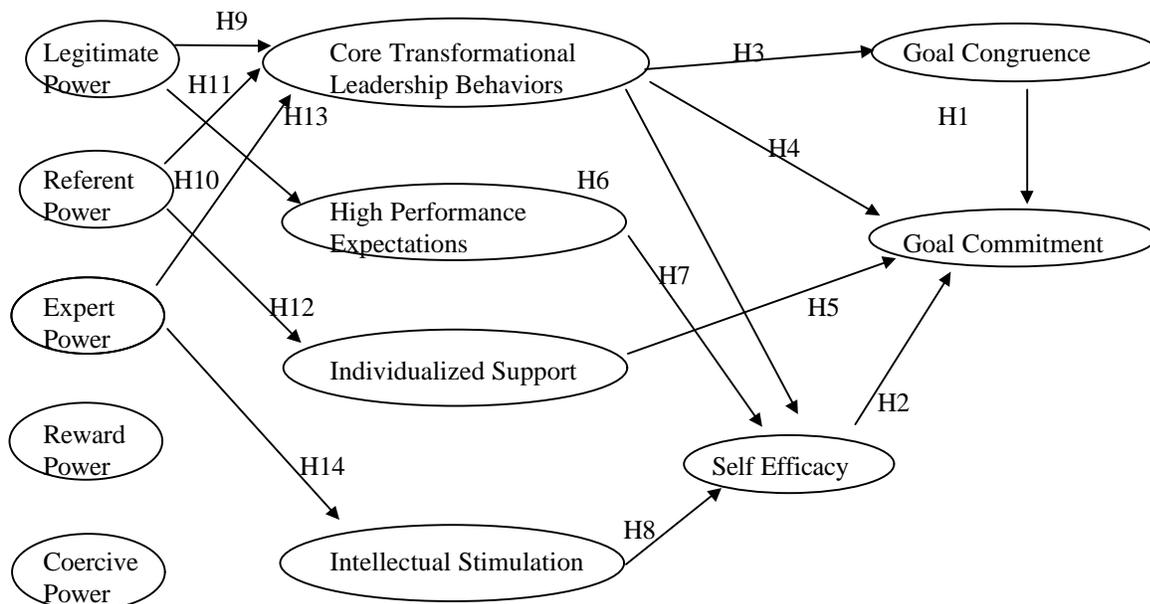


FIGURE 7

Comparison of Models

(The alternative models presented in Figures 3, 4, and 5 are reproduced in Figures 8, 9, and 10 of this section for ease of reference.)

No Impact of Leadership Model (Figure 8)

This model accounts for the possibility that the behaviors of leaders do not make a significant difference in the goal commitment of their followers. Two arguments can be made to support this model. First, a substitutes for leadership perspective would suggest that there are other factors that moderate the influence of behaviors by leaders on organizational members (Kerr & Jermier, 1978; Podsakoff, MacKenzie, & Bommer, 1996). In this study the sample consists of two nonprofit organizations. These organizations have goals that reflect their missions. One can make the argument individuals join these organizations for the purpose of contributing to the overall mission. Therefore the motivation of the followers may not rely heavily upon the actions of the leaders. If such a situation were the case, then members would choose to belong on the basis of the match between the individual's values and the organization's values. Goal congruence would be high since individuals self-selected into the organization based on their value orientation. In this scenario individual performance is the result of goal congruence and the self-efficacy of followers. The behaviors of leaders would not account for any significant part of the variance in the goal commitment of followers.

A second perspective is that leadership is fiction. That is leadership is the product of social constructions by followers who attribute characteristics to leaders (Meindl & Ehrlich, 1987). This approach suggests that the behaviors of leaders do not cause followers to be

committed to goals. Both the fiction and the substitutes for leadership perspectives have factors other than the behaviors of leaders accounting for follower goal commitment.

No Impact of Leadership Model

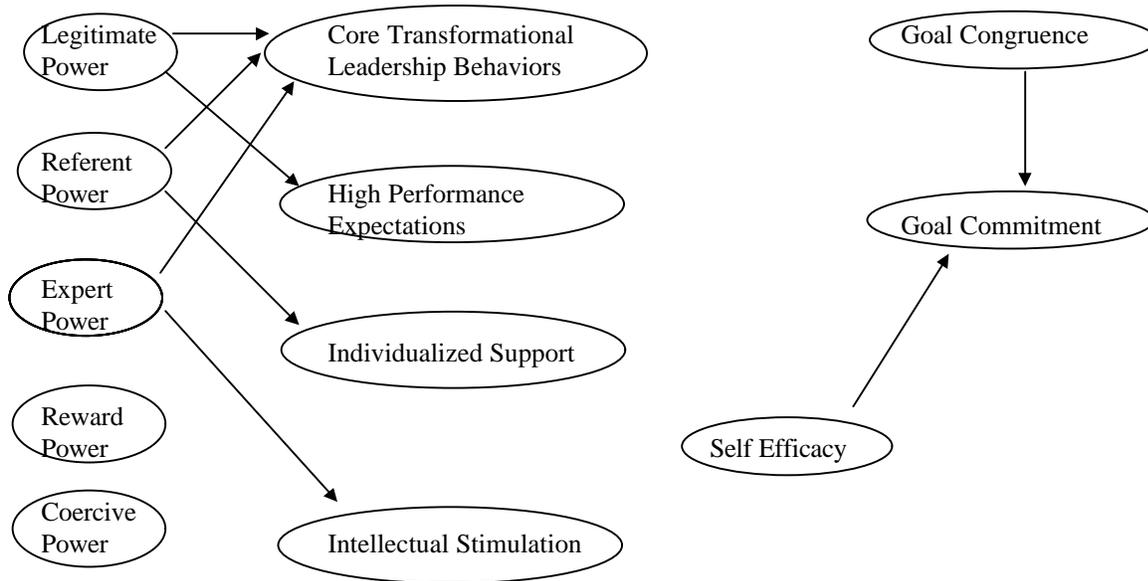


FIGURE 8

Indirect Impact of Leadership Model (Figure 9)

The second alternative model depicted in Figure 8 shows the relationships if goal congruence and self-efficacy are constraints on leader influence. This option is straightforward in its logic. All leader influence is mediated by the two variables of goal congruence and follower self-efficacy. This argument posits: 1) that a follower will not be committed to a goal that is perceived to be beyond his or her capacity to achieve (Bandura, 1991; Locke & Latham, 1990; Wood & Bandura, 1989); and 2) that a follower will not commit to goals with which he or she disagrees. Therefore the self-efficacy of followers and goal congruence become boundary conditions for leader influence.

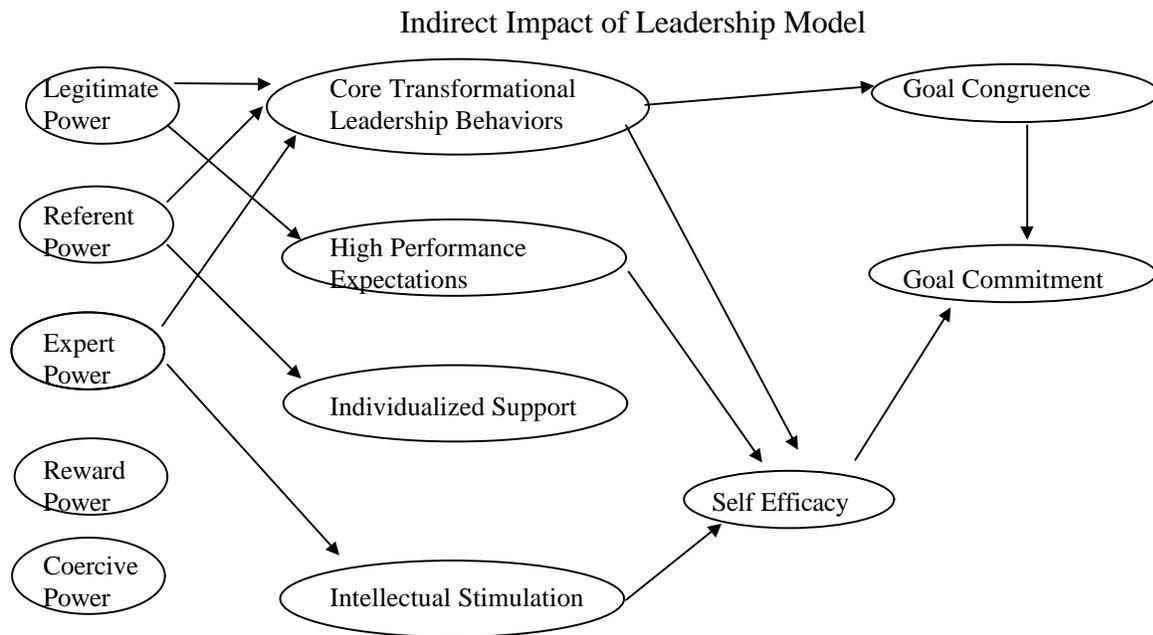


FIGURE 9

The Five Bases of Power Model (Figure 10)

The last alternative model addresses the issue of leader power. The power bases of reward and coercive are incorporated into the model (French & Raven, 1959). Reward and coercive power bases are associated the formal office that a leader holds in an organization (Hinkin & Schriesheim, 1994). This means that these bases of power parallel legitimate power. The more positive bases of expert and referent power are associated with reward power as well. (Hinkin & Schriesheim, 1994; Podsakoff & Schriesheim, 1985).

Five Bases of Power/Leader Model

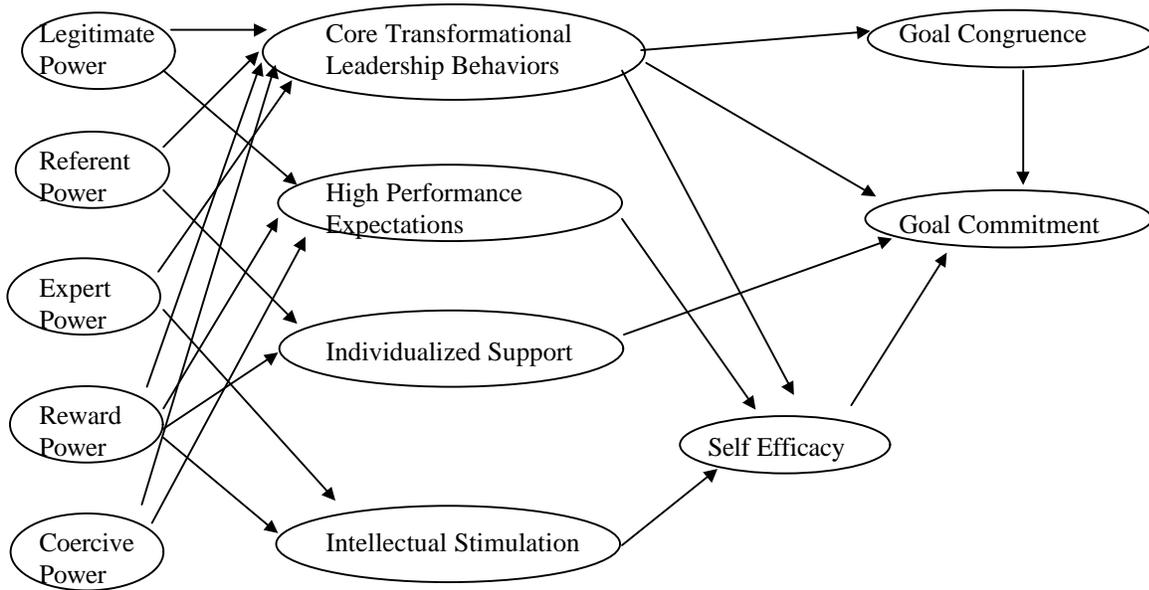


FIGURE 10

In summary, while the alternative models present possible relationships among the variables, the expected relationships are the hypothesized model in Figure 6. Chapter three continues with the methodology for testing these models.

CHAPTER 3 METHODOLOGY

Introduction

This study is officially endorsed by the Vision 2000 Committee of the West Virginia Annual Conference of The United Methodist Church. The Vision 2000 Committee in part provides leadership training as well as other assistance to local congregations in developing mission statements and corresponding organizational goals. This is important to note because this endorsement provides legitimacy and access for conducting this study in the later described religious site. Another organization, Hospice Care Corporation of Kingwood, West Virginia, supports this research especially as it pertains to the hospice organizations utilized in the second site. In addition, the executive committee of the West Virginia Hospice Council approved this research by encouraging the participation of its member organizations, and by providing limited financial support. Hospice Care Corporation is one of the member organizations of the West Virginia Hospice Council. In summary, the support of these organizations provides access to research sites and partial funding for this project.

This chapter is the description of the methodology to test the hypothesized and alternative models. This discussion proceeds with a description of the 1) characteristics of the sites; 2) selection of the sample; 4) procedure to collect data; 3) measurement of the variables; and 4) quantitative methods for analyses.

Sites

The sites for this study include two types of closely related nonprofit organizations. One is a group of local church congregations and the second is a group of community based hospice organizations. The utilization of both settings provides this study with the prospects for a higher degree of generalization if the results are consistent across both groups. The following sections describe the organizational characteristics specific to each of these sites.

Local Church Organizations

The congregations included in this site are members of the West Virginia Annual Conference of The United Methodist Church. Each congregation, while connected to this larger denominational structure, is self-sufficient. The major governing body within each local church is an administrative board. Various chairpersons, officers, members at large, and clergy comprise the administrative board. Within most local church organizations (especially small and medium size, i.e. less than 350 members), the appointed clergy is generally regarded as the primary leader. These persons have legitimate bases of power (French & Raven, 1959) extended to them by the larger denominational structure. Congregations of less than 350 members represent approximately 70% of the total number of congregations in the West Virginia Annual Conference (General Council on Ministries, 1994).

Hospice Organizations

The purpose of these organizations is to provide a wide range of services to persons with terminal illnesses. Generally the services begin sometime during the last six months of a patient's life. Approximately 90% of all hospices are nonprofit organizations with a mean

daily census of 42 patients (Godwin & Davis, 1996). For the purposes of this study, the sample includes only nonprofit hospices.

The organizational structures of hospice organizations usually reflect the functional characteristics of the services provided. The core services require employees trained as nurses, nurses' aids, social workers, pastors, bereavement counselors, volunteer coordinators, and administrative personnel. Some hospices may offer additional services requiring people such as art therapists, financial counselors, or others. The largest group of employees within a majority of hospice organizations provide nursing care.

