

A Quantitative Study of the Perceived Leadership Practices of Business and
Educational Leaders in North Georgia

A Dissertation submitted
to the Graduate School
Valdosta State University

in partial fulfillment of requirements
for the degree of

DOCTOR OF EDUCATION

in Educational Leadership

in the Department of Educational Leadership
of the Dewar College of Education and Human Services

May 2016

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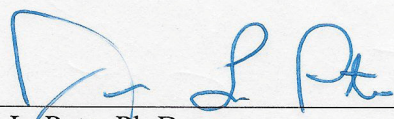
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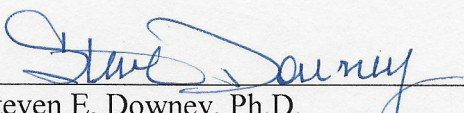
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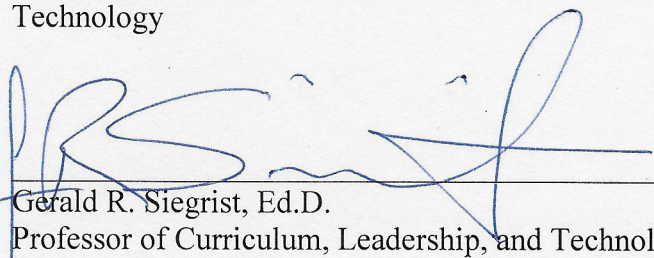


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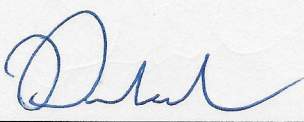
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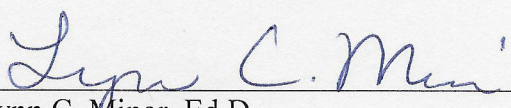


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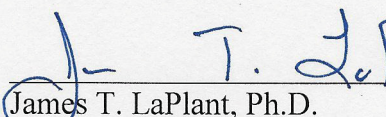
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ABSTRACT

Quality leadership is the key to the success of any organization. It is important for leaders to understand the key attributes needed to be successful in their positions. While leadership studies have focused on both leadership in specific contexts and on broad-based leadership ideas, little has been done in researching the specifics of business and educational leadership simultaneously. It is important for leaders to understand each other, especially in these two contexts, as changes in the world are requiring further collaboration and business ideas are beginning to have an impact on public schools in the form of items such as new funding formulas and charter schools operated by private businesses. The purpose of this study was to examine the perceived leadership practices of business and educational leaders using Kouzes and Posner's (2002) Leadership Practices Inventory-Self and to identify the differences and similarities in both types of leaders through a quantitative study. The research questions used to guide this study were: (a) what are the self-perceived traits among business leaders regarding the practices of Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart; (b) what are the self-perceived traits among educational leaders regarding the practices of Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart; (c) what differences, if any, exist between business leaders and educational leaders on Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart; and (d) what differences, if any, exist between business leaders and educational leaders on Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart after controlling for age and length of employment? Results of

the quantitative study imply that few differences exist between business leaders and educational leaders and their use of the five exemplary practices of leadership.

TABLE OF CONTENTS

Chapter I: INTRODUCTION.....	1
Introduction.....	1
Conceptual Framework.....	4
Problem Statement.....	9
Purpose Statement.....	10
Methodology.....	10
Research Questions.....	11
Population.....	11
Data Collection and Instrumentation.....	12
Data Analysis.....	12
Limitations.....	12
Definitions of Key Terms.....	13
Summary.....	13
Chapter II: REVIEW OF LITERATURE.....	15
Definition of Leadership.....	16
Basic Theories and Approaches of Leadership.....	16
Transformational vs. Transactional Leadership.....	19
Characteristics of Effective Leadership.....	21

Business Leadership.....	25
Educational Leadership.....	28
Instructional Leadership.....	31
Leadership Development.....	32
Conclusion.....	34
Chapter III: METHODOLOGY.....	36
Research Design.....	36
Research Questions.....	37
Population.....	38
Instrumentation.....	38
Data Collection.....	40
Data Analysis.....	40
Chapter IV: DATA ANALYSIS AND FINDINGS.....	42
Introduction.....	42
Research Questions.....	43
Demographic Data.....	43
Data Analysis of Research Question 1.....	47
Data Analysis of Research Question 2.....	67
Data Analysis of Research Question 3.....	87
Data Analysis of Research Question 4.....	92
Summary.....	100

Chapter V: DISCUSSION.....	102
Overview of Study.....	102
Literature Review Summary.....	103
Population.....	107
Methodology.....	107
Summary of Findings.....	108
Implications.....	115
Limitations.....	117
Recommendations for Future Research.....	118
Conclusions Drawn from this Study.....	119
REFERENCES.....	122
APPENDICES	
APPENDIX A: Characteristics of Admired Leaders.....	136
APPENDIX B: The 5 Practices of Exemplary Leadership and Their Commitments.....	138
APPENDIX C: The Shifting Realm of the Business World.....	140
APPENDIX D: The 21 Responsibilities of School Leaders Today.....	142
APPENDIX E: Introductory Participant Letter.....	145
APPENDIX F: Participant Letter Reminder.....	147
APPENDIX G: Final Participant Letter Final Reminder.....	149
APPENDIX H: Leadership Practices Inventory – Self Survey Numbers and Full Statements.....	151
APPENDIX I: LPI Permissions Letter.....	155

APPENDIX J: Institutional Review Board Exemption Report.....157

LIST OF TABLES

Table 1: Distribution of Respondents by Context and Gender.....	44
Table 2: Distribution of Respondents by Years of Experience.....	45
Table 3: Distribution of Respondents by Age.....	47
Table 4: Descriptive Statistics for Business Leaders and Model the Way.....	49
Table 5: Descriptive Statistics for Business Leaders and Inspire a Shared Vision.....	52
Table 6: Descriptive Statistics for Business Leaders and Challenge the Process.....	56
Table 7: Descriptive Statistics for Business Leaders and Enable Others to Act.....	60
Table 8: Descriptive Statistics for Business Leaders and Encourage the Heart.....	63
Table 9: Descriptive Statistics for Educational Leaders and Model the Way.....	69
Table 10: Descriptive Statistics for Educational Leaders and Inspire a Shared Vision....	73
Table 11: Descriptive Statistics for Educational Leaders and Challenge the Process.....	76
Table 12: Descriptive Statistics for Educational Leaders and Enable Others to Act.....	80
Table 13: Descriptive Statistics for Educational Leaders and Encourage the Heart.....	84
Table 14: Responses to Leadership Practices Inventory by Kouzes and Posner.....	89
Table 15: Responses to Leadership Practices Inventory by Kouzes and Posner.....	90
Table 16: Descriptive Statistics for Leadership Scores and Age.....	93
Table 17: Univariate Tests for Leadership by Group with Age.....	96
Table 18: Descriptive Statistics for Leadership by Group with Length of Employment..	98
Table 19: Univariate Tests Leadership Scores by Group and Years of Experience.....	100

ACKNOWLEDGEMENTS

This entire process has been quite an experience and the credit goes to all of those who have supported me along the way. First and foremost, I am thankful to my Heavenly Father who blessed me with the opportunity to pursue this degree while working full time in various capacities.

Secondly, I would like to thank my amazing family and friends for their love and encouragement during this time. I could not have done this without the support of my wife, children, parents, mother-in-law, brother, and sister-in-law. Thank you for supporting me, loving me, and being patient with me during these years where my focus and attention was pulled in multiple directions. I love you and am thankful for you.

I appreciate the guidance and support I have been provided throughout this process from all of my professors at Valdosta State University. Specifically, thank you Dr. Pate for the wisdom you instilled in me during our time together in class and thank you for your patience and support over the past few years. Dr. Downey, I cannot thank you enough for standing alongside me and guiding me through this process. There are no words to express my gratitude for your support and insight. Finally, Dr. Leech and Dr. Siegrist, thank you for supporting my efforts and encouraging me along the way. Your words of wisdom and sharing of life experiences over the years has made me a better leader.

Finally, I would like to thank the school systems and the leaders I have worked with during my career thus far. I appreciate all of the support I received from Gordon County Schools and Calhoun City Schools and still receive from Cartersville City Schools. I would like to thank Mrs. Betty Holland for giving me a chance in my first leadership role. I would also like to thank Dr. Bill McCown, Dr. Michele Taylor, and Dr. Howard Hinesley for allowing me to serve under you and ask you an abundance of questions along the way. To all of my former co-workers and current co-workers, thank you for pushing me and always taking an interest in my study. Your constant encouragement has helped keep me going on this journey.

DEDICATION

All praise and honor go to Jesus Christ. I am thankful for your unending love and grace and pray I honor you as a leader each day of my life. To my beautiful bride, Rebekah, and my two children, Will and Addie, I dedicate this dissertation to you as I could have not done it without you. The three of you have allowed me to work on this project over the past few years and at times I know I was difficult to deal with. Rebekah, thank you for being the rock of this family and for picking up my slack. You gave up so much of your time so I could have more time on this project and you never once made me feel bad about it. You never doubted me, always loved, supported, and prayed for me, and you have cared for our children in the most impressive way. You are my best friend and I am so excited to have more time to spend with you. Will and Addie, it is an honor to be your father and I am sorry this project took me so long to complete. The both of you have been so understanding over the years when my time has been taken away from you and I appreciate all of the support you have given me. I love you with all of my heart and am excited about spending more time with you.

Chapter I

INTRODUCTION

Great leaders, regardless of the organization, are not necessarily compelling individuals focused on seeking attention for an innovative idea. Rather, they are focused on building an effective organization that will last over time, even when their presence is gone (Collins & Porras, 1994). The demand for strong leaders within an organization continues to grow as they are tasked with not only growing organizations internally, but also externally by impacting the greater world around them (Blowfield, Phil, & Goggins, 2006; Maidique & Perez, 2013). Kotter (2008), in describing leadership, stresses the importance of recognizing that leadership is about dealing with change.

Leadership is important in all organizations. The context of an organization and how a leader handles the context is of great importance (Gallos, 2006). Gallos (2006) stated:

Leadership is always contextual. The unique demands of time, place, people, task, and organizational history affect the leadership path as well as the capacities needed to do the job well. Healing an ailing company requires savvy and strategies different from those needed to sustain progress in a well-functioning enterprise; heading a family-owned business has challenges that leading a public multinational doesn't, and vice versa; and the list goes on... Leaders who understand how organizations work and possess strong diagnostic skills are more likely to match their efforts and talents to the demands of the situation.

Leadership is hard work, and even experienced leaders are often surprised and tested by what they find (p. 155).

Since context matters in leadership, especially in our fast-paced, changing world, could business and educational leaders only be successful in their context? What differences and similarities exist in these leaders? According to Michael Sales (2006), educational leaders and business leaders would fall under the category of “tops.” These “tops” would be considered the chief individuals in an organization whose influence is widespread. “Tops” are responsible for the overall being of an organization, compared to “bottoms” who complete the daily tasks and “middles” who serve the “tops” by sharing information and overseeing the “bottoms.” Researchers Hoyle, Bjork, Collier, and Glass (2005) found many similarities existed between superintendents’ responsibilities and the responsibilities of Chief Executive Officers (CEOs) in the private sector, such as working with budgets and making personnel decisions. The major difference was private sector CEOs received a substantially higher salary as compared to school superintendents.

Change has presented educational leaders with challenges at an unprecedented speed. Bolman and Deal (2007) referred to the world we live in as one “of chronic scarcity, diversity, and conflict” (p. 117). Today the role of a principal is to lead in an environment that is changing by the minute. The challenges educational leaders face range from an increase in student population to having fewer resources. Additionally, educational leaders are seeing an increase in complex student needs and requirements while continuously facing an increase in accountability (Murphy & Schwarz, 2000). Furthermore, the attack on educational leaders is a constant challenge. Some business leaders believe schools are broken and reform in our schools needs to take place due to

the lack of success in some schools. This attitude tends to create a divide between education and business (Volmer, 2010).

The demand for strong educational leaders is credited with being one of the ways to deal with these challenges and improve our educational system. Strong educational leaders are observant of their surroundings and know when to act accordingly (Deal & Peterson, 2007). Studies which focused on effective school leadership indicate effective schools are led by leaders who create a positive culture where teachers are empowered, focus on meaningful professional development, and effectively establish a clear vision (Dinham, 2005; Eacott, 2007; Kalarygou, Pescosolido, & Kalargiros, 2012; Lazaridou & Iordanides, 2011). Furthermore, their commitment and enthusiasm for innovation and advancement allows them to lead all stakeholders to great heights (Hoyle et al., 2005). Effective educational leaders demonstrate and encourage life-long learning and constantly look at ways to build a positive culture in a continuously fluctuating environment (Robbins & Alvy, 2003). They are adapters who have a rich knowledge of instruction and budgets, are visionary, and collaborate with the community (Darling-Hammond et al., 2007).

In the business world, leaders are facing a barrage of changes due to globalization (Kanter, 2010). Tremendous leadership skills are required to deal with these changes. Social and environmental needs are now impacting business leaders' time along with their focus on creating profits (Idowu, 2009; Maidique & Perez, 2013; Palmer, 2009).

Items such as technological advancements and outsourcing have made competition in the business world more global and easier (Friedman, 2005). Kotter (2008) echoed these ideas on the competitive business world when he wrote:

Faster technological change, greater international competition, the deregulation of markets, overcapacity... The net result is that doing what was done yesterday, or doing it 5% better, is no longer a formula for success. Major changes are more and more necessary to survive and compete effectively in this new environment.

More change always demands more leadership (p. 6).

Strong leadership is necessary to deal with changes and lead businesses into a new era of operating. Effective business leaders help organizations build and understand their core ideology; the beliefs and drive of an organization that lasts over time no matter the changes, such as leadership changes and technology advancements (Collins & Porras, 1994). This core ideology, or culture, is what motivates employees to come to work and pursue a common goal. The presence of a culture, or lack thereof, is evident in the daily interactions of an organization's employees (Robbins & Alvy, 2003). Effective business leaders create a vision for their organizations and demonstrate an incredible passion for the organization that is unwavering even in the face of challenges (Idowu, 2009). Additionally, business leaders are ethical and responsible with their decisions and practice self-discipline (George, 2003; Minkes, Small, & Chatterjee, 1999; Palmer, 2009).

Conceptual Framework

While an abundance of literature exists focused on leadership, little research exists solely and simultaneously focused on business and educational leadership. The global society and the speed at which change occurs makes the role of a leader from either context both pivotal and difficult. Knowing how business and educational leaders

perceive their daily practices will help leaders in both contexts understand what practices are lacking and how growth in a specific area could help an organization.

Kouzes and Posner's (2002) five practices of exemplary leadership are a culmination of leadership characteristics and behaviors they have noted in their thirty years of research on leadership. These five practices of exemplary leadership are useful because they have been noted in leaders in various sectors (2002). Kouzes and Posner (2012) shared the following, "It's about the practices leaders use to transform values into actions, visions into realities, obstacles into innovations, separateness into solidarity, and risks into rewards" (p. 3).

Literature about leadership supports the premises found in the five exemplary leadership practices. "Model the Way," the first of the five practices, is where a leader's actions and words go hand in hand. For this to happen, a leader must know who they are and what they stand for (Kouzes & Posner, 2002). The values and beliefs a leader possesses are important because they shape the way they think and act. These values and beliefs, if appropriate, allow leaders to move their organizations forward (Maidique & Perez, 2013). The idea of "modeling the way" is seen in Collins' description of Level 5 leaders (Collins, 2001). He believes modesty is seen in the work of Level 5 leaders. These leaders are about work, not merely appearance, and are willing to sacrifice their personal time and interests to see their organization succeed. Moreover, leaders who "model the way" are familiar with the overall structure of the company. Bolman and Deal (2003) stress the importance of focusing on the overall design of the organization in their structural frame. The author's structural frame emphasizes the belief that configurations must be in place to allow workers to effectively blend together to achieve a common

goal. The leader is focused on the organization as a whole (2003) and displays great awareness and stewardship (Spears, 1995).

The second practice of exemplary leadership is “Inspire a Shared Vision” (Kouzes & Posner, 2002). The ability to create a clear vision and successfully carry out a vision is crucial for all leaders (Beckhard & Pritchard, 1992; Sashkin & Sashkin, 2003). The greatest attribute a leader can possess is the ability to effectively cast out a vision (Bennis, 2003). A visionary leader is one who sees the final product before starting (Covey, 2004). There is a purpose behind everything they do and they make sure this purpose is understood by all within the organization (Murphy, 1968). Leaders also know how to gain the support of others in pursuit of the vision they have casted (Thompson, 2012; Tichy, 2002). They have the ability to bring others together and recognize lingering challenges and the importance of a plan (Collins, 2001). Kouzes and Posner (2002) stated, “Teaching a vision-and confirming that the vision is shared-is a process of engaging constituents in conversations about their lives, about their hopes and dreams” (p. 143).

Bolman and Deal’s (2003) symbolic frame aligns in certain ways with the practice, Inspiring a Shared Vision. The symbolic frame is focused on the organization as an avenue to give clarity and purpose to those around them. This clarity and purpose paints a picture and writes a story about the meaning of the organization. A leader who understands the symbolic frame understands that symbols and stories can unite a group of people together for a common good and keeps the organization together even during difficult times (1991). Under this frame, a leader is focused on building a community (Spears, 1995) and clearly communicating a vision (Bennis, 2003; Jung & Avolio, 2000).

The third practice of exemplary leadership is “Challenge the Process” (Kouzes & Posner, 2002). Kotter (2001) noted successful executives are willing to take risks early in their career but more importantly they learn from their risks. These leaders are forerunners who see opportunities and they relentlessly find ways to investigate and maximize those opportunities (Kouzes & Posner, 2002). They must be clear when describing the importance of change in order to keep others clear about the purpose and avoid unnecessary confusion (Fullan, 2001). They understand success does not occur overnight and they recognize the importance of change in order to maximize efforts (Kouzes & Posner, 2002). Furthermore, they recognize the desires of others, strategically use people to help achieve a goal, build in choice for their employees, foster an atmosphere that encourages risks, and celebrate small victories (2002). In this type of atmosphere, followers know they are free from hostile concerns or comments. Choice is provided in order to promote autonomy, something that drives individuals to work at a high level because of the perceived freedom and trust granted to them (Schlechty, 2002). Effective leaders continuously reflect and encourage others to reflect as well. A key part of leadership is learning from personal mistakes as well as the mistakes of others in and around the organization (Kouzes & Posner, 2002).

The fourth of the five exemplary practices is “Enable Others to Act” (Kouzes & Posner, 2002). Leaders know how to bring others together in a collaborative spirit and empower them to conduct quality work. People are the key to production (Peters & Waterman, 2004). In order for collaboration to be operational, the right people must be in place (Collins, 2001). Competing workplaces were seen as ineffective compared to collaborative workplaces (Kohn, 1986) and new jobs being created are requiring

collaboration across work sectors and within work sectors (Friedman, 2005). Bolman and Deal's (2003) political frame recognizes that many different mechanisms in an organization hold different aspects of power. A leader must have the ability to persuade others (Spears, 1995). The political frame is based on the belief that an organization consists of a diverse group of individuals with varying backgrounds and experiences who come together and make appropriate decisions after various views are shared. A leader understands the importance of negotiation and collaboration along with the importance of building relationships in support of a cause. Blowfield, Phil, and Googins (2006) stated "an important part of leadership was creating realistic expectations for employees" (p. 14). Covey (2004) supports this idea and believes the ability to synergize and lean on others is a quality of a great leader.

The fifth exemplary practice is "Encourage the Heart" (Kouzes & Posner, 2002). Leaders know how to lift up those in their organization through encouragement, empathy, and care. People are willing to work long days when they feel encouraged (2002). Leaders credit others when success is found and accept responsibility when failure occurs (Collins, 2001). Furthermore, a leader is always visible because they realize the importance of showing others they care by observation (Kouzes & Posner, 2002). Visibility allows a leader to encourage others in person and recognize their achievements, while at the same time it demonstrates their care for both the individual and the organization (Dinham, 2005; Thompson, 2012).

Bolman and Deal's (1991) human resource frame concentrates on investing in people and their needs and aligns well with "encouraging the heart." A leader must help employees find meaning in the work they do for an organization (Bolman & Deal, 2003)

and must be committed to their growth (Spears, 1995). People are willing to follow leaders when they know they are wanted and their personal strengths and goals align with those of the organization (Covey, 1992). The quality of empathy and listening will enhance the ability of a leader to empower others (Spears, 1995). Through support and empowerment, a leader must always be focused on the universal needs of employees in order for the employee to reach maximum potential (Bolman & Deal, 1991; Bennis, 1992).

Statement of Problem

Most studies regarding leadership in education “have focused on either classroom teachers as leaders of their students, or have focused on primary school principals as leaders within their school” (Kalargyrou et al., 2012). A significant amount of literature exists to help leaders grow in their practice, but is typically dedicated to best practices. For example, Robbins and Alvy (2003) focus on techniques that can guide a school leader to success in their book, *The Principal’s Companion*, while business leaders can gain insight from Finkelstein’s (2003) book, *Why Smart Executives Fail and What You Can Learn from Their Mistakes*. There is a lack of empirical research simultaneously and specifically focusing on business and educational leadership. The purpose of this study was to discover the differences and similarities that exist in the leadership practices of business and educational leaders. Both contexts should lean on one another as the 21st century workplace is constantly changing. Leaning upon a vast network of associates, learning from these associates, and continuously expanding one’s competencies is not a suggestion but a requirement to remain competitive in the 21st century (Friedman, 2011). When looking at the social and business sectors, Collins (2005) believed authentic

leadership can be viewed more in the social sector. Murphy and Schwartz (2000) emphasized the importance of states discovering ways to look at leaders from various contexts such as military and business to address leadership needs in education. The possibility of career changes are high for leaders today and their focus should be on professional growth and their ability to be versatile (Friedman, 2005). The world is changing and the ability to collaborate with others, effectively deal with change, and think globally are necessary requirements to maintain success in the 21st century (Friedman, 2005; Zhao, 2009).