Hospice organizations generally have department managers and executive directors that function in leadership positions. The employees within each department report to a manager. This organizational structure characteristic of hospices creates leader/follower relationships between managers and departmental employees.

Sample

The sample from the religious sites includes at least 200 persons from twenty different local church congregations. These individuals are chairpersons of various committees and are members of the administrative boards of these churches. Approximately ten persons were sampled from each of the twenty congregations. The local churches were randomly selected from a conference listing of all churches. The process of random selection and solicitation continued until at least twenty congregations agreed to serve as a part of this study.

To check for response bias, the characteristics of congregations not willing to participate were compared with those that do. The criteria for these comparisons included:

- Church size (measured by total membership)

- Church location (categorized by rural, small town, suburban, or city)
- Clergy length of stay (measured by length of time serving the present congregation)
- Clergy length of tenure in the conference

The sample from the hospice sites included all employees from the 24 organizations comprising the West Virginia Hospice Council. While the exact number of total employees for these 24 organizations is not available, it is estimated to be in excess of 400 persons. This state level industry association includes the hospice organizations that are located in the state of West Virginia and in contiguous surrounding areas. For hospice organizations that chose not to participate, the issue of response bias was addressed using the following criteria for comparison:

- Hospice size (measured by average daily census of patients)
- Hospice location (categorized by rural, small town, suburban, or city)
- Hospice organizational structure (i.e. community based, hospital affiliated, or home health affiliated).

The 400 hospice subjects combined with the 200 from the churches resulted in a sample of no less than 600 persons.

Two heuristics come into play regarding sample size. This study incorporates a total of ten different measures. Generally accepted practice for regression analysis is ten data points for each measure. Thus the ten measures dictate a minimum sample size of 100. In structural equation modeling a generally accepted rule is that at least a sample size of 100 is needed (Boomsma, 1985; Hayduk, 1988). To meet the ten data points per measure heuristic and the 100 minimum sample rule, a response rate of at least 12.5% is necessary.

Procedure

This study uses four separate questionnaires, two for the religious and another two for the hospice organizations. In each site, one questionnaire went to each leader and one to

each follower. The similar sets of questionnaires were slightly adapted for their respective sites. The questionnaires were either mailed or hand delivered to the organizations. Return envelopes enabled subjects to return their questionnaires without exposing their responses to anyone else. Persons participating in the study were guaranteed confidentiality. This study used numbered questionnaires so those subjects could be matched with his or her organization. Some follow-up contacts were made to encourage sample members to return questionnaires.

Measures

1. Goal Commitment: This measure comes from Hollenbeck, Williams, & Klein (1989). They reported results for four, seven and nine item versions of their goal commitment scale. The reported reliability estimate for the seven-item scale was .80. This goal commitment measure uses a seven point Likert-type scale, ranging from strongly disagree to strongly agree. Sample members will use these response categories to address scale items pertaining to goals related to their organizations.

In the first section of the questionnaires subjects are asked to: “Please list one most important organizational goals that you work towards in your position at the church [or hospice].” In a later section of the questionnaires, respondents are asked to: “Think about the organizational goal that you listed first on page one and answer the following questions with this goal in mind.” Commitment to these goals is measured using the seven-item version of Hollenbeck, Williams, & Klein’s scale. An example of an item for this scale is: “It’s unrealistic for me to expect to reach this goal.” The questionnaires contained in appendices A and B contain the complete lists of scale items for goal commitment and for all the measures used in this study.

2. *Transformational Leadership*: The transformational leadership measurements are a series of four scales developed by Podsakoff, MacKenzie, Moorman, and Fetter (1990). These four scales tap the dimensions of: 1) Core” transformational leadership behaviors (twelve items); 2) High Performance Expectations (four items); 3) Individualized Support (three items); and 4) Intellectual Stimulation (four items). These researchers reported acceptable reliability estimates ranging from a low of .80 for “high performance expectations,” to a high of .90 for “individualized support.” These transformational leadership measures use a seven point Likert-type scale, ranging from strongly disagree to strongly agree.

3. *General Self Efficacy*: This measure is a self-report measure from Sherer, Maddux, Mercandante, Prentice-Dunn, Jacobs, & Rogers, (1982). They developed a 17-item scale. The reported reliability estimate for this scale was .89. This general self-efficacy measure uses a Likert-type scale, ranging from strongly disagree to strongly agree. An example of an item from this scales is: “When I make plans, I am certain I can make them work.”

4. *Power scales*: The leader power measurement utilizes Hinkin and Schriesheim (1989) revised scale of French and Raven (1959) typology of power. Each of the five bases of power contains a four-item scale. Sample members will respond using a seven point Likert-type scale, ranging from strongly disagree to strongly agree.

Hinkin and Schriesheim (1989) developed these scales with results from three previous samples. These researchers reported that the reliability estimates for each of the power scales were: .87, .85, and .86 for legitimate; .85, .90, and .83 for expert; and .88, .87, and .86 for referent. An example of a item from the legitimate power base scale is: “My [leader] can ...make me feel that I have commitments to meet (Hinkin & Schriesheim, 1989, p. 567).

5. *Goal Congruence*: Both leaders and followers rated the importance of a common set of four goals. These are derived from surveying the leaders of each of the organizations. The goals listed by the leader were put on the surveys given to the followers. In addition space was provided for followers to add goals that may not be on the common list. A 7-point Likert scale ranging from (1) Of no importance to (7) Of primary importance is utilized. The mean difference between the leaders and the followers' ratings are calculated. Since this study is interested in goal commitment, if a follower's rating exceeds his/her leader's the difference is set at zero for that particular item.

Analyses

Path Analysis

The primary method for determining support for the model developed in this study is a path analysis. This approach, based in regression analysis (Hayduk, 1987), provides the opportunity to draw causal inferences that are supported by the theoretical development of the model (Pedhazur & Schmelkin, 1991). The first step was to conduct a Confirmatory Factor Analysis on the scale items comprising the measures (Bollen, 1989). Then the reliability estimates using Cronbach's alpha were determined. The next step in this process was to input the covariance matrix information into LISREL 8 (Joreskog & Sorbom, 1993). After this, the Good-of-fit Indices provided in the LISREL 8 program were used to indicate the fit between the model and the data.

The particular fit indices utilized are the: 1) chi-squared test; 2) goodness-of-fit index; 3) normed fit index; and 4) comparative fit index (Bagozzi & Yi, 1988). The chi-squared test is a standard comparison in structure equation modeling (Anderson & Gerbing, 1988;

Fornell, 1983; Kelloway, 1998). The goodness-of-fit index is another measure of "absolute fit" which according to Kelloway (1998, p. 27):

...is based on a ratio of the sum of the squared discrepancies to the observed variances... The GFI ranges from 0 to 1, with values exceeding 0.9 indicating a good fit to the data. It should be noted that this guideline is based on experience. Like many of the fit indices... the GFI has no known sampling distribution.

The normed fit index and the comparative fit index provide measures of "comparative fit" (Kelloway, 1998). The normed fit index compares the model to a baseline "null" model.

The null model is a model that specifies no relationships between the variables composing the model. That is, if one were to draw the path model for the null model, it would have no paths connecting the variables... The NFI ranges from 0 to 1, with values exceeding 0.9 indicating a good fit. ...an NFI of 0.90 means that the model is 90% better fitting than the null model. (Kelloway, 1998, p. 30)

The comparative fit index (Bentler, 1990) is another measure that compares the model with another baseline model. The CFI is "based on the noncentral χ^2 distribution" (Kelloway, 1998, p. 31). These four indices provide two "absolute" and two "comparative" fit measures that are generally recognized as useful for assessing fit of structural equation models (Anderson & Gerbing, 1988; Bagozzi & Yi, 1988; Joreskog & Sorbom, 1993; Kelloway, 1998)

Comparison of Samples

There was no expectation that the hospice and church samples were significantly different. Both are nonprofit, community organizations with a mission focus. To give creditability to the combining of the samples, the means of variables for each were compared using an ANOVA (Pedhazur & Schmelkin, 1991).

It is possible that the samples can differ in terms of variable means and still have the same underlying construct relationships. To test this possibility a path analysis was

conducted for each of the samples. The underlying relationships hypothesized in the theoretical model should be similar for both path analyses.

CHAPTER 4 RESULTS

Data Collection

The hospice sample included 21 organizations. Of these 21, ten (47.6%) returned leader and member questionnaires. The average daily census (ADC) of patients is a standard industry measure for organizational size. The ADC for hospices that participated in the study was 18.44 as compared to 16.21 for those that did not (West Virginia Department of Health and Human Resources, Health Care Authority, 1996). The difference is not statistically significant ($F = .0680, p = .797$). Likewise there was no significant difference between groups by location (i.e., rural, small town, urban).

The collection of the church sample data was in two sets of randomly selected churches. The first set consisted of thirty organizations with an average membership of 318.87 persons (West Virginian Annual Conference Journal of the United Methodist Church, 1997). Nineteen of the thirty churches participated in this study. No statistically significant differences emerged between the responding and the non-responding churches concerning size, location, or leader tenure in set one.

Since this study sought at least twenty congregations willing to participate, a second set of churches was contacted approximately one month later. This group included 22 organizations with a mean size of 303.72 members (West Virginia Annual Conference Journal of the United Methodist Church, 1997). Six out of the 22 churches participated in this study. Likewise in set two no statistically significant differences were found between the responding and the non-responding churches with regards to size,

location, or leader tenure. The overall organizational response rate was 25 out of 52 congregations or 48.1%.

Measurement Validity

This study uses previously developed scales. In order to support the validity of these measures in the church and hospice samples, a process similar to that used by Wayne, Shore, and Liden (1997) is employed. This approach includes conducting a series of factor analyses. The support for the validity of the measures encompasses the use of the principal components method with the number of factors pre-selected. Wayne, Shore, and Liden (1997) collapsed the scale items into a single measure for each latent construct in order to test a series of structural models with a limited sample number. “This approach enhances the subjects-to-degrees-of-freedom ratio” (Wayne, Shore, & Liden, 1997, p. 100). These single indicators are the combination of all the scale items for each of the respective constructs used in the following factor analyses.

Likewise this study has similar characteristics in that the combined n-size of 349 includes two samples that may or may not be alike. If indeed the analyses of these samples (church=212 and hospice=137) are separate due to sample differences, it will be necessary to take this approach for reliable results in testing the structural models.

The following factor analyses are conducted for each the church sample and the hospice sample. The abbreviations for the dimensions of transformational leadership are: 1) Core transformational leadership (CORE); 2) High expectations (HIGH); 3) Individualized consideration (CONS); and 4) Intellectual stimulation (INTE). COMM and SELF denote Goal commitment and Self-efficacy scale items respectively. Abbreviations

for the power bases are: 1) Legitimate (LEGI); 2) Reward (REWA); 3) Coercive (COER);
 4) Referent (REFE); and 5) Expert (EXPE).

TABLE 4.1
Transformational Leadership Dimensions
Church Sample

	Factor 1	Factor 2	Factor 3	Factor 4
CORE4	.83233	.27890	.10835	.17404
CORE3	.82341	.25524	.19879	.16995
CORE12	.82055	.24902	.13508	.29477
CORE1	.82010	.28823	.11690	.15052
CORE2	.80962	.29896	.14394	.17098
CORE7	.80542	.27456	.10657	.31354
CORE6	.80339	.35797	.13689	.17506
CORE8	.80010	.25534	.15715	.25073
CORE5	.76741	.37447	.05440	.03672
CORE9	.73778	.30134	.08454	.24030
CORE10	.71805	.27336	.10834	.34207
INTE3	.36757	.82596	.19696	.09807
INTE1	.39963	.81794	.11369	.10215
INTE4	.32128	.78605	.14262	.10546
INTE2	.37349	.78455	.22571	.18634
HIGH3	.00450	.07973	.89518	-.01500
HIGH2	.24209	.24313	.83398	.12531
HIGH1	.38590	.40756	.52238	.13125
CONS4	.31414	.11180	.21446	.83141
CONS1	.35681	.15708	-.06797	.83091

N=212

Varimax Rotation

The four factors accounted for 79.5% of the variance

TABLE 4.2
Transformational Leadership Dimensions
Hospice Sample

	Factor 1	Factor 2	Factor 3	Factor 4
CORE4	.83319	.27150	.17340	.13774
CORE12	.77785	.19862	.04707	.38631
CORE6	.77593	.27160	.09319	.33466
CORE7	.76933	.34498	.19247	.32080
CORE8	.75468	.36748	.15388	.34749
CORE5	.74455	.20749	.23484	.18659
CORE2	.71312	.15969	.39397	-.05233
CORE9	.71298	.35874	.08159	.35244
CORE1	.66342	.15710	.43144	-.01553
CORE3	.62146	.38229	.35800	-.01894
<u>CORE10</u>	<u>.61991</u>	<u>.33901</u>	<u>.10207</u>	<u>.47011</u>
INTE3	.31940	.81951	.17505	.15581
INTE1	.23572	.76392	.27406	.25053
INTE2	.35423	.74716	.34129	.17470
<u>INTE4</u>	<u>.31382</u>	<u>.69334</u>	<u>.17052</u>	<u>.09731</u>
HIGH2	.18024	.27663	.87726	.07403
HIGH3	.16754	.12659	.82014	.21076
<u>HIGH1</u>	<u>.29981</u>	<u>.39289</u>	<u>.69322</u>	<u>.14808</u>
CONS4	.21442	.09340	.15620	.83643
<u>CONS1</u>	<u>.22316</u>	<u>.23043</u>	<u>.11874</u>	<u>.74810</u>

N=137

Varimax Rotation

The four factors accounted for 76% of the variance

Since this study used established scales every attempt is made to keep the scales as complete as possible in the analyses. In Tables 1 and 2, the three transformational leadership items of CORE11, CONS2, and CONS3 did not load on the appropriate factors and were discarded. CORE11 loaded with the intellectual stimulation (INTE) factor and CONS2 and CONS3 loaded with the core transformational leadership dimension (CORE).