Purpose of the Study

The purpose of this study was to examine the perceived leadership practices of business and educational leaders using Kouzes and Posner's (2002) Leadership Practices Inventory and to identify the differences and similarities discovered in both types of leaders. Results from this study can help leaders foster a smooth transition when moving to or interacting with another context. Furthermore, the results of this research can also have an impact on leadership development programs and leadership preparation programs at colleges and universities when considering their current leadership development curriculum.

Methodology

A quantitative study was used to conduct the research. The purpose of the study was to analyze and compare the self-reported leadership practices of educational leaders (K-12 principals and superintendents) and business leaders in a region of north Georgia. Surveys were administered to educational leaders and business leaders and quantitative data was gathered from their responses.

Research Questions

In order to gather information on leadership practices of educational and business leaders in a region of north Georgia, the following four research questions were developed:

RQ1: What are the self-perceived traits among business leaders regarding the practices of Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act and Encourage the Heart?

RQ2: What are the self-perceived traits among educational leaders regarding the practices of Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act and Encourage the Heart?

RQ3: What differences, if any, exist between business leaders and educational leaders on Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act and Encourage the Heart?

RQ4: What differences, if any, exist between business leaders and educational leaders on Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act and Encourage the Heart after controlling for age and length of employment?

Population

The population for this study included 191 educational leaders from all schools in a Regional Educational Service Agency (RESA) district in north Georgia. It also included 192 business leaders in a local Georgia Chamber of Commerce. A survey was utilized in order to gather the opinions of separate groups of people. In describing the use of surveys, Fraenkel and Wallen (2009) stated, "Researchers are often interested in the opinions of a large group of people about a particular topic or issue" (p. 390). The

administration of the survey was a census because all members of the business and educational populations received the survey.

Data Collection and Instrumentation

The Leadership Practices Inventory by Kouzes and Posner (2003) was the survey instrument used to gather the data. Utilizing the framework established by Kouzes and Posner, this study examined the leadership practices of business and educational leaders in a region of Georgia. This study utilized a quantitative research design because the intent was to analyze the self-reported leadership practices of business and educational leaders in a region of Georgia.

Data Analysis

The Leadership Practices Inventory-Self results were analyzed, and mean scores and standard deviations were examined for all 30 behavior statements on the survey. The data showed the basic leadership tendencies of the business and educational leaders. The data was used to determine what similarities and differences existed between business and educational leaders.

Limitations of Study

Responses to the survey were collected through email. The response rate was dependent on the emails being electronically distributed appropriately. This study was solely focused on business and educational leaders in a region of north Georgia and does not represent the beliefs of leaders from other contexts. The assumption existed that all participants understood the terminology in the survey and responded to the survey with honest responses. This study utilized the Leadership Practices Inventory-Self survey and was dependent on honest answers from the participants over a two month time span.

Participants were limited to K-12 principals and superintendents in a Georgia Regional Educational Service Agency (RESA) and business leaders associated with a Chamber of Commerce located in the same region of Georgia.

Definitions of Key Terms

The following definitions are provided for clarification purposes:

Leadership Practices Inventory. Developed by Kouzes and Posner, a 30 item instrument based on 18 years of research and 20,000 surveys (Kouzes & Posner, 2002).

Transactional Leadership. As workers give their time and effort to complete their job for the company, they in return get (are compensated) with a reward (Burns, 1978).

Transformational Leadership. The leader is driven by future possibilities, committed to the organization, puts words into actions, and is willing to guide and rely on others to achieve a greater purpose (Burns, 1978; Gudmundsson & Southey, 2011).

Summary

An introduction to this quantitative study of business leader and educational leader self-perceptions is provided in Chapter 1. This chapter began with a brief introduction of leadership and what is required of modern leaders. This chapter also included the conceptual framework for the study, problem statement, purpose of the study, methodology, research questions, population, and sample. Furthermore, the data collection and analysis, along with the limitations of the study were discussed.

An examination of the pertinent literature to this study is included in Chapter 2. The basic theories and approaches to leadership are presented along with the role of business and educational leaders. Furthermore, the characteristics of effective leaders,

challenges facing leaders, and opportunities to develop and grow as leaders are shared as well.

A description of the research design, instrumentation, and population is included in Chapter 3. It also identifies the methods for data collection and analysis. Chapter 4 presents the data analysis for this quantitative study. The findings for each research question are discussed. Chapter 5 is comprised of the summary and conclusions of this study. A discussion of results and suggestions for further research are included in this chapter.

Chapter II

REVIEW OF LITERATURE

The importance of leadership and how it impacts organizations has been written about for years (Patterson & Stone, 2005; Yukl, 2002). House and Podsakoff (1994) imply the exploration of leaders and their influence on others is nothing new. Boyd (2003) believes leadership ideals from the private sector are now influencing public schools.

According to Jinkins and Jinkins (1998):

...people who engage their own skills of critical reflection – who ferret through the often chaotic details of real situations, assemble in their own minds new structures of meaning and interpretation, and make connections with their own practice, comparing and contrasting their experience with the experience of others – can learn far more than any teacher can set forth in a purely didactic manner (para. 7).

This statement stresses the importance of looking at leadership through the lens of the leader. This review of literature will provide a brief historical background on leadership theories along with a brief overview of current leadership theories, leadership characteristics identified in literature, the role of a leader in a school setting, the role of a leader in a business setting, and the impact of leadership development.

Definition of Leadership

The literature provides a vast number of definitions concerning leadership (Glynn & DeJordy, 2010; Lorsch, 2010). Although there is no one perfect, universally used definition; you will find similarities among many of them (Burns, 1978; Thomas & Thomas, 2011; Yukl, 2002). Leadership thoughts can vary but the common theme found in most descriptions of leadership revolves around the notion that an individual influences a group of people for a common idea (Yukl, 2002).

Leadership focuses on the route one takes to lead others to the vision that has been cast or the greater purpose of the organization (Kezar, Carducci, & Contreras-McGavin, 2006). Quality leaders promote a sense of shared leadership that facilitates a focus on the common purpose of the organization (Lambert, 1998). Leaders are often judged by the performance of the individuals they are responsible for (Drucker, 1992). According to Kouzes and Posner (2002):

We've found them in profit-based firms and non-profits, manufacturing and services, government and business, health care, education and entertainment, work and community service. Leaders resided in every city and every country, in every position and every place. They're employees and volunteers, young and old, women and men. Leadership knows no racial or religious bounds, no ethnic or cultural border (p. 8).

Basic Theories and Approaches of Leadership

Over the years, many theories have been presented regarding leadership and the study of it continues to expand (Burns, 2003). Each theory has its own twist to leadership and the theories have evolved over time (Bolman & Deal, 2003). The scientific

management theory was an early leadership theory. Founded on the work by Frederick Taylor, the focus was on the overall organization and not the individuals who make up the organization (Patterson & Stone, 2005). The bottom line was the production taking place and the authority used to promote the production. The leader was to break jobs into simple parts in order to maximize every minute of the day (Bolman & Deal, 2003).

Eventually, the behavior of employees and how to manage their behavior began to also be considered too (Patterson & Stone, 2005). The Motivation-Hygiene Theory, Theory X, and Theory Y are all examples of different management leadership theories. The Motivation-Hygiene Theory stressed “that people have two categories of needs...hygiene [environmental factors such as working conditions, company policies, etc.] and motivators [factors involving the job itself]” (Stone & Patterson, p. 3). Theory X emphasized people are lazy, desire to be told what to do, and lack any creative sense to them (Crane, 2002). Followers of this theory believe stressing rewards and fear are used to motivate employees (McGregor 1960). Opposite of Theory X, Theory Y emphasized people have the capability to learn, are creative, and desire to be fostered. Theory Y believes in the good of people (Crane, 2002).

Leadership theory has evolved as differing viewpoints of leaders have shifted over time (Patterson & Stone, 2005). The reality is a wide range of leadership theories have been shared over time but a uniform organizational system does not necessarily exist for them to fall under because of their different focuses (Yukl, 2002). Yukl stated, “Therefore, it is helpful to classify the theories and empirical research into the following five approaches: (1), the trait approach, (2) the behavior approach, (3) the power-influence approach, (4) the situational approach, and (5) the integrative approach” (p. 11).

While the integrative approach incorporates one or more areas of leadership, the others lend themselves to specifics. For example, the trait approach focused on the features of a leader and held the belief that these features are natural to certain individuals and this allowed them to become good leaders (Yukl, 2002). The Great Man Theory is an example of trait theory and focused on the belief that great leaders were born with effective qualities that allowed them to lead others (Baird, 1977). However, an issue with trait theories was the fact that some individuals with certain leadership attributes failed to ever evolve into leaders (Glynn & DeJordy, 2010).

The behavior approach focuses on leaders and their regular behavior (Yukl, 2002). It also focuses on the activities these leaders undertake on a regular basis and how their behaviors impact their surroundings (Bass, 1990). Two studies in line with this theory were the Ohio State University Studies and the University of Michigan Studies. The Ohio State University Studies found that leader behaviors fell into two main categories, consideration and initiating structure. Consideration focuses on empathy leaders have for their subordinates, while initiating structure focuses on the leader directly leading subordinates towards the goals of the organization (Yukl, 2002). The University of Michigan Studies compared effective and ineffective leaders (Likert, 1979). The findings found differences in three types of behaviors in effective and ineffective leaders (Yukl, 2002). These behaviors were task-oriented behavior, relations-oriented behavior, and participative leadership.

The power-influence approach focuses on how a leader's power is used and how they interact with those around them in order to guide them (Yukl, 2002). Coercion and persuasion are examples of actions used in the power-influence approach (Bass, 1990).

French and Raven's (1959) study was an example of the power-influence approach where they found five types of power existed which included reward, legitimate, coercive, expert, and referent.

The situational approach looks at how setting impacts leadership (Yukl, 2002; Yukl & Van Fleet, 1992,). Theories under this approach are referred to as contingency theories because the leadership theories presented are based on context (Yukl, 2002). Hersey and Blanchard's (1996) Situational Leadership Theory is centered on leaders basing their actions on employee maturity and the specific task at hand. They specify four main leadership styles as telling, selling, participating, and delegating.

Transformational vs. Transactional Leadership

Change in attitudes toward leadership has been occurring for years (Covey, 1992; Fullan, 2001). Recently, human impact on the flow of an organization has become a key aspect of leadership discussions (Yukl, 2002). After numerous studies regarding leadership, transactional leadership and transformational leadership have become the two predominant leadership styles discussed over the last thirty years with transformational leadership finding the most popularity (Bass, 1990). Burns (2003) wrote:

Transactional leadership seemed fairly easy to define, if only because it was the basic, daily stuff of politics, the pursuit of change in measured and often reluctant doses. The transactional leader functioned as a broker and, especially when the stakes were low, his role could be relatively minor, even automatic (p. 24).

Transactional leadership gained popularity because of the give and get approach which is promoted. As workers give their time and effort to complete their job for the company, they in return are rewarded (Burns, 1978). A top down approach with the workers

submitting to the leader is evident in this type of leadership (Patterson & Stone, 2005) and the idea is about giving one thing to get another thing (Burns, 1978). Furthermore, all the power lies with the leader who can distribute the reward for good behavior or not distribute the reward due to lack of performance (Bass, 1985). Both parties look forward to the distribution of the reward because both parties receive something they are looking for even if selfish motivation plays a small factor (Burns, 1978). Northouse (2010) believes transactional leadership is seen in many different organizations through the give and get approach of leaders and workers. Bass (1985) and Burns (1978) both list management by exception and contingent reward as key aspects of transactional leadership. Management by exception was when a leader followed a mistake with a certain action, and contingent reward consisted of a leader providing a reward for a quality, completed task (Gudmundsson & Southey, 2011).

In transformational leadership, the leader is driven by future possibilities, committed to the organization, puts words into actions, and is willing to guide and rely on others to achieve a greater purpose (Burns, 1978; Gudmundsson & Southey, 2011). These leaders recognize the importance of change and help create a vision everyone can understand (Tichy & Devanna, 1990). Change in an organization comes to fruition by a focus on the principles and goals of an organization and the attention to these principles and goals must be led by the overall leader in the organization (Schlechty, 2009). Transformational leaders display a strong trust where individuals put the overall importance of the organization before their own selfish desires (Shamir, House, & Arthur, 1993). Transformational leaders guide others through encouragement and

relationships to help build up an organization (Bass, 1985). The change that comes from transformational leadership is deep, drastic, and lasting (Burns, 1978).

Characteristics of Effective Leaders

A thorough investigation of the literature regarding leadership will lead one to common characteristics noted in successful leaders. Effective leaders play many different roles and can be both discreet and loud in their roles (Murphy, 1968). Fullan (2003) suggested effective leaders use a variety of styles as they lead. Their passion and courage are contagious and help them successfully lead others. Bennis (2003) believed leaders are innovators, developers of people, trusting, visionary, moral, ethical, and they intentionally ask questions.

The idea that leaders take on different roles at different times is supported in the research conducted by Fulmer and Wagner (2012) on leadership and leadership development. In their research, they referenced common leadership themes Gallup found after thirty years of interviewing approximately 40,000 leaders. The common themes, grouped accordingly, are:

Ability to provide direction

1. vision – able to create and project beneficial images
2. concept – able to give the best explanation of most events
3. focus – is goal oriented
4. ego drive – defines oneself as significant
5. competition – has the desire to win
6. achiever – is energetic
7. courage – relishes challenges
8. activator – is proactive

Capacity to develop relationships with others

9. relator – can build trust and be caring
10. developer – desires to help people grow
11. multirelater – has wide circle of relationships
12. individualized perception – recognizes people's individuality

13. stimulator – can create good feelings in others
14. team – can get people to help each other

Management Systems

15. performance orientation – is results oriented
16. discipline – needs to structure time and work environment
17. responsibility and ethics – can take psychological ownership of own behavior
18. arranger – can coordinate people and their activities
19. operational – can administer systems that help people be more effective
20. strategic thinking – is able to do what if thinking and create paths to future goals (p. 30)

The characteristics listed above can be found embedded in *The Leadership Challenge*, written by Kouzes and Posner (2002). The authors set out over 20 years ago to find what workers looked for and respected in their leaders. They asked thousands of various workers what they looked for in a leader and compiled this data appropriately (see Appendix A). Through their research, they narrowed a large list of tenets and qualities down to twenty ideas. Their inquiry has not stopped as they have continually made updates over the years. Their research for the book began in the early 1980s and their goal was to better understand what workers looked for in leaders (2002).

Through their various studies and feedback, Kouzes and Posner (2002) were able to develop their five practices of exemplary leadership. These practices were: (a) model the way, (b) inspire a shared vision, (c) challenge the process, (d), enable others to act, and (e) encourage the heart (2002). Kouzes and Posner also recorded two commitments for leaders to follow in each of the five practices (see Appendix B).

In her research on leadership, Thompson (2012) described Modeling the Way as “initially involving leaders in developing self-awareness and examining and recognizing their personal and professional values” (p. 3). A leader must also know why these values are important to them (Kouzes & Posner, 2002). Once a leader is cognizant of their

values, they must make those values clear to those around them. Real leaders are hands-on and value driven (Peters & Waterman, 2004). Kouzes and Posner (2002) believe a leader cannot lead through the thoughts and experiences of someone else. They can only lead through their experiences and those experiences make up who they are as a person. Authentic leaders are aware of their inner self, reflect upon their inner self, and are willing to expose their inner self to those around them through their actions as their followers watch their behaviors and form opinions of them (2002). Covey (1992) refers to this as “leading a balanced life” (p. 36). Leadership is more than giving an impressive speech about the future. Leadership is about showing others through action and the commitment one has toward a common goal (Kouzes & Posner, 2002). Character and integrity are crucial to leaders, as people want to follow these characteristics (Burns, 1978). Covey (1992) believes effective leaders are proactive and take initiative.

Leaders know how to paint a picture of the future (Kouzes & Posner, 2002). Vision casting stems from a leader’s desire to do something that has never been done before. Effective leaders are passionate about their future and believe in what they are working towards (Kouzes & Posner, 2002). Leaders, when not intentional, start off strong but lose sight of their vision and fall to the wayside. Successful leaders and organizations never lose sight of their vision (Tichy, 2002). They know how to appropriately balance their present work while keeping an eye on future possibilities (Murphy, 1968).

Leaders listen to those around them and use their findings to bring people together in pursuit of the vision (Kouzes & Posner, 2002). Their ability to effectively listen and ask the right question at the right time allows them to grow in their understanding of

organizational needs (Crippen & Wallen, 2008; Murphy, 1968). Leaders understand that followers value their comments being received and appreciate when their leader shows an interest in their well-being (Kouzes & Posner, 2002). Collins (2001) stated, “A primary task in taking a company from good to great is to create a culture wherein people have a tremendous opportunity to be heard and, ultimately, for the truth to be heard” (p. 88).

Kouzes and Posner (2002) also believe collaboration builds trust and cooperation which impacts personal responsibility and leads to a personal dedication to the mission and vision of an organization. Collaboration requires open ears and minds, and leaders understand the importance of listening and sharing (Blowfield, Phil, & Googins, 2006). Listening allows a leader to effectively problem solve, connect with people by building trusting relationships, and make wise decisions (Maidique & Perez, 2013). Leaders understand the importance of putting their trust in others and creating a culture where human interactions are the norm (Dinham, 2005; Kouzes & Posner, 2002). In their study on trustworthiness and the impact it has on workers, Brower and Lester (2003) wrote, “While it is certainly important for supervisors to establish their own trustworthiness, the results suggest that it is more vital to ensure that subordinates perceive their leaders’ trust in them” (p. 24). Murphy (1968) noted, listening allows a leader to better understand the people in the organization, to better understand items not visually seen inside an organization, and allows a leader to better answer problems that arise. Leaders build capacity in others by giving them real opportunities, observing from a safe distance, and coaching them along the way when needed (Kouzes & Posner, 2002). When high expectations are set forth by leaders, others tend to grow (Field & Van Seters, 1990).

Leaders understand the importance of setting “clear standards” because this clearness allows one to have a laser like focus on the task at hand (Kouzes & Posner, 2002). Standards focused on growth and determination tend to inspire more than standards focused only on attainment (Schlechty, 2009). Leaders realize the importance of the work community. They live what they believe and recognize they set the tone. Furthermore, they make a big deal about those who go above and beyond to accomplish great things (Kouzes & Posner, 2002).

Business Leadership

Business is not only about providing a product but also about developing relationships (Nur, 2009). Unfortunately, “business leaders rarely talk about the values that shape the character of a corporation and make an impact on its financial performance” (Batstone, 2003, p. 469). Effective business leaders are life-long learners who look at ways to grow others and maximize their budget with intentional adjustments (Thompson, 2012). They should be sincere and humble with their words and actions (Nur, 2009). Quality business leaders should have the knowledge on how to manage finances and lead people (Kalargyrou et al., 2012). Business leaders also effectively lead all stakeholders by including them in the decision making process because they recognize this balance of ideas will lead to sustainability (Voegtlin, Patzer, & Scherer, 2012).

Business leaders vary in age, sex, race, and educational background. A major part of their job is to manage their staff and serve as the link between the employees and the board who oversees the organization (Martelli & Abels, 2011) while keeping the organization focused on both short and long term goals (Porter & Nohria, 2010). Martelli and Abels (2011) found the average CEO of a Fortune 500 company was Caucasian, 55

years old, male, and well-educated, whereas female and non-Caucasian CEOs have increased over the past few years. Furthermore, the educational backgrounds of CEOs vary from no college experience to undergraduate and graduate degrees held in mainly liberal arts or business education (2011).

Change in the world is inevitable and always facing business leaders (Blowfield, Phil, & Googins, 2006; McKinnell, 2003). A big change that faced leaders at the turn of the century and still faces them today is the innovation of technology and its ability to level the playing field for competition throughout the world (Friedman, 2005). Old ways of conducting business are no longer effective (Crane, 2010) (see Appendix C) and business leaders are facing challenges they may not have been prepared for while in school (Blowfield, Phil, & Googins, 2006). Good business leadership will help companies adapt to change because of their intentionality of staying true to their core beliefs. These beliefs will carry them through both good times and challenging times (McKinnell, 2003).

Business leaders have the potential to be powerful and can influence realms outside of their own company (Becker, 2009). They should not act as bystanders but should consistently push competition throughout their markets while actively being involved with their communities (Porter & Rivkin, 2012). Becker (2009) wrote, “while politicians and government leaders are still the most visible representatives of leadership, the enormous financial assets held by multinational corporations, which in some cases exceed the reserves of individual countries, suggest that the power of business leaders may compete with that of governments” (p. 8). Many businesses today are expected to

aid in the support or relief of major global issues such as subpar healthcare and catastrophic events (Blowfield, Phil, & Googins, 2006).

Effective business leaders are true to their core values, focused on ethical behavior, and should have the ability to identify moral problems that exist in their organization (Voegtlin, Patzer, & Scherer, 2012). Organizations with strong cultures tend to have an abundance of potential candidates seeking employment with the organization while simultaneously having little problem with retention (Blowfield, Phil, & Googins, 2006). According to Becker (2009), many leaders are driven by money and self-centeredness but they should be concerned about ethics and decency and actively live out this concern. Business leaders' focus on ethics should also expand to the development of their employees (Nur, 2009). An effective business leader is one who demonstrates and promotes trust throughout an organization. This sense of trustworthiness creates an atmosphere of fairness (Lester & Brower, 2003). Emphasis on trustworthiness and ethics is echoed by Blowfield, Phil, and Googins (2006) as they wrote, "...the criteria for selecting CEO's of public companies needs to change to emphasize the value of integrity, ethics, the ability to drive business forward, and to bring people along with them" (p. 13).

Respectable business leaders, overall, can be described as authentic leaders (George, 2003). They act as their natural self and lead with their natural ability. They are more than managers and policymakers (Drucker, 1992). These leaders are what Ready (2004) refers to as enterprise leaders. They are not only attentive to customer desires but are focused on building leadership capacity throughout the entire organization

based upon their beliefs. They have a unique ability to simultaneously keep their finger on the present and their eyes on the future.

Educational Leadership

Educational leadership is a shifting topic and one way of leading in a school setting does not translate to success in another school (Cawelti, 1984; Crow, 2007).