TABLE 4.3
Goal Commitment and Self-Efficacy
Church Sample

	Factor 1	Factor 2
SELF7	.76238	.03332
SELF6	.71836	-.02518
SELF16	.71358	.18775
SELF5	.70057	-.04411
SELF4	.69911	.03163
SELF10	.65921	.20825
SELF17	.62894	.35385
SELF14	.58076	.20215
SELF13	.56686	.07318
SELF12	.54983	.33345
SELF11	.52927	.26924
SELF2	.52197	-.10131
SELF3	.49495	.07687
SELF9	.43118	.16261
SELF1	.40682	.23542
SELF15	.39912	.13869
SELF8	.33633	.15127
COMM2	.18605	.69388
COMM1	.21781	.67616
COMM3	.08540	.63722
COMM5	.08114	.60632
COMM6	.07940	.53407
COMM7	.10086	.49449
COMM4	-.01127	.32327

N=212

Varimax Rotation

The two factors accounted for 36.8% of the variance

TABLE 4.4
Goal Commitment and Self-Efficacy
Hospice Sample

	Factor 1	Factor 2
SELF7	.75165	.11281
SELF6	.65043	.28757
SELF12	.63888	.22266
SELF11	.63356	.43002
SELF5	.61463	-.04047
SELF16	.60178	.31900

TABLE 4.4 (continued)

SELF13	.52753	-.04060
SELF2	.51723	-.13780
SELF10	.51381	.48196
SELF15	.50073	.22029
SELF17	.47655	.56090
SELF1	.46838	-.10931
SELF8	.46793	.03300
SELF4	.46116	.34035
SELF3	.44039	-.04559
SELF9	.38857	.05946
<u>SELF14</u>	<u>.38136</u>	<u>.34282</u>
COMM1	-.13180	.74113
COMM2	-.03822	.70137
COMM3	.02206	.48989
COMM5	.18737	.47837
COMM4	.05532	.43515
COMM6	.00758	.41563
<u>COMM7</u>	<u>.01412</u>	<u>.23325</u>

N=137

Varimax Rotation

The two factors accounted for 34.4% of the variance

All of the self-efficacy and goal commitment scale items loaded on the appropriate factors. No items from these previously developed scales were discarded. Chapter 5 will address some interesting characteristics with regards to the goal commitment scale for future research in these types of nonprofit organizations.

TABLE 4.5
Power Dimensions
Church Sample

	Factor 1	Factor 2	Factor 3	Factor 4
LEGI3	.91919	.24251	-.06660	.11877
LEGI1	.91487	.21731	-.09828	.08495
LEGI2	.91484	.26402	-.07715	.14648
<u>LEGI4</u>	<u>.90701</u>	<u>.22912</u>	<u>-.06711</u>	<u>.09768</u>

TABLE 4.5 (continued)

REFE3	.27803	.86529	-.27890	.15196
REFE2	.29108	.86066	-.27589	.13275
REFE1	.37728	.79456	-.30147	.13350
REFE4	.24277	.78565	-.16917	.32494
COER3	-.12804	-.17341	.88462	-.07479
COER4	-.06383	-.14104	.87306	-.06368
COER2	-.02184	-.21296	.82881	-.01503
COER1	-.05429	-.13952	.58029	.22568
REWA4	.04144	.01686	-.00103	.87385
REWA3	.03770	.08211	-.02572	.84532
REWA2	.20013	.26805	.10538	.73875
REWA1	.19195	.38276	.00113	.63337

N=212

Varimax Rotation

The four factors accounted for 79.3% of the variance

**TABLE 4.6
Power Dimensions
Hospice Sample**

	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
EXPE2	.86878	.20405	.24685	-.07933	.15053
EXPE4	.84166	.17600	.30330	-.10393	.04510
EXPE1	.83590	.29270	.22399	-.15227	.10473
EXPE3	.78617	.21384	.41462	-.12668	.10424
LEGI3	.16967	.92350	.05409	-.01429	.07970
LEGI4	.20903	.89848	.09356	.01494	.10673
LEGI2	.17273	.89101	.12583	-.02453	.02587
LEGI1	.16390	.88638	.15818	-.05617	.01478
REFE4	.41958	.17837	.82496	-.17506	.13927
REFE3	.45412	.16900	.78646	-.20744	.16925
REFE2	.47076	.15042	.77781	-.19972	.15943
REFE1	.49431	.17959	.74472	-.18259	.11098
COER3	-.10731	-.04273	-.23216	.87811	.04840
COER2	-.08263	-.02949	-.16320	.85299	.01186
COER4	-.15300	-.07054	-.20414	.85192	.11963
COER1	-.05565	.04605	.09597	.74302	.10080
REWA3	.11992	.10969	.01660	.09561	.90595
REWA4	.10747	.04891	-.02936	.18418	.88999
REWA1	.17064	.04870	.42314	.05635	.68982
REWA2	-.03127	.01328	.44442	-.05109	.57778

N=137

Varimax Rotation

The five factors accounted for 82.3% of the variance

The power dimensions loaded on the appropriate factors except for the expert power base in the church sample. This dimension loaded with the referent power base. Caution should be noted in interpreting the results of the church sample with regards to the referent and expert power bases since they appear to be sharing the same construct space. The five dimensions loaded on the corresponding factors in the hospice sample.

The measurement for goal congruence, as described in Chapter 3, is the mean difference between the leaders and the followers in rating the importance of four organizational goals. The abbreviation for goal congruence is CONG. The discussion now turns to the comparison of the two samples to see if they can be combined or if they should be analyzed separately.

Comparison of Samples

The beginning point for this comparison is to see if significant differences exist between the variable means of the church and hospice samples. The following is a comparison of these means and standard deviations. Table 4.7 contains the descriptive information along with mean differences, F-values and significance levels.

TABLE 4.7
Means, Standard Deviations, and ANOVA Results

Variable	Church		Hospice		Significance Test		
	Mean	ST.D.	Mean	ST.D.	Diff.	F	Sign.
COMM	5.98	.953	6.41	.724	.430	20.61	.000
CONG	.659	.813	.616	.916	.043	.205	.650
SELF	5.43	.851	6.01	.727	.580	43.06	.000
CORE	5.73	1.18	5.60	1.30	.130	.900	.343
HIGH	5.18	1.18	5.99	1.14	.810	38.23	.000
CONS	5.82	1.35	5.23	1.61	.590	13.08	.000
INTE	5.20	1.25	5.29	1.29	.090	.396	.396
LEGI	5.60	1.31	5.91	1.16	.310	4.75	.030
REWA	4.15	1.49	4.38	1.67	.230	1.69	.194
COER	1.83	1.06	2.58	1.63	.750	26.49	.000
REFE	6.03	1.18	5.36	1.76	.670	17.35	.000
EXPE	5.77	1.32	5.21	1.60	.560	11.85	.001

Eight of the twelve variables have significant differences in means. Only the goal congruence, core transformational leadership dimension, intellectual stimulation, and reward power base are not significantly different. It is possible that these two groups with significant mean differences can still have the same underlying set of relationship between variables. Therefore the underlying structural relationships are examined to determine if these groups can be combined or if they reflect two different sets of relationships.

The hypothesized model (Figure 2, Chapter 1) is the basis for comparison for the sample differences. The hypothesized model is reproduced here for the readers convenience.

**Model 1
Hypothesized Model**

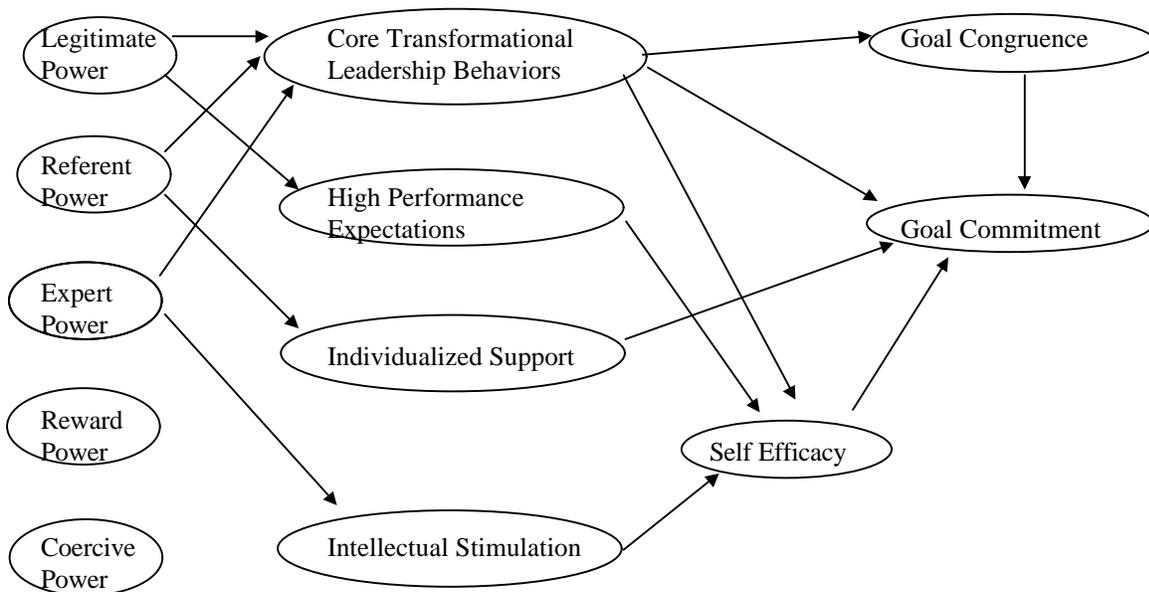


FIGURE 4.1

The relationships for model 1 are tested for each sample to see if the same pattern of results emerge. As discussed earlier in this chapter the variable scales are collapsed into a single item measures. The formula to determine the error variance for each indicator is (Joreskog & Sorbom, 1993):

$$[1 - \text{reliability}] * \text{Standard Deviation squared}$$

Figures 4.2 and 4.3 show the results for each sample. The solid arrows denote the significant paths with the standardized coefficients shown. The insignificant paths are indicated by a dotted line.

Church Sample Hypothesized Model

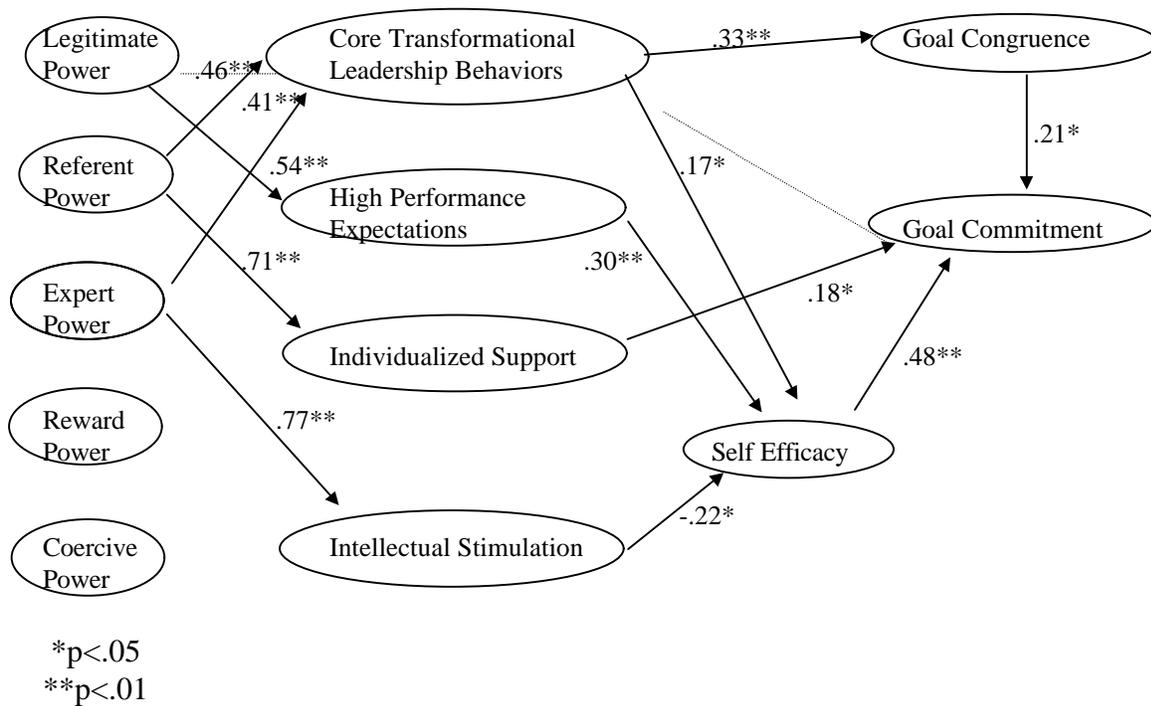
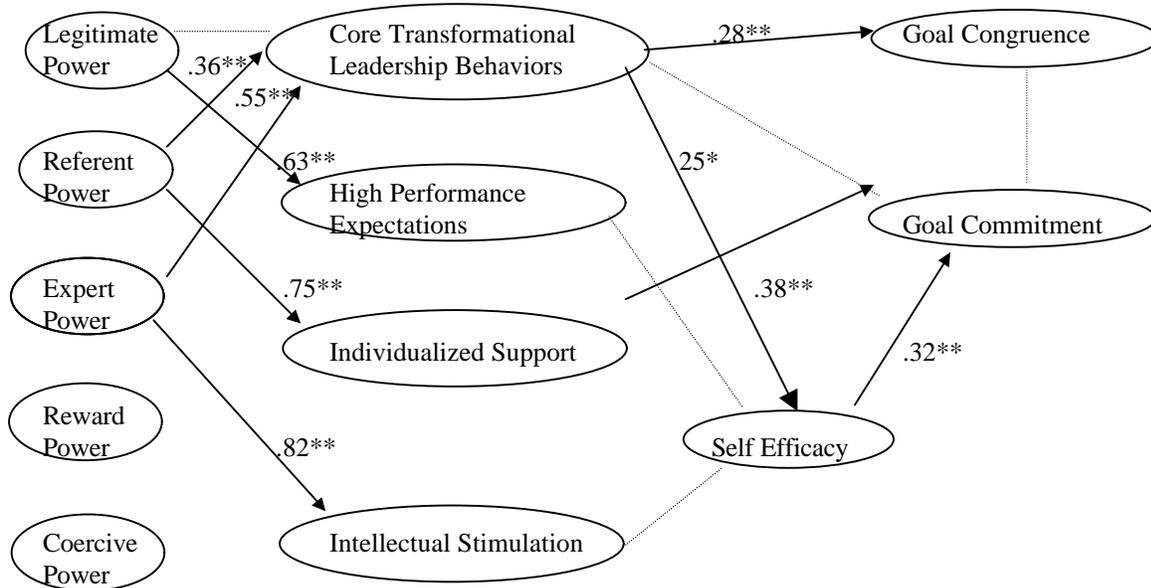


FIGURE 4.2

All of the predicted paths are significant except for: 1) from the core leadership dimension to goal commitment; and 2) the path from the legitimate power base to the core dimension.