Educational leaders face multiple challenges including school vouchers, private industry claiming an absence of available skilled workers, charter schools allowing more options for families, and low test scores (Murphy & Schwarz, 2000). The demand for effective leadership and greater student achievement is at an all-time high (Marzano, McNulty, & Waters, 2005). Quality leadership is critical in facing the abundance of challenges educational leaders deal with today. The key to a school reaching great heights can always be found in excellent school leadership (Dinham, 2005).

A positive school culture is a culture built on teamwork and trust (Zepeda, 2007) but is also the biggest challenge facing a school leader if one does not exist (Barth, 2002). Furthermore, it is imperative for school leaders to establish high, strong standards from the start (Dinham, 2005). According to Hoyle, English, and Steffy (1985), principals must be curriculum leaders and be knowledgeable and efficient in the following seven areas in order to be effective:

- Curriculum design and instructional delivery strategies.
- Instructional and motivational psychology.
- Alternative methods of monitoring and evaluating student achievement.
- Management of change to enhance the mastery of educational goals.
- Applications of computer management to the instructional program.

- Use of instructional time and resources.
- Cost effectiveness and program budgeting (p.105).

According to Murphy and Schwarz (2000), principals in the past were responsible for items such as following central office rules, ordering supplies, keeping their local school budget balanced, making sure the operation of the school was safe and orderly, and ensuring students were fed, and arrived to and from school safely. In addition to those responsibilities, they are now expected to be instructional, human resource, and data specialists while at the same time remaining actively involved with the community and all stakeholders (Murphy & Schwarz, 2000). Marzano, McNulty, and Waters (2005) believe major responsibilities for school leaders range from building a collaborative culture to consistently taking inventory of the school's current status and looking at ways to improve (see Appendix D).

Lazaridou and Iordanides (2011) found open climate, collaboration, clear expectations, positive energy, and regular communication are all key aspects of an effective school leader. Educational leaders build those around them, are focused on making a difference in the lives of those around them, believe in collaboration, have a vision, and build relationships (Dyer & Renn, 2010). Crippen and Wallin (2008) found superintendents to be visionaries who put the needs of others first and were committed to the community and the development of others. Principals of the 21st century should be exemplary in their ability to lead instructionally, lead and build bridges with all stakeholders ranging from students to community leaders, and lead with vision (Murphy & Schwarz, 2000).

Excellent principals are instructional leaders who not only recruit and hire effective teachers but they are able to hold onto these teachers because of the collaborative spirit they build (Briggs, Davis, & Cheney, 2009). They are willing to take risks and encourage others to do the same (Dinham, 2005). They listen well and are effective communicators knowing the right times to act independently or collaboratively (2005).

To positively impact the school culture and ultimately student achievement, a school leader must be idealistic and focused on the future (Barth, 2002). Furthermore, they make sure staff members have the proper resources needed for effective instruction (Lazaridou & Iordanides, 2011). Effective principals know where a school needs to go and actively involve the entire staff and all stakeholders in the process to reach their goals (Cawelti, 1984).

A school leader must be able to promote a strategy in order to get the school community working towards a common goal (Eacott, 2007). They must regularly lead the staff through a self-assessment of their current status to gather appropriate decision making data (Barth, 2002). Eacott (2007) stated, “Through effective strategy, the educational leader can deliberately and purposefully align the organizational structure with the work of the people within the organization in consideration of organizational performance” (p. 359). Effective principals are aware of their surroundings and embrace their surroundings with an optimistic attitude. They are focused on building positive relationships with all stakeholders as they collaboratively build upon their current educational status (Dinham, 2005).

Exceptional educational leaders are always aware of their surroundings and know how and when to take action. They are creative, risk-takers, consistent, and flexible (Dinham, 2005). Effective educational leaders gather knowledge anywhere they can, including the business sector, and utilize this knowledge in their own building as they continuously move their school forward (Eacott, 2007).

Instructional Leadership

The concept of instructional leadership has grown in popularity over the years and is simply educational leadership with a constant focus on student achievement. Supporting a staff while utilizing appropriate resources, chasing a vision, and personifying excellence are all attributes of an instructional leader. They seek to improve student achievement and provide learning opportunities for others through the building of relationships (Zepeda, 2007). Educational leaders are expected to be instructional leaders who are responsible for setting the vision for a school and leading the school with all eyes focused on improving student achievement (Kelley & Peterson, 2007). An instructional leader is highly visible at the school, is actively involved with the overall instructional program by building a collaborative staff focused on professional growth, finds a way to provide all stakeholders with the necessary tools to be successful, and continuously models the beliefs of the school (Blase & Blase, 1998; Marzano, Waters, & McNulty, 2005).

Although the term instructional leader is not used in the business world, the actions of an excellent business leader are similar to the descriptions of an instructional leader listed above. Schein (2008) believed business leaders should create a “learning culture” (p. 363) focused on growing and working together to reach goals. They should

consider their surroundings and set goals based upon their mission (Smith & Rayment, 2008) while building an atmosphere of trust (Lester & Brower, 2003). Quality business leaders set a vision, work with others to achieve the vision, and recognize the work of others (Kotter, 2008). They recognize the need for change and strategically work to intentionally promote it (Thomas & Thomas, 2011) with a focus on innovation and professional growth (Thompson, 2012).

Great organizations are led by leaders who realize the importance of making a long-lasting impact (Collins, 2005). The old way of acting as an authoritative manager in a business setting with a top down approach has changed to a leadership model focused on vision, change, listening, coaching, and facilitating (Rees, 1991). In the educational world, school leaders have moved from simply managing the day to a leader who sets clear school goals focused on student achievement and actively works with teachers to reach these goals (Blase & Blase, 1998).

Leadership Development

The ever-changing world and the new challenges it presents to leaders can cause them to feel overwhelmed and isolated at times. The speed of these changes presents even more challenges for leaders (Beckhard & Pritchard, 1992). The stress and isolation combined with the flawed characteristics of humans can cause leaders to let their emotions and at times, greed, take them to places they never fathomed (Kellerman, 2004). Leaders must be confident in their beliefs and must act in such a way that supports their beliefs. Kouzes and Posner (1987) believe credibility is at the root of leadership, but this credibility can be lost if a leader is not grounded.

Educational leaders have found expectations raised for their job responsibilities but little professional learning to help them grow as an educator (Murphy & Schwarz, 2000). Along with the challenges of such items as longer hours, lower salaries, and larger class sizes, educational leaders at times feel alone in their professional life. Due to the challenges facing educational leaders on a regular basis, some are deciding to leave the profession early while some schools are finding difficulties employing highly qualified school leaders (Murphy & Schwarz, 2000).

Business leaders face challenges as well and strong leadership skills will help them deal with these challenges. Recession fears, corporate takeovers, and the demand from the public for companies to be eco-friendly are all types of challenges business leaders face (Drucker, 1992). Business leaders are also pulled in many directions and have many different people to please (Blowfield, Phil, & Googins, 2006; Voegtlin, Patzer, & Scherer, 2012). The competition that exists in our world today is intense and challenging for any business leader.

One will find leadership courses in a majority of business schools throughout the United States (Doh, 2003) as well as schools of education. The challenges are great for leaders in both education and business, and for this reason schools should continuously look at the curriculum they teach their students in order to give their students updated best practices (Klimoski & Amos, 2012). The curriculum both leaders and potential leaders receive is often focused on actions and a certain skill set (Schyns, Kiefer, Kerchreiter, & Tymon, 2011). Leaders prefer leadership development that is strong and relevant to their lives and do not find meaning in curriculum that is heavy on research but short on real life experiences (Dyer & Renn, 2010; Klimoski & Amos, 2012).

Leaders desire collaboration in their professional development and find value in networking with each other and learning from the experiences of others (Honig, 2010). Open dialogue between leaders allows them to learn from each other and see things from a different perspective. Furthermore, when a leader observes another leader in practice, they are able to process the mental images they observe and develop a keen understanding of effective leadership (Schyns, Kiefer, Kerschreiter, & Tymon, 2011).

Another key piece in helping leaders overcome the challenges they face is through coaching and mentoring. Chandler, Roebuck, Swan, and Brock (2011) believe coaching benefits individuals in both the private and public sectors. Coaching allows an open line of communication between a mentor and mentee where professional advice is used to help the mentee grow (Crane, 2010). Rackham (1979) noted, skills learned in a classroom or formal setting will eventually dissipate if an individual is not coached appropriately in a real world setting. Appropriate coaching will enhance new skills and lead to quality results, while a lack of coaching will result in new skills being lost and results remaining status quo. Mentoring is a strategy suggested by Crow (2007) in assisting educational leaders with their professional growth. In his research, Doh (2003) found that business leadership educators believed leadership could be both learned and taught and felt an effective way of teaching leadership was through coaching.

Conclusion

The focus of this literature review was to look at business leaders and educational leaders in context along with the opportunities that exist to help them grow and develop. The review of literature revealed the leadership context requires them to face varying challenges due to the demands placed upon them. The ability to cast a vision, the ability

to empower those around them, the ability to demonstrate beliefs through actions, and the ability to make sure the right people are placed in the right position are values needed in leaders. The prevalent connection between leaders in both contexts was their ability to deal with change. Change is an obstacle that leaders will continuously face regardless of context, and their values and beliefs will determine their ability to lead an organization (Burns & Todnem, 2012). Comprehensive thinking, collaboration, innovation, and empathy are all ways in which leaders appropriately deal with this change (Zhao, 2009).

Effective leaders know how to grow their employees during constant times of change through continuous learning and growth opportunities (Beckhard & Pritchard, 1992). They recognize the behavior of people is the biggest attribute in effectively leading an organization through change and they take the appropriate steps to accomplish this task (Kotter, 2001). Kouzes and Posner (2003) stated, “Constituents want leaders who remain passionate despite obstacles and setbacks. In today’s uncertain times, leaders with a positive, confident, can-do approach to life and business are desperately needed. Leaders must keep hope alive. They must strengthen our belief that life’s struggle will produce a more promising tomorrow” (p. 218). Educational and business leaders who Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart (Kouzes & Posner, 2002) have the ability to stay ahead of change and positively impact and grow those around them while leading an organization to great heights.

Chapter III

METHODOLOGY

The purpose of this study was to analyze and compare the self-reported leadership practices of educational leaders (K-12 principals) and business leaders in a region of Georgia. Most research on educational leadership has been focused on teacher leaders or building leaders and their impact on their schools while research on business leadership lends itself to growth for executives or aspiring executives. There is a lack of research simultaneously and specifically focusing on business and educational leadership. This chapter describes the research design, instrumentation, and population. It also identifies the methods for data collection and data analysis.

Research Design

A survey-based design that was quantitative in nature and examined the self-reported leadership practices of business and educational leaders in a region of Georgia was used in this study. This data was gathered through the administration of Kouzes and Posner's (2002) Leadership Practice Inventory-Self to business and educational leaders in a region of north Georgia. The survey was specific to leadership practices and participants were asked to answer the questions based on their self-perception. These leadership practices, previously examined in the literature review, were developed by Kouzes and Posner and are considered to be five practices of exemplary leadership. Permission was received to use the Leadership Practices Inventory in this study (see Appendix I).

The scores provided from this data were used to determine if similarities and differences existed between business leaders and educational leaders in a region of Georgia when compared to each other. The business leaders were members of a local Chamber of Commerce and the educational leaders were served by a Georgia RESA. All participants had knowledge they were participating in a research study. Participants were informed that the data being collected was anonymous and based on their self-perceptions of their leadership skills.

Research Questions

In order to gather information on leadership practices of educational and business leaders in a region of Georgia, the following four research questions were developed:

RQ1: What are the self-perceived traits among business leaders regarding the practices of Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act and Encourage the Heart?

RQ2: What are the self-perceived traits among educational leaders regarding the practices of Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act and Encourage the Heart?

RQ3: What differences, if any, exist between business leaders and educational leaders on Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act and Encourage the Heart?

RQ4: What differences, if any, exist between business leaders and educational leaders on Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act and Encourage the Heart after controlling for age and length of employment?

Population

The population of this study consisted of business and educational leaders in a specific area of Georgia. A census was conducted as an attempt to gather data on all leaders in the population.

The Chamber of Commerce used in this study had 192 private business members. The Regional Educational Service Agency (RESA) consisted of 16 school districts. There were 16 superintendents and 175 principals served by this RESA. All business and educational leaders were contacted via email requesting their participation in the survey.

Instrumentation

The research for this study was conducted using the Leadership Practice Inventory (LPI)-Self, a valid and reliable instrument, developed by Kouzes and Posner (2002). The LPI measures the effective leadership practices of leaders. The five leadership practices identified as exemplary came from the authors' research on personal top leadership experiences where leaders answered 38 open-ended questions (Kouzes & Posner, 2002). Their research led to the development of 30 statements that could be used to measure leadership practices. The authors wrote, "validation studies that we, as well as other researchers, have conducted over a fifteen-year period consistently confirm the reliability and validity of the Leadership Practices Inventory and the Five Practices of Exemplary model" (2002, p. 2). The reliability coefficients (Cronbach Alpha) for the LPI-Self range between .75 and .87 (2002, p. 6), while a number of analyses "reveal the LPI contains five factors, the items within each factor corresponding more among themselves than they do with the other factors" (2002, p. 14).

The 30 statements in the inventory measure the following five exemplary leadership practices identified by Kouzes and Posner (2002): (a) Model the Way, (b) Inspire a Shared Vision, (c) Challenge the Process, (d) Enable Others to Act, and (e) Encourage the Heart. Kouzes and Posner (2002) stated the following regarding the five exemplary leadership practices:

Model the Way – “Exemplary leaders know that if they want to gain commitment and achieve the highest standards, they must be models of the behavior they expect of others;” (p. 14)

Inspire a Shared Vision – “Leaders inspire a shared vision. They gaze across the horizons of time, imagining the attractive opportunities that are in store when they and their constituents arrive at a distant destination;” (p. 15)

Challenge the Process – “Leaders are pioneers – people who are willing to step out into the unknown;” (p. 17)

Enable Others to Act – “Exemplary leaders enable others to act. They foster collaboration and build trust;” (p. 18) and,

Encourage the Heart – “Leaders encourage the heart of their constituents to carry on.” (p. 19)

There are six statements that measure each practice. Scores are generated using a 10-point Likert scale based on the following responses: (1) Almost never [do what is described in the statement], (2) Rarely, (3) Seldom, (4) Once in a while, (5) Occasionally, (6) Sometimes, (7) Fairly often, (8) Usually, (9) Very frequently, and (10) Almost always do what is described in the statement (Kouzes & Posner, 2002).

Demographic information was gathered on the participants through the survey. Each participant was asked to include their position, size of organization, gender, age, and length of employment in their current role. This information helped describe the overall make up of participants.

Data Collection

The census of leaders in the local Chamber of Commerce and the census of K-12 principals and superintendents served by the RESA received the LPI-Self via email after the approval of Valdosta State University's Institutional Review Board (Appendix J). Three emails were sent to the participants from November 2014 to December 2014.

The initial email (see Appendix E) included an introduction to the research, directions on how to complete the linked survey, and information regarding confidentiality. The second email (see Appendix F) was sent 10 days later to the recipients who had not responded and provided the link to the LPI-Self again along with the information contained in the original email. The third email (see Appendix G) was sent 10 days later to the participants who had not responded and provided the link to the LPI-Self. The survey was hosted through Qualtrics.

Data Analysis

After the collection period ended, the completed LPI-Self results were tallied and entered into the SPSS database for analysis purposes. Question 1 and Questions 2 provided details regarding the basic leadership tendencies of the business leaders and educational leaders being studied. Question 3 compared the two groups and Question 4 compared the two groups while considering age and length of employment.

Question 1 states, “What are the self-perceived traits among business leaders regarding the practices of Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act and Encourage the Heart?” To answer this question, descriptive statistics for business leaders indicating their mean scores for the five exemplary practices of leadership were generated.

Question 2 states, “What are the self-perceived traits among educational leaders regarding the practices of Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart?” To answer this question, descriptive statistics for principals and superintendents indicating their mean scores for the five exemplary practices of leadership were generated.

Question 3 states, “What differences, if any, exist between business leaders and educational leaders on Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart?” To answer this question, independent *t* tests were used to determine if significant differences existed between the two groups of leaders.

Question 4 states, “What differences, if any, exist between business leaders and educational leaders on Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart after controlling for age and length of employment?” To answer this question, a Multivariate Analysis of Covariance (MANCOVA) was utilized to determine if differences existed between the two groups after controlling for age and length of employment.

Details regarding descriptive statistics, *t* tests, and MANCOVA will be included in Chapter 4.

Chapter IV

DATA ANALYSIS AND FINDINGS

Introduction

This chapter begins with a brief explanation of the purpose of the study. The four research questions are shared followed by a short description of the survey and data collection process. Following the explanation of the survey and data collection process, demographic data from the survey responses are discussed followed by data analysis consisting of individual findings and interpretations for each research question.

The purpose of this study was to conclude what differences and similarities existed between business and educational leaders. The self-perceptions of business leaders and educational leaders were discovered from the results of this study. Through the use of the surveys, quantitative data was obtained from both business leaders and educational leaders and was analyzed to answer the research questions that were the focus of this study. This chapter focuses on the key results of this quantitative study.

Business and educational leader's perception data were collected through the LPI-Self. The LPI-Self was electronically sent to all educational leaders (principals and superintendents) in a Georgia Regional Education Service Agency (RESA) and all business leaders in a Georgia Chamber of Commerce. The individual results of each leadership practice were examined. A *t* test was used to determine if statistically significant differences existed between the perceived leadership

practices of business and educational leaders. A MANCOVA was used to determine if statistically significant differences existed between the perceived leadership practices of business and educational leaders when age and length of employment were considered.

Research Questions

Survey data was analyzed to answer the following questions:

RQ1: What are the self-perceived traits among business leaders in regards to Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act and Encourage the Heart?

RQ2: What are the self-perceived traits among educational leaders in regards to Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act and Encourage the Heart?

RQ3: What differences, if any, exist between business leaders and educational leaders on Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart?

RQ4: What differences, if any, exist between business leaders and educational leaders on Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act and Encourage the Heart after controlling for age and length of employment?

Demographics of Survey Respondents

The LPI-Self was electronically distributed to 191 educational leaders and 192 business leaders. Eighty six (response rate of 45%) educational leaders completed the survey while 60 (response rate of 32%) business leaders completed the survey. Of the respondents, 70 (48%) were female and 76 (52%) were male. All surveys completed by educational leaders and business leaders were utilized in the analysis. Few outliers were

identified so outliers were not removed due to the small number involved with verified normality. Normality was assessed by examining box plots, histograms, and skewness and kurtosis values. Table 1 shows the overall breakdown of survey respondents in regards to their context and gender.

Table 1

Distribution of Respondents by Context and Gender

Context	Frequency	Percentage
Business	60	41%
Education	86	59%
Total	146	100%

Gender	Frequency	Percentage
Female	70	48%
Male	76	52%
Total	146	100%

When analyzing gender proportions, 34 (57%) business leaders were male and 26 (43%) were female. In regard to education, 42 (49%) educational leaders were male and 44 (51%) female educational leaders. A Chi-Square test confirmed there was not a statistically significant difference in groups by gender, $\chi^2(1, N = 146) = .868, p = .351$.

Survey respondents represented organizations of diverse sizes. Of the respondents, 72 (49%) served in organizations with less than 100 employees and 74 (51%) served in organizations with 100 or more employees. When analyzing size of organization proportions, there were 29 (48%) business leaders who served in organizations with fewer than 100 employees and 31 (52%) business leaders who served in organizations with more than 100 employees. In regard to education, there were 43

(50%) educational leaders who served in organizations with fewer than 100 employees and 43 (50%) educational leaders who served in organizations with more than 100 employees. A Chi-Square test confirmed there was not a statistically significant difference in groups by size of organization, $\chi^2(1, N = 146) = .039, p = .843$.

Furthermore, when looking at the size of the organization proportions by gender, the sample shows 86 (59%) males served in leadership positions in organizations with 100 or more employees as compared to 60 (41%) females. A Chi-Square test confirmed there is a statistically significant difference in gender by size of organization, $\chi^2(1, N = 146) = 4.610, p = .032$. This difference reveals that men hold leadership positions in larger organizations more often than women.

Respondents in this study varied in their years of experience as well. Of the respondents, 53 (36%) had 1-10 years of leadership experience, 54 (37%) had 11-20 years of leadership experience, and 39 (27%) had 21 or more years of leadership experience. Table 2 displays the distribution of leaders by years of experience.

Table 2

Distribution of Respondents by Years of Experience

Years of Experience	Frequency (Business)	Frequency (Education)
10 years or less	16	36
11 – 20 years	20	34
21 or more years	24	16
Total	60	86

When analyzing distribution of length of employment by group, there were 16 (27%) business leaders with 1-10 years of leadership experience, 20 (33%) business

leaders with 11-20 years of leadership experience, and 24 (40%) business leaders with 21 or more years of leadership experience. In regard to education, there were 36 (42%) leaders with 1-10 years of leadership experience, 34 (42%) with 11-20 years of leadership experience, and 16 (18%) leaders with 21 or more years of leadership experience. A Chi-Square test confirmed there was a statistically significant difference in groups by length of employment, $\chi^2(1, N = 146) = 8.563, p = .014$. In short, there is a larger number of business leaders with more years of experience when compared to educational leaders. The distribution of business leaders increased with more years of experience while the distribution of educational leaders decreased with more years of experience. This supports the idea that has been shared for several years regarding a shortage of highly experienced educational leaders as many are retiring and not as many potential leaders are filling in the gaps (Guterman, 2007).

Respondents from these two leadership contexts varied slightly in age. Of the respondents, 23 (16%) were under the age of 40, 72 (49%) were between the ages of 40-50, 31 (21%) were between the ages of 51-60, and 20 (14%) were over the age of 60. When analyzing age proportions, there were 9 (15%) business leaders under the age of 40, 27 (45%) business leaders between the ages of 40-50, 12 (20%) business leaders between the ages of 51-60, and 12 (20%) over the age of 60. In regard to education, there were 14 (16%) educational leaders under the age of 40, 45 (53%) educational leaders between the ages of 40-50, 19 (22%) educational leaders between the ages of 51-60, and 8 (9%) educational leaders over the age of 60. A Chi-Square test confirmed there was not a statistically significant difference in groups by age, $\chi^2(1, N = 146) = 3.447, p = .328$. Table 3 displays the distribution of leaders by age.