Figure 4:3 shows a different pattern of relationships for the hospice sample. Only three of the six paths from the leadership variables to goal congruence, self-efficacy, and goal commitment are significant. This compares with five out of six for the church sample. Accounting for difference in sample size (i.e. church and hospice both at n=212) does not change the significance any paths.

Hospice Sample Hypothesized Model



*p<.05
**p<.01

FIGURE 4.3

As evidenced by the significant differences in the variable means and by the differences in the structural relationships, the samples will be analyzed separately.

For additional descriptive information Tables 8 and 9 show the correlation matrices for each of the church and hospice samples respectively. The reliability estimates using Cronbach's alpha are on the diagonals.

TABLE 8
Correlation of Variables
Church Sample

	1	2	3	4	5	6	7	8	9	10	11	12
1. COMM	(.70)											
2. CONG	.20**	---										
3. SELF	.41**	.18*	(.88)									
4. CORE	.24**	.33**	.15*	(.97)								
5. HIGH	.19**	.30**	.20**	.41**	(.76)							
6. CONS	.24**	.09	.19**	.56**	.19**	(.81)						
7. INTE	.20**	.30**	.07	.72**	.45**	.36**	(.93)					
8. LEGI	.13	.26**	.05	.58**	.49**	.29**	.65**	(.96)				
9. REWA	-.04	.14	.00	.38**	.18*	.17*	.34**	.30**	(.83)			
10. COER	-.21**	-.16	-.09	-.45**	-.04	-.50**	-.19**	-.17*	-.03	(.83)		
11. REFE	.21**	.22**	.13	.78**	.33**	.57**	.56**	.53**	.45**	-.44**	(.94)	
12. EXPE	.22**	.28**	.08	.77**	.37**	.46**	.73**	.63**	.35**	-.32**	.75**	(.95)

*p<.05

**p<.01

TABLE 9
Correlation of Variables
Hospice Sample

	1	2	3	4	5	6	7	8	9	10	11	12
1. COMM	(.61)											
2. CONG	.14	---										
3. SELF	.26**	.04	(.86)									
4. CORE	.28**	.26**	.13	(.95)								
5. HIGH	.14	.30**	.07	.55**	(.86)							
6. CONS	.32**	.25*	.07	.49**	.30**	(.75)						
7. INTE	.27**	.28**	.04	.73**	.59**	.42**	(.90)					
8. LEGI	.17*	.12	.01	.40**	.55**	.22**	.44**	(.94)				
9. REWA	.15	.33*	.18*	.35**	.19*	.26**	.30**	.17*	(.82)			
10. COER	-.08	-.05	-.007	-.28**	-.23**	-.31**	-.21*	-.10	.09	(.87)		
11. REFE	.25**	.26**	.05	.79**	.47**	.62**	.69**	.35**	.44**	-.36**	(.97)	
12. EXPE	.24**	.24**	.17*	.81**	.55**	.45**	.74**	.43**	.37**	-.26**	.78**	(.95)

*p<.05

**p<.01

Testing the Comparative Models

This study used LISREL (Joreskog & Sorbom, 1993) to test the comparative models contained in Figures 2, 3, 4, and 5 of chapter one. Figure 4.1 shows the hypothesized model 1 from Figure 2. The following reproduction of the other three models is for the reader's convenience:

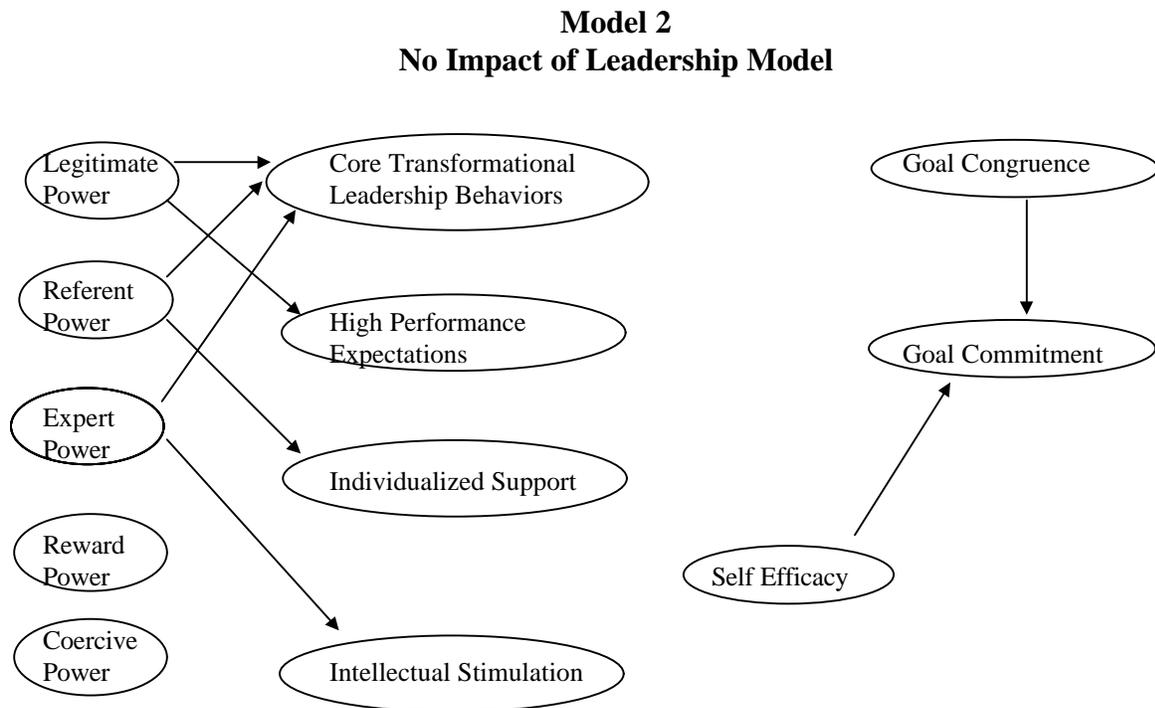


FIGURE 4.4

Model 2 tests the assumption that leadership has little to do with followers' commitment to organizational goals.

**Model 3
Indirect Impact of Leadership**

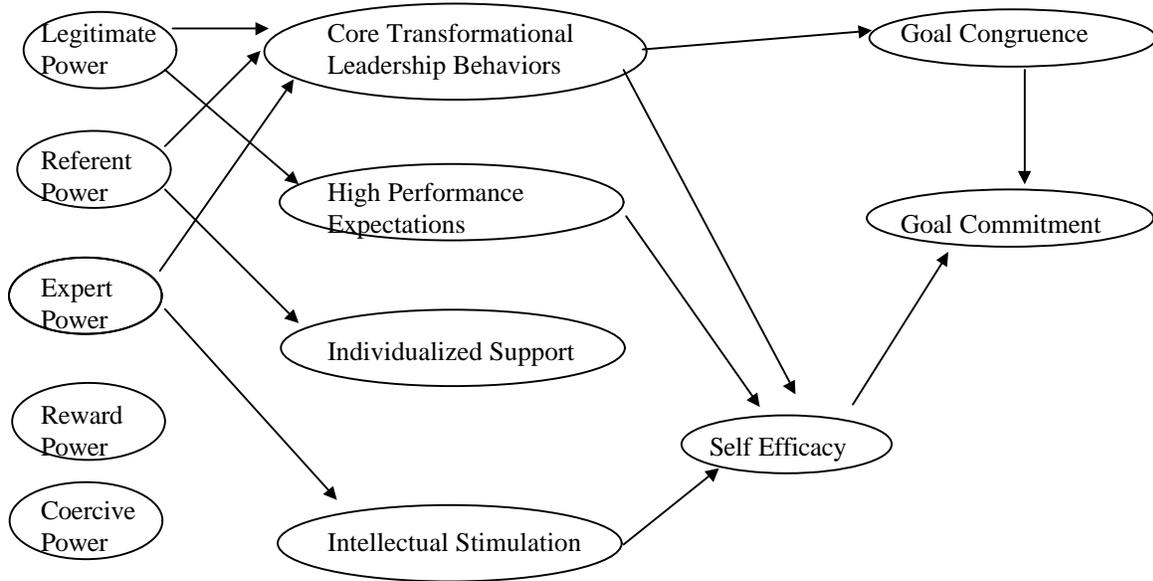


FIGURE 4.5

Model 3 reflects the perspective that leadership does impact follower goal commitment but only indirectly through self-efficacy and goal congruence.

**Model 4
Five Bases of Power/Leader**

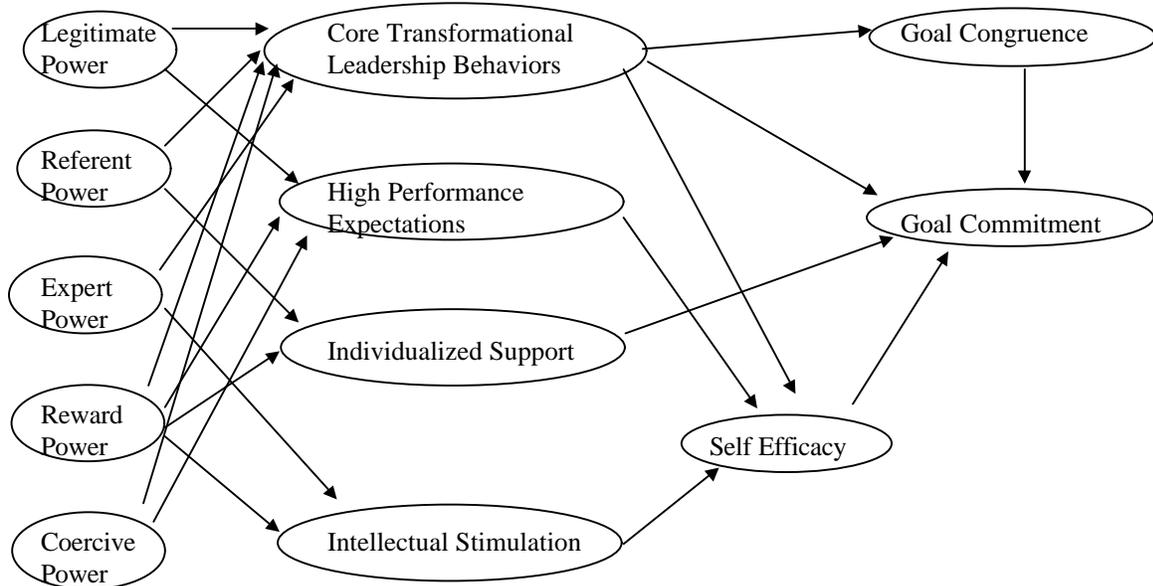


FIGURE 4.6

Model 4 provides the hypothesized model plus the constructs of reward and coercive power bases.

The inclusion of these different models enables the perspective gained from testing a series of models to determine the best fit (Anderson & Gerbing, 1988). For the church sample, Table 4.10 reports the results of the model comparisons.

TABLE 4.10
Results of Comparisons
Church Sample

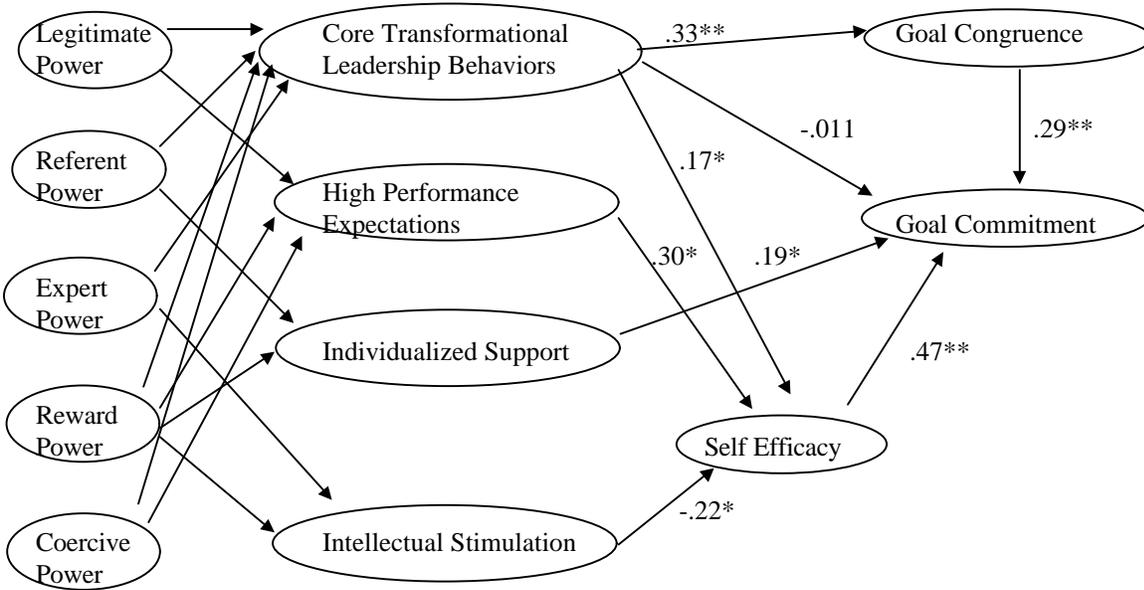
Models	χ^2	df	Goodness-of-Fit Index	Normed Fit Index	Comparative Fit Index
Model 1	142.12**	42	.90	.87	.91
Model 2	149.41**	37	.90	.87	.89
Model 3	148.27**	44	.90	.87	.90
Model 4	117.46**	36	.92	.90	.92

* $<.05$

** $<.01$

The difference in chi-squares of 7.29 (5 less) between models 1 and 2 is significant. The difference of 6.15 (2) between models 1 and 3 is also significant. The chi-square difference of 24.66 (6) is significant as well between models 1 and 4. All three fit indices in Table 4.10 reflect that model 4 provides the best fit with the data. This model includes paths from reward and coercive power as well as the other relationships hypothesized in model 1. Figure 4:7 shows this model with the standardized coefficient estimates. For clarity the estimates of the bases of power are listed below the model.

Estimates of Paths on Alternative Model 4



*p<.05
 **p<.01
 (one-tailed test)

The path from legitimate power to core transformational leadership is .086*.
 The path from reward power to core transformational leadership is .074.
 The path from coercive power to core transformational leadership is -.22**.
 The path from referent power to core transformational leadership is .28**.
 The path from expert power to core transformational leadership is .43**.
 The path from legitimate power to high expectations is .51**.
 The path from reward power to high expectations is .098.
 The path from coercive power to high expectations is .025.
 The path from reward power to individualized consideration is -.16*.
 The path from referent power to individualized consideration is .78**.
 The path from reward power to intellectual stimulation is .096.
 The path from expert power to intellectual stimulation is .74**.

FIGURE 4.7

In this model the amount of variance accounted for (R-squared) in goal commitment is 35%. The amount of variance in goal congruence accounted for by the core transformational leadership dimension is 11%. The variance in self-efficacy accounted for by the leadership dimensions is 12%.

For the hospice sample Table 4.11 reports the results of the comparisons of the models. It is interesting to note that a different structural model emerges from the hospice organizations. The hypothesized model 1 is not significantly different (chi-squared difference of 5.08 and 5 degrees-of-freedom) from model 2. The hypothesized model is significantly difference from model 3 (chi-squared difference of 10.85 and 2 degrees-of-freedom). Model 4 is not significantly different from the hypothesized model 1 (chi-squared difference of 10.08 and 6 degrees-of-freedom). As evidenced by the chi-square to degrees-of-freedom ratio and the other indices, model 3 does not fit the data as well as the other models. Since there is no significant differences between the hypothesized model and models 2 and 4, the criteria of parsimony becomes the determining factor. Model 2 is clearly the most parsimonious of the three. The fit statistics are listed in Table 4.11.

TABLE 4.11
Results of Comparisons
Hospice Sample

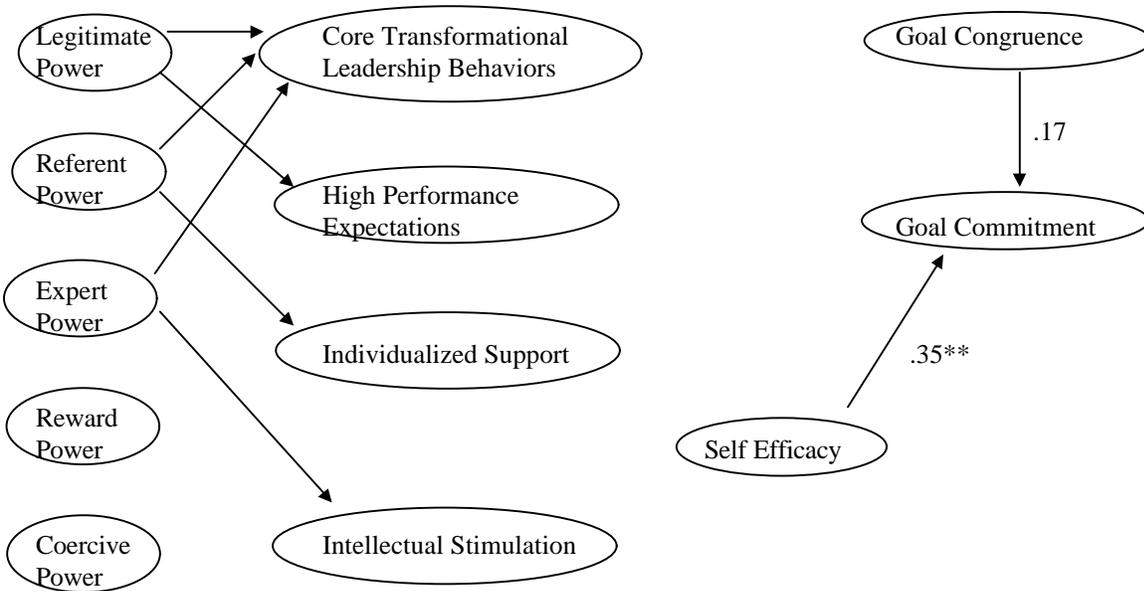
Models	χ^2	df	Goodness-of-Fit Index	Normed Fit Index	Comparative Fit Index
Model 1	90.65**	42	.91	.88	.93
Model 2	85.13**	37	.91	.89	.93
Model 3	102.66**	44	.90	.87	.92
Model 4	80.59**	36	.92	.89	.94

*<.05

**<.01

Figure 4:8 provides a diagram of structural model 2 with its standardized coefficient estimates. In model 2 the amount of variance accounted for (R-squared) for goal commitment is 16%.

Estimates of Paths on Model 2



*p<.05
 **p<.01
 (one-tailed test)

The path from legitimate power to core transformational leadership is .035.
 The path from referent power to core transformational leadership is .36**.
 The path from expert power to core transformational leadership is .55**.
 The path from legitimate power to high expectations is .63**.
 The path from referent power to individualized consideration is .76**.
 The path from expert power to intellectual stimulation is .82**.

FIGURE 4.8

Summary of Hypotheses

Goal Congruence and Self-efficacy

H1: There is a direct positive relationship between the congruence of goals and the follower’s commitment to organizational goals.

H2: There is a direct positive relationship between the follower’s general self-efficacy and the commitment to goals.

This study supported the predicted relationships in hypotheses one and two. The structural models of both churches and hospices have significant paths from goal congruence to goal commitment. Significant paths were found from follower general self-efficacy to goal commitment.

Transformational Leadership Behaviors

H3: There is a direct positive relationship between leader's rating in "core" transformational leadership behaviors and follower's commitment to goals.

The results of this study did not support a direct positive path between core transformational leadership behaviors in either type of organization. For the reasons discussed in Chapter 5, the hospice data fit model 2, "no leader influence model," the best. Therefore all the hypotheses related to the paths from leadership variables to goal commitment, goal congruence and self-efficacy are not supported. In the church organizations, the leaders' core transformational leadership behaviors influenced goal commitment indirectly through goal congruence and follower self-efficacy.

In the pattern of results from the church sample, core behaviors impact goal commitment indirectly through goal congruence and self-efficacy. Thus the results support hypotheses five and six in the church sample. These are:

H5: There is a direct positive relationship between leader's rating in "core" transformational leadership behaviors and goal congruence.

H6: There is a direct positive relationship between leader's rating in "core" transformational leadership behaviors and follower's self-efficacy.

The transformational leadership dimension of individualized consideration did have a significant positive relationship with goal commitment in the church sample. The hospice sample did not. This gives partial support to hypothesis four:

H4: There is a direct positive relationship between leader's rating in individualized support and follower's commitment to goals.

The importance of individualized consideration in church settings may influence the behaviors of church leaders. It is interesting to note that followers rated pastors significantly higher than hospice leaders in the dimension of individualized consideration. The mean for the church leaders of 5.81 is significantly different ($p < .001$) from the average of 5.23 for hospice leaders.

The relationship between a leader's high expectations of followers and self-efficacy is significant and positive in the church sample. This supports hypothesis seven:

H7: There is a direct positive relationship between leader's rating in expressing high performance expectations to followers and follower's self-efficacy.

The hospice sample did not support this hypothesis. Counter to the expected relationship, hypothesis eight was not support in both samples.

H8: There is a direct positive relationship between leader's rating in intellectual stimulation and follower's self-efficacy.

The hospice sample did not have this path in the best fitting structural model. The church sample had a significant negative relationship between intellectual stimulation and self-efficacy.

Bases of Power

In the next group of hypotheses regarding power bases of the core transformational leadership dimension.

H9: There is a direct positive relationship between leader ratings in legitimate power and core transformational leadership behaviors.

H11: There is a direct positive relationship between leader ratings in referent power and core transformational leadership behaviors.

H13: There is a direct positive relationship between leader ratings in expert power and core transformational leadership behaviors.

The legitimate base of power did not have a significant relationship with the core leadership dimension in either sample. Thus hypothesis nine is not support by this study. Expertise and referent bases of power are related to core transformational leadership. Hypothesis 13 was support by both sample groups. Expertise as a power base for transformational leadership is consistent with previous studies. Likewise the results supported hypothesis 11. The church and hospice samples have significant positive relationships between a leader's core transformational leadership behaviors and the referent base of power.

The lack of support for hypothesis 9 may reflect that followers may not value as highly the legitimate power base in nonprofit, mission-oriented organizations. It appears that followers attribute power not by position but by the personal characteristics entailed in the expert and referent power bases. Both samples did not have a significant path between legitimate power and core transformational leadership. This is an area for further investigation to find if the difference is specific to these types of organizations or if it is a general condition between legitimate power and core leadership behavior.

The legitimate base of power was significantly related in both samples to high performance expectations. This provides support for the hypothesized relationship:

H10: There is a direct positive relationship between leader ratings in legitimate power and high performance expectations.

Likewise the referent base of power was significantly related to individualized consideration in both samples. This provides support for the hypothesized relationship:

H12: There is a direct positive relationship between leader ratings in referent power and individualized support.

In similar fashion the expert base of power is significantly related to the intellectual stimulation dimension of transformational leadership for both groups.

Thus this hypothesis supported:

H14: There is a direct positive relationship between leader ratings in expert power and intellectual stimulation.

Conclusion

In summary the church and hospice samples showed different patterns of results. Chapter 5 discusses the implications and possible explanations for these patterns of results. In addition the next chapter investigates future research interests sparked by this study.

CHAPTER 5 DISCUSSION

One of the more interesting results of this study is that the church and hospice samples had two different patterns of relationships between the leadership and goal commitment variables. Separately the results from the church or hospice organizations would indicate an incomplete picture of the impact that transformational leadership has on goal commitment. The church sample by itself suggests the importance of transformational leadership behaviors. The hospice site by itself supports the lack of importance of leadership behaviors for goal commitment. By looking at both, a more complex set of relationships emerges. The influence and importance of leadership varies by the type of organization and possibly by the nature of the goals pursued. This discussion begins with an examination of the organizational factors that may have led to the differences found in this study.

Organizational Differences

The pattern of results from the two organizational sets may be in part attributable to the differences in the characteristics of the organizations. As noted in Chapter 4, leadership behaviors had more impact on the church sample as opposed to the hospice organizations. While churches and hospices are both nonprofit, mission-oriented organizations, they differ in some fundamental ways.

Hospice Organizations

As an industry the goals of hospices generally are clearly defined, concrete, and narrowly focused. The responses on the questionnaires returned, support this observation. The hospice leaders usually listed patient care goals first as most important. A vast

majority of hospice personnel work directly with patients. The need for quality care for patients and their families is clear, concrete and focused. The primary concern for patient care in this sample is representative of the values of broader hospice industry. One theoretical explanation for the high commitment of hospice employees is that the source of motivation is from the characteristics inherent in their jobs.

In the context of Hackman and Oldham's (1976, 1980) Job Characteristics Model, a majority of hospice employees have jobs with high task significance. Task significance is "the degree to which the employee perceives the job as having a substantial impact on the lives of other people, whether those people are within or outside the organization" (Hellriegel, Slocum, & Woodman, 1995, p. 541). In part this model suggests that jobs designed with the core characteristic of high task significance will lead to employees experiencing more meaningfulness in their work. Meaningful work contributes to a psychological state that enables higher work outcomes such as motivation, quality of performance, and satisfaction (Hackman & Oldham, 1980). Hospice employees have vital roles in providing care that can create comfort and security for patients. Likewise if employees provide inadequate care the impact on people's lives is significant, with immediate results. For example one of the chief objectives is to effectively manage pain for patients if a hospice employee does a poor job then the direct, immediate outcome is a person with higher than necessary pain. The high task significance of hospice employees collectively in organizations led to an industry-wide value on quality patient care.

The value of patient care permeates the organizational cultures of hospice organizations. According to Hellriegel, Slocum, & Woodman (1995, p. 466):

Organizational culture represents a complex pattern of beliefs, expectations, ideas, values, attitudes, and behaviors shared by the members of an organization. [(Hatch, 1993; Sackman, 1992; Trice & Beyer (1992))]

Since hospice organizations already place a high value on the goals related to patient care, it is probable that employees generally have been socialized by this organizational culture.

With a strong organizational culture, transformational leadership behaviors such as creating and communication a common vision may not be as important since the core value of patient care dominates the direction of organizational goals and mission.

In addition the selection process for hospice personnel influences the strength of commitment to patient care goals. Hospice employees are largely trained professionals such as nurses and social workers. In hiring employees, hospice organizations look for skilled individuals with experience in their respective disciplines. Also an objective of this selection process is to employ individuals who value caring for patients. This strengthens the organizational cultures. Employees, after exposure to the organizational culture, who do not share the same values regarding patient care probably self-select out of the organizations.

In summary, hospice employees generally work in an environment conducive to high goal commitment. The work of hospice employees tends to be very clear, concrete, and focused toward patient care. The characteristic of the jobs has high task significance in the lives of patients and families. The core values of the organizational cultures reflect this significance and reinforce the need for quality patient care. Employees tend to be selected and retained based on their concern for patient care. In light of these characteristics the general level of goal commitment is high and the need for leadership is less.

Church Organizations

The church organizations are diverse in their directions and focus. The range of goals between church congregations in this study supports this observation. While hospice organizations are more narrowly focused on patient care related goals, church organizations have a wider range of objectives. The diversity of goals in part comes from the variety of objectives promoted by different pastors. Therefore when congregations change pastoral leaders, goals may change as well. In addition, each church organization is part of the larger conference structure. The goals of the churches may change as a result of shifts in emphasis at the conference level. For example, a new Bishop (one who oversees the entire conference) may want churches to focus on ministries to children and youth. This shift in conference level focus translates into different organizational goals within the congregations. These changes, regardless of the source, create a need for pastors to provide leadership in gaining commitment to the goals. As such the need is greater for leaders to move followers in a common direction through formulating and communicating a clear vision. This may explain why leadership is significantly associated with goal commitment in the church sample and not in the hospice sample.