Table 3

Distribution of Respondents by Age

Age (Education)	Frequency (Business)	Frequency
Less than 40	9	14
40 - 50	27	45
51- 60	12	19
61 and over	12	8
Total	60	86

It is clear business leaders and educational leaders are largely similar and comparable when analyzing their gender, size of organization, and age. However, when analyzing years of experience, a greater percentage of business leader participants had more years of experience when compared to educational leaders. Furthermore, a distinct difference did exist when comparing gender and size of organization as men held leadership positions in larger organizations more often than women.

Research Question 1: Business Leaders' Self-Perception

Research Question 1 asked what the self-perceptions of business leaders were in regards to Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act and Encourage the Heart. Descriptive statistics were generated for each of the five practices of exemplary leadership and are reported in narrative form. All statements on the survey helped answer question one. In order to break down the five exemplary leadership practices, all six statements associated with each practice were examined for all respondents, followed by a brief examination of gender and years of experience. Specifically, each question was analyzed to see how many respondents rated themselves

as “usually” (8), “very frequently” (9), or “almost always” (10). The full statements and the practice they are aligned with are included in Appendix H. A higher mean score indicates a stronger presence of the respective leadership practice while a lower mean score indicates a weaker presence of the respective leadership practice.

The mean scores of the response group of 60 business leaders’ LPI-Self scores display the highest mean score for the practice, Enable Others to Act ($M = 51.97$, $SD = 5.53$), followed by Encourage the Heart ($M = 50.05$, $SD = 8.28$), Model the Way ($M = 49.73$, $SD = 7.50$), Challenge the Process ($M = 45.8$, $SD = 9.06$), and Inspire a Shared Vision ($M = 45.02$, $SD = 11.03$). These scores are on the higher end of the scale based upon the fact the highest score one can receive is 60. The standard deviations for the five exemplary leadership practices indicate agreement varies among the respondents. The practice, Enable Others to Act, demonstrated the most agreement while the practice, Inspire a Shared Vision, demonstrated the least amount of agreement.

In regard to Model the Way (Questions 1, 6, 11, 16, 21, and 26), Table 4 shows a 2.12 point difference between the statement with the highest mean score ($M = 9.27$, $SD = 0.92$) when compared to the statement with the lowest mean score ($M = 7.15$, $SD = 2.29$). Standard deviations demonstrated agreement among all six statements. The table also shows Question 11 had the highest mean value of 9.27, representing an agreement that business leaders feel strong about the promises and commitments they make. Question 11 also had the lowest standard deviation, demonstrating the greatest agreement of perceptions within the sample to that question.

Table 4

Descriptive Statistics for Business Leaders and Model the Way

#	Survey Statement	Mean	Median	Standard Deviation
1	I set a personal example	8.98	9	1.24
6	I spend time making sure people follow agreed upon principles.	7.90	8	1.98
11	I follow through on promises	9.27	10	0.92
16	I ask for feedback	7.15	8	2.29
21	I build consensus	8.15	9	1.83
26	I am clear about my beliefs	8.42	9	1.52

Of the 60 business leaders who completed the LPI-Self, 55 (92%) indicated they usually (8) to almost always (10) set a personal example of expectations as based upon their response to question 1. The 60 business leaders consisted of 26 female leaders and 34 male leaders. Female and male business leaders demonstrated a similar use of setting a personal example as 24 (92%) of the female business leaders and 31 (91%) of the male leaders recorded a score between 8 and 10. Sixteen of the 60 business leaders had 1-10 years of experience, 20 of them had 11-20 years of experience, and 24 of them had 21 or more years of experience. Leaders from these three groups all indicated a similar use of setting a personal example as 16 (100%) leaders with 1-10 years of experience, 18 (90%) leaders with 11-20 years of experience, and 21 (88%) leaders with 21 or more years of experience recorded a score between 8 and 10.

Thirty-three (55%) of the business leaders indicated they usually (8) to almost always (10) spend time making sure others are following agreed upon principles as based upon their response to question 6. Female business leaders responded with greater confidence when compared to male business leaders as 20 (77%) of the female business leaders and 19 (56%) of the male leaders recorded a score between 8 and 10. Leaders with 21 or more years of experience responded with greater confidence when compared to other years of experience groups as 18 (75%) leaders with 21 or more years of experience recorded a score between 8 and 10 as compared to 9 (56%) leaders with 1-10 years of experience and 12 (60%) leaders with 11-20 years of experience.

Fifty-seven (95%) of the business leaders indicated they usually (8) to almost always (10) see the promises they make through fruition as based upon their response to question 11. Female and male business leaders demonstrated a similar use of fulfilling their promises as 25 (96%) of the female business leaders and 32 (94%) of the male leaders recorded a score between 8 and 10. Leaders from the various experience groups all indicated a similar use of fulfilling their promises. Fifteen (94%) leaders with 1-10 years of experience, 18 (90%) leaders with 11-20 years of experience, and 24 (100%) leaders with 21 or more years of experience recorded a score between 8 and 10.

Thirty-two (53%) of the business leaders indicated they usually (8) to almost always (10) ask for feedback regarding the impact their actions have on others as based upon their response to question 16. Female business leaders responded with greater confidence in the use of this behavior when compared to male business leaders as 17 (65%) of the female business leaders and 15 (44%) of the male leaders recorded a score between 8 and 10. On the other hand, leaders from the various experience groups all

indicated a similar use of asking for feedback. Nine (56%) leaders with 1-10 years of experience, 9 (45%) leaders with 11-20 years of experience, and 12 (50%) leaders with 21 or more years of experience recorded a score between 8 and 10.

Forty-two (70%) of the business leaders indicated they usually (8) to almost always (10) build support around a common set of beliefs as based upon their response to question 21. Female and male business leaders demonstrated a similar confidence with this behavior as 20 (77%) of the female business leaders and 23 (66%) of the male leaders recorded a score between 8 and 10. Leaders from the various experience groups all indicated a similar confidence as well. Eleven (69%) leaders with 1-10 years of experience, 14 (70%) leaders with 11-20 years of experience, and 17 (71%) leaders with 21 or more years of experience recorded a score between 8 and 10.

Forty-five (75%) of the business leaders indicated they usually (8) to almost always (10) are clear about their leadership beliefs as based upon their response to question 26. Female and male business leaders demonstrated a strong, similar confidence with this behavior as 22 (85%) of the female business leaders and 33 (97%) of the male leaders recorded a score between 8 and 10. Leaders with 11-20 years of experience and 21 or more years of experience responded with greater confidence when compared to leaders with 1-10 years of experience as 15 (75%) leaders with 11-20 years of experience and 20 (83%) leaders with 21 or more years of experience recorded a score between 8 and 10 as compared to 11 (69%) leaders with 1-10 years of experience.

A majority of business leaders felt most confident in their abilities to set a personal example (92%) and follow through on their promises (95%). Furthermore, female business leaders and business leaders with 21 or more years of experience felt

stronger about their ability in ensuring others are following agreed upon principles when compared to male business leaders and business leaders with 1-10 years of experience and 11-20 years of experience. Additionally, business leaders with 1-10 years of experience felt least confident in their ability to be clear about their leadership beliefs when compared to male and female business leaders and business leaders with more years of experience.

In regard to the practice, Inspire a Shared Vision (Questions 2, 7, 12, 17, 22, and 27), Table 5 shows a 1.21 point difference between the statement with the highest mean score ($M = 8.31$, $SD = 1.98$) when compared to the statement with the lowest mean score ($M = 7.1$, $SD = 2.16$). Standard deviations demonstrated agreement among all six statements. Question 27 had the highest mean value of 8.31, representing an agreement that business leaders feel strong about the purpose of their work. Question 27 also had the second lowest standard deviation, showing a low variability of perceptions within the sample to that question.

Table 5

Descriptive Statistics for Business Leaders and Inspire a Shared Vision

#	Survey Statement	Mean	Median	Standard Deviation
2	I talk about future trends	7.57	8	1.87
7	I describe the future	7.10	8	2.16
12	I appeal to others	7.18	8	2.28
17	I share a common vision	7.15	8	2.39
22	I paint the “big picture”	7.83	9	2.35
27	I passionately speak about the purpose of our work	8.31	9	1.98

Of the 60 business leaders who completed the LPI-Self, 33 (55%) indicated they usually (8) to almost always (10) talk about how the work of the organization will be impacted by future developments as based upon their response to Question 2. Female and male business leaders demonstrated a similar confidence level with this behavior as 15 (58%) of the female business leaders and 19 (56%) of the male leaders recorded a score between 8 and 10. Leaders with 21 or more years of experience responded with greater confidence when compared to leaders in the other years of experience groups. Sixteen (67%) leaders with 21 or more years of experience recorded a score between 8 and 10 as compared to 7 (44%) leaders with 1-10 years of experience and 10 (50%) leaders with 11-20 years of experience.

Thirty-four (57%) of the business leaders indicated they usually (8) to almost always (10) detail a vivid appearance of what the future could look like as based upon their response to Question 7. Female and male business leaders demonstrated a similar use of this behavior as 17 (65%) of the female business leaders and 17 (50%) of the male leaders recorded a score between 8 and 10. Leaders from the various experience groups all indicated a similar use of this behavior too. Nine (56%) leaders with 1-10 years of experience, 12 (60%) leaders with 11-20 years of experience, and 13 (54%) leaders with 21 or more years of experience recorded a score between 8 and 10.

Thirty-five (58%) of the business leaders indicated they usually (8) to almost always (10) call on others to participate in what the future could be for the organization as based upon their response to Question 12. Female business leaders responded with greater confidence in the use of this behavior when compared to male business leaders as 19 (73%) of the female business leaders and 16 (47%) of the male leaders recorded a

score between 8 and 10. On the other hand, leaders from the various experience groups all indicated a similar confidence level. Nine (56%) leaders with 1-10 years of experience, 12 (60%) leaders with 11-20 years of experience, and 14 (58%) leaders with 21 or more years of experience recorded a score between 8 and 10.

Thirty-three (55%) of the business leaders indicated they usually (8) to almost always (10) demonstrate how a shared vision can contribute to long-term interests becoming a reality as based upon their response to Question 17. Female business leaders responded with greater confidence when compared to male business leaders as 18 (69%) of the female business leaders and 15 (44%) of the male leaders recorded a score between 8 and 10. Leaders with 21 or more years of experience responded with greater confidence when compared to leaders in the other years of experience groups. Fifteen (63%) leaders with 21 or more years of experience recorded a score between 8 and 10 as compared to 8 (50%) leaders with 1-10 years of experience and 10 (50%) leaders with 11-20 years of experience.