The impact of leader behaviors on goal clarity may explain in part the results showing the significant relationships between the leadership dimensions and goal commitment directly and indirectly. Goal clarity is important for follower commitment to goals (Locke & Latham, 1990). It makes sense that followers will not be committed to goals unless they understand what the goals are. In a church setting a pastor has the opportunity to clarify the organizational goals for members.

Another role for leaders in the church organizations is to communicate through word and example the importance of their goals. The task significance discussed for hospice employees may not be as evident or clear-cut for church members. Therefore leaders have a role in conveying the significance of the goals and the impact that these have in the lives of other people.

Another significant characteristic of churches is that members vary in their levels of organizational commitment and participation. Therefore the role of leadership may impact goal commitment through its influence on the level of participation of the members. For example one church may consist of members who see their participation as one of many “extra” activities in their lives. Whereas another congregation has members that see the mission and goals of the church as their primary activity. The perception of the work of the church and their commitment to it may be dependent upon the leadership provided.

Comparison of Hospices and Churches

With regards to the influence of leadership, churches by the contextual issues may be more dependent upon leaders for the commitment of members to goals. Whereas individuals in hospices may remain highly committed to patient care goals regardless of their leaders. Hospice employees as a group have a higher level of goal commitment than did the church members. The mean level of commitment for hospice employees was 6.41 as compared to commitment by church members of 5.98 ($p > .001$). The lower goal commitment mean for the church sample enabled more variability in the results. The hospice organizations showed higher goal commitment with less variability. This has a ceiling effect when goal commitment is uniformly high and behaviors of leaders are less likely to correlate with commitment. Both the hospice and church organizations are

nonprofit, mission-oriented organizations. And while the hospice organizations may differ by comparison, it is important to note that the goal commitment of the church members was also high at 5.98 on a seven-point scale.

Hospice goals are generally clearer, more concrete, and more narrowly focused than church goals. For example, a church goal (taken from a questionnaire) to: “Provide ministries to children, youth and younger families” is less clearly defined and more difficult to measure. For the reasons of goal clarity (Locke & Latham, 1990) and task significance (Hackman & Oldham, 1980) leadership is relatively less important in hospices as compared to church congregations. Churches depend upon the influence of leaders to articulate the nature and importance of goals to their members. This is especially important since church members are all volunteer participants. As such all members are not present for all meetings and activities. Whereas employment contracts require (except for absenteeism) the participation of hospice employees. This difference in participation levels could serve to lessen the impact of organizational culture in socializing members of churches as compared to hospices. Therefore, church leaders may need to give church members more individualized attention.

The results indicated that the leadership dimension of individualized consideration has a significant positive relationship with member commitment to goals in the church sample. Therefore in churches, as volunteer organizations, it is important for leaders to give individualized attention to congregation members. Another aspect of church organizations is that the entrance and exit barriers for members are low, and thus pastors may need to provide individualized support to members in order to keep them committed to the organization and its goals. Hospice employees by contrast are motivated by other

things such as income or meaningful work to continue with the organization. Thus individualized consideration may be less important for committed employees in these settings.

The difference of employee versus volunteer may also explain in part of why there is a direct positive relationship between a leader's expression of high performance expectations and the self-efficacy of followers in churches but not in hospices. The nature of a employment relationship may be such that hospice employees interpret high expectations negatively. For example, an employee may view the expectation as a way of management to extract more work. In contrast, high expectations in a church may communicate a message of confidence by the leader in the follower. It is possible since churches are volunteer organizations that high expectations may be communicated in a more positive and supportive manner. If interpreted as confidence in the follower by a leader then it is reasonable to expect this behavior to positively influence the self-efficacy of followers.

Another factor is that hospice employees may focus on the organizational goals as the main source of meaning in their working lives. Whereas church members may not have the same need to find meaning in their organizational participation. This could translate into different levels of goal commitment. The role of church leaders in influencing the commitment of their followers may be greater because of the relative centrality of the organizations to their respective employees and members. This is another possible explanation for why leadership is significantly related to goal commitment in churches and not in hospices.

In summary hospice employees generally have clear, concrete, and focused goals more so than church members. Thus the need for leader influence in churches may be greater to attain the same level of goal clarity and task significance. Likewise, the differences created because of paid staff and volunteers may also create dynamics that make leadership more important in volunteer organizations.

Limitations and Future Research

This study looked at the relationships between constructs that influence the goal commitment with special attention given to the question of how does transformational leadership influence follower commitment. The differing results between the two types of organizations limits the generalizability of the findings. However this limitation also gives rise to a very interesting question for future research. What are the organizational characteristics that play a role in the relationship between leadership and goal commitment. The level of clear, concrete, and significant task related goals present in a situation (or in this case, an industry) appears to contribute greatly to the need or lack of need for transformational leadership behaviors. Future research in this domain can include empirically testing the situational and/or industry characteristics that determine the importance of leadership behaviors for goal commitment. A beginning point might be to conduct this study in a setting similar to the hospice site to see if the same results occur. For example, a hospital sample might be tested. Similarly a volunteer, nonprofit organization could be tested and compared to the church sample results of this study.

The question of why the core transformational leadership dimension has an indirect relationship with goal commitment is not immediately clear. This raises an interesting point for further investigation. Since the body of literature related to leadership

and goal commitment is only beginning to develop, many questions need further investigation. It is probable that the core transformational leadership behaviors such as creating, and articulating a common vision influences members to be committed as a result of goal congruence.

Another area of interest for future research is the role that transformational leadership behaviors have on the perception of goal congruence of followers. For example: Is there a difference between the actual congruence of goals and the perceived congruence by followers? This study actually measured a difference between leader and follower ratings. How does a perceptual measure of goal congruence relate to the actual congruence? And does the perceived congruence impact goal commitment?

The leadership dimension of intellectual stimulation needs further investigation. This study predicted that the self-efficacy of followers is positively related to intellectual stimulation. Contrary to expectations, the church sample showed a significant negative relationship between this dimension of leadership and the self-efficacy of followers. The scale items for intellectual stimulation center on the leader encouraging individuals to think about situations and problems in new and challenging ways. It is possible that people's self-efficacy may be lower when having to try new things rather than sticking with responses that are more familiar. Followers may have more confidence in familiar ways that they have tried in the past. Thus a pastor who ask persons to think about new ways to do old problems may unknowingly lower a person's confidence in the short run to accomplish the task. One area of future investigation would be to look at the short-term verse long term implications for follower self-efficacy.

The study of goal commitment itself is of further interest for research. The goal commitment measure used a seven-item scale by Hollenbeck, Williams, and Klein (1989). This study kept the seven-item scale intact as was outlined in the methodology. However, upon closer examination of the items a two-factor model of goal commitment emerges. The first factor represents the more global commitment questions. These are scale items five (“I am strongly committed to this goal”) and six (“I think that this goal is a good one to shoot for”). For hospices and churches, followers indicated a high level of commitment to the global organizational goals, however, a second factor may also be present. Scale items one (“It’s hard for me to take this goal seriously”), two (“Its unrealistic for me to expect to reach this goal”), three (“It is quite likely that this goal may need to be revised, depending on how things go”), and seven (It wouldn’t take much to make me change this goal”) comprise this factor. This second factor deals not with global commitment to the goal as much to the possible need to revise the goals.

It is possible that in nonprofit, mission oriented organizations, people may be committed to the goals but expect to revise them. The organizational goals may represent overarching values which are important but not expected to be achieved. Thus members may rate their commitment high but also rate high the need to revise the goals. This is one explanation for this empirical observation. Further research is needed to see if the way we measure and think about goal commitment is generalizable or whether like leadership it is specific to organizational type.

Another area of future research is to see how transformational leadership behaviors relate to individual and organizational performance. For example: In the church

sample does transformational leadership and goal commitment relate to organizational performance.

Conclusion

This study looked how transformational leadership and related constructs influence goal commitment in two types of nonprofit, mission-oriented organizations. This research contributes to addressing the gap in the literature regarding the influence of leadership on goal commitment. The empirical findings advance our knowledge of leadership in relation to goal commitment. It also raises some interesting questions regarding the generalizability of leadership and goal commitment research. Another contribution of this study is to add to our understanding of nonprofit, mission-oriented organizations. These types of organizations can benefit from a better understanding of the role of leadership in their specific context.

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APPENDIX A
Sample Questionnaire (Religious Site: Follower)

Directions: Please carefully answer the following questions as completely as possible. Your responses are confidential. After completing this questionnaire, please put it in the self-address, stamp envelop provided and mail it directly to Virginia Tech.

1. What is your position at your local church? _____
2. Please rate the importance of the following goals for your organization:

	Of No Importance					Of Primary Importance	
a. (to be derived from leader)	1	2	3	4	5	6	7
b. (to be derived from leader)	1	2	3	4	5	6	7
c. (to be derived from leader)	1	2	3	4	5	6	7
d. (to be derived from leader)	1	2	3	4	5	6	7

3. If there is a goal that you consider more important than the four listed above, please list it here:

4. Please list the most important organizational goal that you work towards in your position:

5. Has your local church participated in the Vision 2000 program? _____

Think about the organizational goal that you listed directly above in question #4 and answer the following questions with this goal in mind. Please circle the number that most closely represents the extent you agree or disagree with each of the following statements.

- | | Strongly
Disagree | 1 | 2 | 3 | 4 | 5 | 6 | Strongly
Agree |
|--|----------------------|---|---|---|---|---|---|-------------------|
| 1. It's hard for me to take this goal seriously | | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 2. It's unrealistic for me to expect to reach this goal..... | | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

	Strongly Disagree						Strongly Agree
3. It is quite likely that this goal may need to be revised, depending on how things go.....	1	2	3	4	5	6	7
4. Quite frankly, I don't care if I achieve this goal or not.....	1	2	3	4	5	6	7
5. I am strongly committed to this goal.....	1	2	3	4	5	6	7
6. I think that this goal is a good one to shoot for.	1	2	3	4	5	6	7
7. It wouldn't take much to make me change this goal.....	1	2	3	4	5	6	7

Please read the following items and think about yourself. Please circle the number that most closely represents the extent you agree or disagree with each of the following statements.

	Strongly Disagree						Strongly Agree
1. When I make plans, I am certain I can make them work.....	1	2	3	4	5	6	7
2. One of my problems is that I cannot get down to work when I should.....	1	2	3	4	5	6	7
3. If I can't do a job the first time, I keep trying until I can.....	1	2	3	4	5	6	7
4. When I set important goals for myself, I rarely achieve them.....	1	2	3	4	5	6	7
5. I give up on things before completing them.....	1	2	3	4	5	6	7
6. I avoid facing difficulties.....	1	2	3	4	5	6	7
7. If something looks too complicated, I will not even bother to try it.....	1	2	3	4	5	6	7
8. When I have something unpleasant to do, I stick to it until I finish it.....	1	2	3	4	5	6	7

	Strongly Disagree						Strongly Agree
9. When I decide to do something, I go right to work on it.....	1	2	3	4	5	6	7
10. When trying to learn something new, I soon give up if I am not initially successful.....	1	2	3	4	5	6	7
11. When unexpected problems occurs, I don't handle them well.....	1	2	3	4	5	6	7
12. I avoid trying to learn new things when they look too difficult for me.....	1	2	3	4	5	6	7
13. Failure just makes me try harder.....	1	2	3	4	5	6	7
14. I feel insecure about my ability to do things.....	1	2	3	4	5	6	7
15. I am a self-reliant person.....	1	2	3	4	5	6	7
16. I give up easily.....	1	2	3	4	5	6	7
17. I do not seem capable of dealing with most problems that come up in life.....	1	2	3	4	5	6	7

Please read the following items and think about your Pastor as leader. Please circle the number that most closely represents the extent you agree or disagree with each of the following statements.

	Strongly Disagree						Strongly Agree
My Pastor ...							
1. Has a clear understanding of where we are going.....	1	2	3	4	5	6	7
2. Paints an interesting picture of the future for our group.....	1	2	3	4	5	6	7
3. Always is seeking new opportunities for the organization.....	1	2	3	4	5	6	7
4. Inspires others with his/her plans for the future.....	1	2	3	4	5	6	7

	Strongly Disagree						Strongly Agree
5. Is able to get others committed to his/her dream.....	1	2	3	4	5	6	7
6. Leads by “doing,” rather than simply by “telling.”..	1	2	3	4	5	6	7
7. Provides a good model for me to follow.....	1	2	3	4	5	6	7
8. Leads by example.....	1	2	3	4	5	6	7
9. Fosters collaboration among work groups.....	1	2	3	4	5	6	7
10. Encourages employees [members] to be “team players.”.....	1	2	3	4	5	6	7
11. Gets the group to work together for the same goal.....	1	2	3	4	5	6	7
12. Develops a team attitude and spirit among employees.....	1	2	3	4	5	6	7
13. Shows us that he/she expects a lot from us.....	1	2	3	4	5	6	7
14. Insists on only the best performance.....	1	2	3	4	5	6	7
15. Will not settle for second best.....	1	2	3	4	5	6	7
16. Acts without considering my feelings.....	1	2	3	4	5	6	7
17. Shows respect for my personal feelings.....	1	2	3	4	5	6	7
18. Behaves in a manner thoughtful of my personal needs.....	1	2	3	4	5	6	7
19. Treats me without considering my personal feelings.....	1	2	3	4	5	6	7
20. Challenges me to think about old problems in new ways.....	1	2	3	4	5	6	7
21. asks questions that prompt me to think.....	1	2	3	4	5	6	7
22. Has stimulated me to rethink the way I do things.....	1	2	3	4	5	6	7

		Strongly Disagree						Strongly Agree
23. Has ideas that have challenged me to reexamine some of basic assumptions about my work.....	1	2	3	4	5	6	7	

Please read the following items and think about your Pastor as leader. Please circle the number that most closely represents the extent you agree or disagree with each of the following statements.

		Strongly Disagree						Strongly Agree
My Pastor can ...								
1. Make me feel that I have commitments to meet.	1	2	3	4	5	6	7	
2. Make me feel like I should satisfy my job requirements.....	1	2	3	4	5	6	7	
3. Give me the feeling I have responsibilities to fulfill.....	1	2	3	4	5	6	7	
4. Make my recognize that I have tasks to accomplish.....	1	2	3	4	5	6	7	
5. Give me good suggestions.....	1	2	3	4	5	6	7	
6. Share with me his/her considerable experience and/or training.....	1	2	3	4	5	6	7	
7. Provide me with sound advice.....	1	2	3	4	5	6	7	
8. Provide me with needed knowledge.....	1	2	3	4	5	6	7	
9. Make me feel valued.....	1	2	3	4	5	6	7	
10. Make me feel like he/she approves of me.....	1	2	3	4	5	6	7	
11. Make me feel personally accepted.....	1	2	3	4	5	6	7	
12. Make me feel important.....	1	2	3	4	5	6	7	
13. Increase my rewards from this position.....	1	2	3	4	5	6	7	
14. Provide me with special benefits.....	1	2	3	4	5	6	7	

	Strongly Disagree						Strongly Agree
15. Influence my getting praise from others.....	1	2	3	4	5	6	7
16. Influence my getting a better position.....	1	2	3	4	5	6	7
17. Give me undesirable assignments.....	1	2	3	4	5	6	7
18. Make my work difficult for me.....	1	2	3	4	5	6	7
19. Make things unpleasant here.....	1	2	3	4	5	6	7
20. Make being at work distasteful.....	1	2	3	4	5	6	7

Please read the following items and think about you and your Pastor as leader. Please circle the number that most closely represents the extent you agree or disagree with each of the following statements.

	Strongly Disagree						Strongly Agree
1. I agree with the Pastor about which goals are most important.....	1	2	3	4	5	6	7
2. I generally feel the same way as the the Pastor regarding our goals.....	1	2	3	4	5	6	7
3. The Pastor shares my perspective regarding the importance of our goals.....	1	2	3	4	5	6	7
4. What goals I consider important overlaps with what the Pastor considers	1	2	3	4	5	6	7

APPENDIX B
Sample Questionnaire (Religious Site: Leader)

Directions: Please carefully answer the following questions as completely as possible. Your responses are confidential. After completing this questionnaire, please put it in the self-address, stamp envelop provided and mail it directly to Virginia Tech.

Please list the four most important organizational goals for your Local Church(es).
 Following each goal, please rate its importance:

	Of	No						Of Primary
	Importance	Importance						Importance
1. _____	1	2	3	4	5	6	7	
2. _____	1	2	3	4	5	6	7	
3. _____	1	2	3	4	5	6	7	
4. _____	1	2	3	4	5	6	7	

Think about the organizational goal that you listed first above in #1 and answer the following questions with this goal in mind. Please circle the number that most closely represents the extent you agree or disagree with each of the following statements.

	Strongly						Strongly
	Disagree						Agree
1. It's hard for me to take this goal seriously	1	2	3	4	5	6	7
2. It's unrealistic for me to expect to reach this goal.....	1	2	3	4	5	6	7
3. It is quite likely that this goal may need to be revised, depending on how things go.....	1	2	3	4	5	6	7
4. Quite frankly, I don't care if I achieve this goal or not.....	1	2	3	4	5	6	7
5. I am strongly committed to this goal.....	1	2	3	4	5	6	7
6. I think that this goal is a good one to shoot for.	1	2	3	4	5	6	7

	Strongly Disagree						Strongly Agree
7. It wouldn't take much to make me change this goal.....	1	2	3	4	5	6	7

Please read the following items and think about yourself. Please circle the number that most closely represents the extent you agree or disagree with each of the following statements.

	Strongly Disagree						Strongly Agree
1. When I make plans, I am certain I can make them work.....	1	2	3	4	5	6	7
2. One of my problems is that I cannot get down to work when I should.....	1	2	3	4	5	6	7
3. If I can't do a job the first time, I keep trying until I can.....	1	2	3	4	5	6	7
4. When I set important goals for myself, I rarely achieve them.....	1	2	3	4	5	6	7
5. I give up on things before completing them.....	1	2	3	4	5	6	7
6. I avoid facing difficulties.....	1	2	3	4	5	6	7
7. If something looks too complicated, I will not even bother to try it.....	1	2	3	4	5	6	7
8. When I have something unpleasant to do, I stick to it until I finish it.....	1	2	3	4	5	6	7
9. When I decide to do something, I go right to work on it.....	1	2	3	4	5	6	7
10. When trying to learn something new, I soon give up if I am not initially successful.....	1	2	3	4	5	6	7
11. When unexpected problems occurs, I don't handle them well.....	1	2	3	4	5	6	7
12. I avoid trying to learn new things when they look too difficult for me.....	1	2	3	4	5	6	7

	Strongly Disagree						Strongly Agree
13. Failure just makes me try harder.....	1	2	3	4	5	6	7
14. I feel insecure about my ability to do things..	1	2	3	4	5	6	7
15. I am a self-reliant person.....	1	2	3	4	5	6	7
16. I give up easily.....	1	2	3	4	5	6	7
17. I do not seem capable of dealing with most problems that come up in life.....	1	2	3	4	5	6	7

Please read the following items and think about yourself as leader. Please circle the number that most closely represents the extent you agree or disagree with each of the following statements.

	Strongly Disagree						Strongly Agree
1. I have a clear understanding of where we are going.....	1	2	3	4	5	6	7
2. I paint an interesting picture of the future for our group.....	1	2	3	4	5	6	7
3. I always am seeking new opportunities for the organization.....	1	2	3	4	5	6	7
4. I inspire others with my plans for the future.....	1	2	3	4	5	6	7
5. I am able to get others committed to my dream.....	1	2	3	4	5	6	7
6. I lead by “doing,” rather than simply by “telling.”..	1	2	3	4	5	6	7
7. I provide a good model for others to follow.....	1	2	3	4	5	6	7
8. I lead by example.....	1	2	3	4	5	6	7
9. I fosters collaboration among work groups.....	1	2	3	4	5	6	7
10. I encourage employees [members] to be “team players.”.....	1	2	3	4	5	6	7

	Strongly Disagree						Strongly Agree
11. I get the group to work together for the same goal.....	1	2	3	4	5	6	7
12. I develop a team attitude and spirit among employees.....	1	2	3	4	5	6	7
13. I shows others that I expect a lot from them.....	1	2	3	4	5	6	7
14. I insist on only the best performance.....	1	2	3	4	5	6	7
15. I will not settle for second best.....	1	2	3	4	5	6	7
16. I act without considering others' feelings.....	1	2	3	4	5	6	7
17. I show respect for others personal feelings.....	1	2	3	4	5	6	7
18. I behave in a manner thoughtful of others' personal needs.....	1	2	3	4	5	6	7
19. I treats others without considering their personal feelings.....	1	2	3	4	5	6	7
20. I challenge others to think about old problems in new ways.....	1	2	3	4	5	6	7
21. I ask questions that prompt others to think.....	1	2	3	4	5	6	7
22. I have stimulated others to rethink the way they do things.....	1	2	3	4	5	6	7
23. I have ideas that have challenged others to reexamine some of basic assumptions about their work.....	1	2	3	4	5	6	7

Please read the following items and think about you as leader. Please circle the number that most closely represents the extent you agree or disagree with each of the following statements.

	Strongly Disagree						Strongly Agree
I can ...							
1. Make others feel that they have commitments to meet.....	1	2	3	4	5	6	7

	Strongly Disagree						Strongly Agree
2. Make others feel like they should satisfy their job requirements.....	1	2	3	4	5	6	7
3. Give others the feeling they have responsibilities to fulfill.....	1	2	3	4	5	6	7
4. Make others recognize that they have tasks to accomplish.....	1	2	3	4	5	6	7
5. Give others good suggestions.....	1	2	3	4	5	6	7
6. Share with others my considerable experience and/or training.....	1	2	3	4	5	6	7
7. Provide others with sound advice.....	1	2	3	4	5	6	7
8. Provide others with needed knowledge.....	1	2	3	4	5	6	7
9. Make others feel valued.....	1	2	3	4	5	6	7
10. Make others feel like they approves of me.....	1	2	3	4	5	6	7
11. Make others feel personally accepted.	1	2	3	4	5	6	7
12. Make others feel important.....	1	2	3	4	5	6	7
13. Increase others pay level.....	1	2	3	4	5	6	7
14. Provide others with special benefits.....	1	2	3	4	5	6	7
15. Influence others getting a pay raise.....	1	2	3	4	5	6	7
16. Influence others getting a promotion.....	1	2	3	4	5	6	7
17. Give others undesirable job assignments.....	1	2	3	4	5	6	7
18. Make others work difficult for them.....	1	2	3	4	5	6	7
19. Make things unpleasant here.....	1	2	3	4	5	6	7
20. Make being at work distasteful.....	1	2	3	4	5	6	7

Please read the following items and think about yourself as leader. Please circle the number that most closely represents the extent you agree or disagree with each of the following statements.

	Strongly Disagree						Strongly Agree
1. I agree with the followers about which goals are most important.....	1	2	3	4	5	6	7
2. I generally feel the same way as the the followers regarding our goals.....	1	2	3	4	5	6	7
3. The followers share my perspective regarding the importance of our goals.....	1	2	3	4	5	6	7
4. What goals I consider important overlaps with what the followers considers important.....	1	2	3	4	5	6	7

APPENDIX C
Sample Questionnaire (Hospice Site: Follower)

Directions: Please carefully answer the following questions as completely as possible. Your responses are confidential. After completing this questionnaire, please put it in the self-address, stamp envelop provided and mail it directly to Virginia Tech.

1. What is your position at your hospice organization? _____
2. Please rate the importance of the following goals for your organization:

	Of No							Of Primary
	Importance							Importance
a. (to be derived from leader)	1	2	3	4	5	6	7	
b. (to be derived from leader)	1	2	3	4	5	6	7	
c. (to be derived from leader)	1	2	3	4	5	6	7	
d. (to be derived from leader)	1	2	3	4	5	6	7	

3. If there is a goal that you consider more important than the four listed above, please list it here:

4. Please list the most important organizational goal that you work towards in your position at the hospice:

Think about the organizational goal that you listed directly above in question #4 and answer the following questions with this goal in mind. Please circle the number that most closely represents the extent you agree or disagree with each of the following statements.

	Strongly							Strongly
	Disagree							Agree
1. It's hard for me to take this goal seriously	1	2	3	4	5	6	7	
2. It's unrealistic for me to expect to reach this goal.....	1	2	3	4	5	6	7	
3. It is quite likely that this goal may need to be revised, depending on how things go.....	1	2	3	4	5	6	7	

	Strongly Disagree				Strongly Agree		
4. Quite frankly, I don't care if I achieve this goal or not.....	1	2	3	4	5	6	7
5. I am strongly committed to this goal.....	1	2	3	4	5	6	7
6. I think that this goal is a good one to shoot for....	1	2	3	4	5	6	7
7. It wouldn't take much to make me change this goal.....	1	2	3	4	5	6	7

Please read the following items and think about yourself. Please circle the number that most closely represents the extent you agree or disagree with each of the following statements.

	Strongly Disagree				Strongly Agree		
1. When I make plans, I am certain I can make them work.....	1	2	3	4	5	6	7
2. One of my problems is that I cannot get down to work when I should.....	1	2	3	4	5	6	7
3. If I can't do a job the first time, I keep trying until I can.....	1	2	3	4	5	6	7
4. When I set important goals for myself, I rarely achieve them.....	1	2	3	4	5	6	7
5. I give up on things before completing them.....	1	2	3	4	5	6	7
6. I avoid facing difficulties.....	1	2	3	4	5	6	7
7. If something looks too complicated, I will not even bother to try it.....	1	2	3	4	5	6	7
8. When I have something unpleasant to do, I stick to it until I finish it.....	1	2	3	4	5	6	7
9. When I decide to do something, I go right to work on it.....	1	2	3	4	5	6	7
10. When trying to learn something new, I soon give up if I am not initially successful.....	1	2	3	4	5	6	7

	Strongly Disagree						Strongly Agree
11. When unexpected problems occurs, I don't handle them well.....	1	2	3	4	5	6	7
12. I avoid trying to learn new things when they look too difficult for me.....	1	2	3	4	5	6	7
13. Failure just makes me try harder.....	1	2	3	4	5	6	7
14. I feel insecure about my ability to do things...	1	2	3	4	5	6	7
15. I am a self-reliant person.....	1	2	3	4	5	6	7
16. I give up easily.....	1	2	3	4	5	6	7
17. I do not seem capable of dealing with most problems that come up in life.....	1	2	3	4	5	6	7

Please read the following items and think about your Executive Director as leader. Please circle the number that most closely represents the extent you agree or disagree with each of the following statements.

	Strongly Disagree						Strongly Agree
My Executive Director ...							
1. Has a clear understanding of where we are going.....	1	2	3	4	5	6	7
2. Paints an interesting picture of the future for our group.....	1	2	3	4	5	6	7
3. Always is seeking new opportunities for the organization.....	1	2	3	4	5	6	7
4. Inspires others with his/her plans for the future.....	1	2	3	4	5	6	7
5. Is able to get others committed to his/her dream.....	1	2	3	4	5	6	7
6. Leads by "doing," rather than simply by "telling."	1	2	3	4	5	6	7
7. Provides a good model for me to follow.....	1	2	3	4	5	6	7

	Strongly Disagree						Strongly Agree
8. Leads by example.....	1	2	3	4	5	6	7
9. Fosters collaboration among work groups.....	1	2	3	4	5	6	7
10. Encourages employees [members] to be "team players.".....	1	2	3	4	5	6	7
11. Gets the group to work together for the same goal.....	1	2	3	4	5	6	7
12. Develops a team attitude and spirit among employees.....	1	2	3	4	5	6	7
13. Shows us that he/she expects a lot from us.....	1	2	3	4	5	6	7
14. Insists on only the best performance.....	1	2	3	4	5	6	7
15. Will not settle for second best.....	1	2	3	4	5	6	7
16. Acts without considering my feelings.....	1	2	3	4	5	6	7
17. Shows respect for my personal feelings.....	1	2	3	4	5	6	7
18. Behaves in a manner thoughtful of my personal needs.....	1	2	3	4	5	6	7
19. Treats me without considering my personal feelings.....	1	2	3	4	5	6	7
20. Challenges me to think about old problems in new ways.....	1	2	3	4	5	6	7
21. asks questions that prompt me to think.....	1	2	3	4	5	6	7
22. Has stimulated me to rethink the way I do things.....	1	2	3	4	5	6	7
23. Has ideas that have challenged me to reexamine some of basic assumptions about my work.....	1	2	3	4	5	6	7

Please read the following items and think about your Executive Director as leader. Please circle the number that most closely represents the extent you agree or disagree with each of the following statements.

	Strongly Disagree						Strongly Agree
My Executive Director can ...							
1. Make me feel that I have commitments to meet...	1	2	3	4	5	6	7
2. Make me feel like I should satisfy my job requirements.....	1	2	3	4	5	6	7
3. Give me the feeling I have responsibilities to fulfill.....	1	2	3	4	5	6	7
4. Make my recognize that I have tasks to accomplish.....	1	2	3	4	5	6	7
5. Give me good technical suggestions.....	1	2	3	4	5	6	7
6. Share with me his/her considerable experience and/or training.....	1	2	3	4	5	6	7
7. Provide me with sound job-related advice.....	1	2	3	4	5	6	7
8. Provide me with needed technical knowledge.....	1	2	3	4	5	6	7
9. Make me feel valued.....	1	2	3	4	5	6	7
10. Make me feel like he/she approves of me.....	1	2	3	4	5	6	7
11. Make me feel personally accepted.....	1	2	3	4	5	6	7
12. Make me feel important.....	1	2	3	4	5	6	7
13. Increase my pay level.....	1	2	3	4	5	6	7
14. Provide me with special benefits.....	1	2	3	4	5	6	7
15. Influence my getting a pay raise.....	1	2	3	4	5	6	7
16. Influence my getting a promotion.....	1	2	3	4	5	6	7

	Strongly Disagree						Strongly Agree
17. Give me undesirable job assignments.....	1	2	3	4	5	6	7
18. Make my work difficult for me.....	1	2	3	4	5	6	7
19. Make things unpleasant here.....	1	2	3	4	5	6	7
20. Make being at work distasteful.....	1	2	3	4	5	6	7

Please read the following items and think about you and your Executive Director as leader. Please circle the number that most closely represents the extent you agree or disagree with each of the following statements.

	Strongly Disagree						Strongly Agree
1. I agree with the Executive Director about which goals are most important.....	1	2	3	4	5	6	7
2. I generally feel the same way as the the Executive Director regarding our goals.....	1	2	3	4	5	6	7
3. The Executive Director shares my perspective regarding the importance of our goals.....	1	2	3	4	5	6	7
4. What goals I consider important overlaps with what the Executive Director considers important.....	1	2	3	4	5	6	7

APPENDIX D
Sample Questionnaire (Hospice Site: Leader)

Directions: Please carefully answer the following questions as completely as possible. Your responses are confidential. After completing this questionnaire, please put it in the self-address, stamp envelop provided and mail it directly to Virginia Tech.

Please list the four most important organizational goals for your organization. Following each goal, please rate its importance:

	Of No Importance							Of Primary Importance
1. _____	1	2	3	4	5	6	7	
2. _____	1	2	3	4	5	6	7	
3. _____	1	2	3	4	5	6	7	
4. _____	1	2	3	4	5	6	7	

Think about the organizational goal that you listed first above in #1 and answer the following questions with this goal in mind. Please circle the number that most closely represents the extent you agree or disagree with each of the following statements.

		Strongly Disagree						Strongly Agree
1. It's hard for me to take this goal seriously	1	2	3	4	5	6	7	
2. It's unrealistic for me to expect to reach this goal.....	1	2	3	4	5	6	7	
3. It is quite likely that this goal may need to be revised, depending on how things go.....	1	2	3	4	5	6	7	
4. Quite frankly, I don't care if I achieve this goal or not.....	1	2	3	4	5	6	7	
5. I am strongly committed to this goal.....	1	2	3	4	5	6	7	
6. I think that this goal is a good one to shoot for.	1	2	3	4	5	6	7	

	Strongly Disagree						Strongly Agree
7. It wouldn't take much to make me change this goal.....	1	2	3	4	5	6	7

Please read the following items and think about yourself. Please circle the number that most closely represents the extent you agree or disagree with each of the following statements.

	Strongly Disagree						Strongly Agree
1. When I make plans, I am certain I can make them work.....	1	2	3	4	5	6	7
2. One of my problems is that I cannot get down to work when I should.....	1	2	3	4	5	6	7
3. If I can't do a job the first time, I keep trying until I can.....	1	2	3	4	5	6	7
4. When I set important goals for myself, I rarely achieve them.....	1	2	3	4	5	6	7
5. I give up on things before completing them.....	1	2	3	4	5	6	7
6. I avoid facing difficulties.....	1	2	3	4	5	6	7
7. If something looks too complicated, I will not even bother to try it.....	1	2	3	4	5	6	7
8. When I have something unpleasant to do, I stick to it until I finish it.....	1	2	3	4	5	6	7
9. When I decide to do something, I go right to work on it.....	1	2	3	4	5	6	7
10. When trying to learn something new, I soon give up if I am not initially successful.....	1	2	3	4	5	6	7
11. When unexpected problems occurs, I don't handle them well.....	1	2	3	4	5	6	7
12. I avoid trying to learn new things when they look too difficult for me.....	1	2	3	4	5	6	7

	Strongly Disagree						Strongly Agree
13. Failure just makes me try harder.....	1	2	3	4	5	6	7
14. I feel insecure about my ability to do things..	1	2	3	4	5	6	7
15. I am a self-reliant person.....	1	2	3	4	5	6	7
16. I give up easily.....	1	2	3	4	5	6	7
17. I do not seem capable of dealing with most problems that come up in life.....	1	2	3	4	5	6	7

Please read the following items and think about yourself as leader. Please circle the number that most closely represents the extent you agree or disagree with each of the following statements.

	Strongly Disagree						Strongly Agree
1. I have a clear understanding of where we are going.....	1	2	3	4	5	6	7
2. I paint an interesting picture of the future for our group.....	1	2	3	4	5	6	7
3. I always am seeking new opportunities for the organization.....	1	2	3	4	5	6	7
4. I inspire others with my plans for the future.....	1	2	3	4	5	6	7
5. I am able to get others committed to my dream.....	1	2	3	4	5	6	7
6. I lead by “doing,” rather than simply by “telling.”.	1	2	3	4	5	6	7
7. I provide a good model for others to follow.....	1	2	3	4	5	6	7
8. I lead by example.....	1	2	3	4	5	6	7
9. I fosters collaboration among work groups.....	1	2	3	4	5	6	7
10. I encourage employees [members] to be “team players.”.....	1	2	3	4	5	6	7

	Strongly Disagree						Strongly Agree
11. I get the group to work together for the same goal.....	1	2	3	4	5	6	7
12. I develop a team attitude and spirit among employees.....	1	2	3	4	5	6	7
13. I shows others that I expect a lot from them.....	1	2	3	4	5	6	7
14. I insist on only the best performance.....	1	2	3	4	5	6	7
15. I will not settle for second best.....	1	2	3	4	5	6	7
16. I act without considering others' feelings.....	1	2	3	4	5	6	7
17. I show respect for others personal feelings.....	1	2	3	4	5	6	7
18. I behave in a manner thoughtful of others' personal needs.....	1	2	3	4	5	6	7
19. I treats others without considering their personal feelings.....	1	2	3	4	5	6	7
20. I challenge others to think about old problems in new ways.....	1	2	3	4	5	6	7
21. I ask questions that prompt others to think.....	1	2	3	4	5	6	7
22. I have stimulated others to rethink the way they do things.....	1	2	3	4	5	6	7
23. I have ideas that have challenged others to reexamine some of basic assumptions about their work.....	1	2	3	4	5	6	7

Please read the following items and think about you as leader. Please circle the number that most closely represents the extent you agree or disagree with each of the following statements.

	Strongly Disagree						Strongly Agree
I can ...							
1. Make others feel that they have commitments to meet.....	1	2	3	4	5	6	7

	Strongly Disagree						Strongly Agree
2. Make others feel like they should satisfy their job requirements.....	1	2	3	4	5	6	7
3. Give others the feeling they have responsibilities to fulfill.....	1	2	3	4	5	6	7
4. Make others recognize that they have tasks to accomplish.....	1	2	3	4	5	6	7
5. Give others good technical suggestions.....	1	2	3	4	5	6	7
6. Share with others my considerable experience and/or training.....	1	2	3	4	5	6	7
7. Provide others with sound job-related advice.....	1	2	3	4	5	6	7
8. Provide others with needed technical knowledge.....	1	2	3	4	5	6	7
9. Make others feel valued.....	1	2	3	4	5	6	7
10. Make others feel like they approve of me.....	1	2	3	4	5	6	7
11. Make others feel personally accepted.	1	2	3	4	5	6	7
12. Make others feel important.....	1	2	3	4	5	6	7
13. Increase others rewards from this position.....	1	2	3	4	5	6	7
14. Provide others with special benefits.....	1	2	3	4	5	6	7
15. Influence others getting praise.....	1	2	3	4	5	6	7
16. Influence others getting a better position.....	1	2	3	4	5	6	7
17. Give others undesirable assignments.....	1	2	3	4	5	6	7
18. Make others work difficult for them.....	1	2	3	4	5	6	7
19. Make things unpleasant here.....	1	2	3	4	5	6	7
20. Make being at work distasteful.....	1	2	3	4	5	6	7

Please read the following items and think about yourself as leader. Please circle the number that most closely represents the extent you agree or disagree with each of the following statements.

- | | Strongly
Disagree | | | | | | Strongly
Agree |
|--|------------------------------|---|---|---|---|---|---------------------------|
| 1. I agree with the followers
about which goals are most important..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 2. I generally feel the same way as the
the followers regarding our goals..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 3. The followers share my perspective
regarding the importance of our goals..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 4. What goals I consider important overlaps
with what the followers considers
important..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

Jeffrey L. Godwin

Educational Background

Ph.D., Business Management (1998), Virginia Tech, Blacksburg, Virginia
MBA (1991), West Virginia University, (GPA 3.95, class rank: #1)
M.Div. (1988), Wesley Theological Seminary, Washington, DC
BBA (1981), The College of William and Mary, Williamsburg, Virginia

Research Interests

Leadership, Goal setting, Social cognition, and Leadership issues in nonprofit organizations

Publications

Articles:

Godwin, J. L., Neck, C. P., and Houghton, J., "The Impact of Thought Self-Leadership on Individual Goal Performance: A Cognitive Perspective," Journal of Management Development, (in press)

Godwin, J. L. and Neck, C. P., "Desired Transformational Leadership Behaviors in a Religious Organization: Analysis by Hierarchical Organizational Level," International Journal of Organization Theory and Behavior, 1998, 1(2), 163-180.

Neck, C. P., Smith, W. J., and Godwin, J. L., "Thought Self-Leadership: A Self-Regulatory Approach to Diversity Management," Journal of Managerial Psychology, 1997, 12 (3), 190-203.

Godwin, J. L. and Neck, C. P., "Researcher 'Projection' Revisited: A Response to Kahn," Journal of Applied Behavioral Science, 1996, 32 (3), 323-331.

Neck, C. P., Godwin, J. L. and Spencer, E., "Understanding Researcher 'Projection' in Interpreting Case Study Data: The South Canyon Fire Tragedy," Journal of Applied Behavioral Science, 1996, 32 (1), 48-61.

Proceedings:

Neck, C. P., Nouri, H., and Godwin, J. L., "Thought Self-Leadership: A Social Learning-Based Approach Toward Participation in Goal Setting," Proceedings of the Fifth Annual Bayer International Conference, May 1996, Pittsburgh.

Presentations

Davis, M. and Godwin, J. L. "A National Study of Hospices Integrating for the Future," presented at the Annual Conference ("Empowering the Team") of the West Virginia Hospice Council, Huntington, WV, April 1997.

Godwin, J. L. and Davis, M. "Hospice Care: A National Study of Hospices Integrating for the Future," presented at the Eighteenth Annual Symposium and Exposition of the National Hospice Organization, Chicago, November 1996.

Davis, M. and Godwin, J. L., "Hospice Care: Integrating For The Future," presented at the National Hospice Organization's Eleventh Management and Leadership Conference, San Francisco, May 1996.

Neck, C. P., Nouri, H., and Godwin, J. L., "Thought Self-Leadership: A Social Learning-Based Approach Toward Participation in Goal Setting," presented at the Fifth Annual Bayer International Conference, Pittsburgh, May 1996.

Major Work Experience

Assistant Professor of Business Management, Department Chair, West Virginia Wesleyan College, Buckhannon, West Virginia (August 1998 to present)

Research and Teaching Assistantship, Virginia Tech, Department of Management (August 1994 to May 1995; August 1995 to May 1996; Summer 1996; August 1996 to May 1997; Summer 1997; August 1997 to May 1998, Summer 1998)

Minister, Masontown United Methodist Church, Masontown, West Virginia (June 1989 to June 1994)

Minister of Visitation, Dulin United Methodist Church, Falls Church, Virginia (part-time: June 1986 to June 1988)

Bond Underwriter, Early, Cassidy, and Schilling, Inc., Bethesda, Maryland (September 1984 to May 1989)

Bond Underwriter, U.S.F. & G. Corporation, Baltimore, Maryland (May 1982 to August 1984)

Coal Miner, U.S. Steel Mining Company, Gary, West Virginia (August 1981 to February 1982)

Service Activities, Honors, and Awards

Organizational Behavior, Doctoral Student Consortium, Academy of Management Meeting, Boston, MA (August 1997)

Member of the Academy of Management (1997)

Board of Directors for Hospice Care Corporation, Kingwood, West Virginia (May 1990 to present; President from May 1991 to May 1994)

Board of Pensions for the West Virginia Annual Conference of The United Methodist Church (June 1992 to June 1996)

John D. May Award for Outstanding West Virginia resident MBA student (1991)

Beta Gamma Sigma (1991)

Member of the West Virginia Annual Conference of The United Methodist Church (1986 to present)

The College of William and Mary:

Varsity Football and Track, Full Athletic Scholarship (1977-81)
Fellowship of Christian Athletes (1977-1981; President 1980-81)
Lambda Chi Alpha Fraternity

Junior Citizen of the Year Award, Buckhannon, West Virginia (1977)

Boy Scouts of America, Rank of Eagle (1976)

Buckhannon-Upshur High School:

Senior Class President
National Honor Society
Varsity Football, Team Captain (1976)
Varsity Wrestling, Team Co-Captain (1976-77)
First Team, All State Football, Linebacker (1976)
John Young Award (1977) and the Freal "Red" Critics Award (1977)