Forty-three (72%) of the business leaders indicated they usually (8) to almost always (10) describe an image of what the organization is trying to accomplish as based upon their response to Question 22. Female business leaders responded with greater confidence when compared to male business leaders as 21 (81%) of the female business leaders and 22 (65%) of the male leaders recorded a score between 8 and 10. Also, leaders with 21 or more years of experience responded with greater confidence when compared to leaders in the other years of experience groups. Twenty (80%) leaders with 21 or more years of experience recorded a score between 8 and 10 as compared to 11

(69%) leaders with 1-10 years of experience and 12 (60%) leaders with 11-20 years of experience.

Forty-four (73%) of the business leaders indicated they usually (8) to almost always (10) communicate with faith and belief in the purpose of the organization's work as based upon their response to Question 27. Female business leaders responded with greater confidence in their use of this behavior when compared to male business leaders as 21 (81%) of the female business leaders and 23 (68%) of the male leaders recorded a score between 8 and 10. On the other hand, two of the three years of experience groups indicated a similar confidence level. Thirteen (81%) leaders with 1-10 years of experience and 19 (79%) leaders with 21 or more years of experience recorded a score between 8 and 10 while only 12 (60%) leaders with 11-20 years of experience recorded a score between 8 and 10.

Business leaders were most confident in their abilities to describe an image of what the organization is trying to accomplish (72%) and communicate with faith and belief in the purpose of the organization's work (73%). Specifically, leaders with 1-10 years of experience, 11-20 years of experience, and male leaders all demonstrated less confidence with their leadership in several abilities linked to Inspiring a Shared Vision. Based upon their scores, male leaders indicated they felt much weaker with calling on others to participate in what the future could be for the organization and demonstrating how a shared vision can contribute to long-term interests. Leaders with 1-10 years of experience and 11-20 years of experience indicated they felt much weaker when compared to business leaders with 21 in their practice of describing how the work

of the organization will be impacted by future developments and describing an image of what the organization is trying to accomplish.

The results of the statements aligned with the practice Challenge the Process are listed in Table 6. The results show a 1.35 point difference between the statement with the highest mean score (M = 8.26, SD = 1.66) when compared to the statement with the lowest mean score (M = 6.91, SD = 2.42). Standard deviations demonstrated agreement among all six statements. The results show Question 18 had the highest mean value of 8.26, representing an agreement that business leaders feel passionate about learning from their mistakes. Question 18 also had the lowest standard deviation, showing the greatest agreement of perceptions within the sample to that question.

Table 6

Descriptive Statistics for Business Leaders and Challenge the Process

#	Survey Statement	Mean	Median	Standard Deviation
3	I seek out challenges	7.55	8	1.86
8	I challenge others	7.76	8	1.97
13	I think outside the box	7.71	8	2.07
18	I learn from mistakes	8.26	9	1.66
23	I set achievable goals	7.85	9	2.14
28	I research and take risks	6.91	7	2.42

Specifically, 33 (55%) of the business leaders indicated they usually (8) to almost always (10) test their skills through challenging opportunities as based upon their response to Question 3. Female and male business leaders demonstrated a similar confidence with this behavior as 16 (62%) of the female business leaders and 17 (50%) of the male leaders recorded a score between 8 and 10. Leaders from the various experience

groups all indicated a similar confidence too. Nine (56%) leaders with 1-10 years of experience, 11 (55%) leaders with 11-20 years of experience, and 13 (54%) leaders with 21 or more years of experience recorded a score between 8 and 10.

Thirty-five (58%) of the business leaders indicated they usually (8) to almost always (10) encourage employees to test inventive ways to accomplish their work as based upon their response to Question 8. Female and male business leaders demonstrated a similar confidence with this behavior as 17 (65%) of the female business leaders and 18 (53%) of the male leaders recorded a score between 8 and 10. However, leaders with 1-10 years of experience did not respond as confidently as leaders with 11-20 years of experience and leaders with 21 or more years of experience. Seven (44%) leaders with 1-10 years of experience recorded a score between 8 and 10 while 12 (60%) leaders with 11-20 years of experience and 16 (67%) leaders with 21 or more years of experience recorded a score between 8 and 10.

Forty-one (68%) of the business leaders indicated they usually (8) to almost always (10) search outside the box for better ways to expand the organization as based upon their response to Question 13. Female and male business leaders demonstrated a similar confidence level as 18 (69%) of the female business leaders and 23 (63%) of the male leaders recorded a score between 8 and 10. Leaders from the various experience groups all indicated a similar confidence level too. Ten (63%) leaders with 1-10 years of experience, 14 (70%) leaders with 11-20 years of experience, and 17 (71%) leaders with 21 or more years of experience recorded a score between 8 and 10.

Forty-six (77%) of the business leaders indicated they usually (8) to almost always (10) look at ways to learn from a mistake as based upon their response to

Question 18. Female and male business leaders demonstrated a similar confidence with this behavior as 21 (81%) of the female business leaders and 25 (74%) of the male leaders recorded a score between 8 and 10. Leaders from the various experience groups all indicated a similar confidence level too. Twelve (75%) leaders with 1-10 years of experience, 16 (80%) leaders with 11-20 years of experience, and 19 (79%) leaders with 21 or more years of experience recorded a score between 8 and 10.

Forty (67%) of the business leaders indicated they usually (8) to almost always (10) set goals with detailed plans and ongoing measurements as based upon their response to Question 23. Female and male business leaders demonstrated a similar confidence with this behavior as 19 (73%) of the female business leaders and 21 (62%) of the male leaders recorded a score between 8 and 10. Ironically, leaders with 1-10 years of experience and leaders with 21 or more years of experience responded with greater confidence when compared to leaders in the middle group. Twelve (75%) leaders with 1-10 years of experience and 20 (80%) leaders with 21 or more years of experience recorded a score between 8 and 10 while only 10 (50%) leaders with 11-20 years of experience recorded a score between 8 and 10.

Twenty-seven (45%) of the business leaders indicated they usually (8) to almost always (10) take chances in their jobs even when facing the possibility of failure as based upon their response to Question 28. Female and male business leaders demonstrated a similar confidence with this behavior as 13 (50%) of the female business leaders and 14 (41%) of the male leaders recorded a score between 8 and 10. Leaders from the various experience groups all indicated a similar confidence level too. Seven (44%) leaders with

1-10 years of experience, 10 (50%) leaders with 11-20 years of experience, and 10 (42%) leaders with 21 or more years of experience recorded a score between 8 and 10.

Business leaders were most confident in their ability to learn from a mistake (77%) but ironically feel least confident in taking a chance when failure is a possibility (45%). Specifically, leaders regardless of gender or years of experience all scored their abilities in similar ways. One noticeable difference was in the area years of experience and setting goals with a specific plan and set milestones. Leaders with 11-20 years of experience demonstrated the least amount of confidence with this action as compared to leaders with fewer years of experience and more years of experience. This result causes one to wonder if leaders in the middle of their career are more comfortable and less specific with their plans of action due to a certain comfort level they might be experiencing at that point in their career.

In regard to the practice, Enable Others to Act, a 1.34 point difference existed between the statement with the highest mean score ($M = 9.62$, $SD = 0.69$) when compared to the statement with the lowest mean score ($M = 8.28$, $SD = 1.64$). Standard deviations also demonstrated a strong agreement with all six statements. Table 7 shows Question 14 had the highest mean value of 9.62, representing an agreement that business leaders consider it important to respect those around them. Question 14 also had the lowest standard deviation, showing the greatest agreement of perceptions within the sample to that question.

Table 7

Descriptive Statistics for Business Leaders and Enable Others to Act

#	Survey Statement	Mean	Median	Standard Deviation
4	I build relationships	9.30	10	1.17
9	I listen to others views	8.55	9	1.31
14	I treat others with respect	9.62	10	0.69
19	I support other's decisions	8.35	8	1.29
24	I give other's choice in their work and daily activities	8.30	9	1.60
29	I develop those around me	8.28	8	1.64

Fifty-five (92%) of the business leaders indicated they usually (8) to almost always (10) build collaborative relationships with other employees as based upon their response to Question 4. Both female and male business leaders demonstrated a strong, similar confidence level as 24 (92%) of the female business leaders and 31 (91%) of the male leaders recorded a score between 8 and 10. Leaders with 1-10 years of experience and 11-20 years of experience indicated a slightly higher confidence in building collaborative relationship but leaders from the various experience groups all indicated strong, similar confidence levels. Fifteen (94%) leaders with 1-10 years of experience, 20 (100%) leaders with 11-20 years of experience, and 20 (83%) leaders with 21 or more years of experience recorded a score between 8 and 10.

Forty-nine (82%) of the business leaders indicated they usually (8) to almost always (10) regularly listen to various viewpoints as based upon their response to Question 9. Female business leaders indicated a slightly higher confidence with this

behavior than male leaders as 23 (88%) of the female business leaders and 26 (76%) of the male leaders recorded a score between 8 and 10. Leaders from the various experience groups all indicated fairly strong, similar confidence levels. Fourteen (88%) leaders with 1-10 years of experience, 16 (80%) leaders with 11-20 years of experience, and 19 (79%) leaders with 21 or more years of experience recorded a score between 8 and 10.

Fifty-eight (97%) of the business leaders indicated they usually (8) to almost always (10) treat others in a respectful manner as based upon their response to Question 14. Both female and male business leaders demonstrated a strong, similar confidence with this behavior as 26 (100%) of the female business leaders and 32 (94%) of the male leaders recorded a score between 8 and 10. Leaders from the various experience groups all indicated strong, similar confidence levels too. Sixteen (100%) leaders with 1-10 years of experience, 20 (100%) leaders with 11-20 years of experience, and 22 (92%) leaders with 21 or more years of experience recorded a score between 8 and 10.

Fifty-two (87%) of the business leaders indicated they usually (8) to almost always (10) support other's independent decisions as based upon their response to Question 19. Both female and male business leaders demonstrated a strong, similar confidence with this behavior as 22 (85%) of the female business leaders and 30 (88%) of the male leaders recorded a score between 8 and 10. Leaders from the various experience groups all indicated strong, similar confidence levels too. Fourteen (88%) leaders with 1-10 years of experience, 18 (90%) leaders with 11-20 years of experience, and 20 (83%) leaders with 21 or more years of experience recorded a score between 8 and 10.

Forty-six (77%) of the business leaders indicated they usually (8) to almost always (10) give employees flexibility in accomplishing their work as based upon their

response to Question 24. Both female and male business leaders demonstrated a similar confidence with this behavior as 20 (77%) of the female business leaders and 26 (76%) of the male leaders recorded a score between 8 and 10. Leaders with 11-20 years of experience demonstrated a strong confidence levels when compared to the other years of experience groups. Ten (63%) leaders with 1-10 years of experience and 18 (75%) leaders with 21 or more years of experience recorded a score between 8 and 10 while 18 (90%) leaders with 11-20 years of experience recorded a score between 8 and 10.

Forty-two (70%) of the business leaders indicated they usually (8) to almost always (10) build capacity in others as based upon their response to Question 29. Female business leaders demonstrated a stronger confidence with this behavior as 22 (85%) of the female business leaders and only 20 (59%) of the male leaders recorded a score between 8 and 10. Leaders from the various experience groups all indicated varying confidence levels too. Leaders with fewer years of experience felt most comfortable with this ability as 13 (81%) leaders with 1-10 years of experience recorded a score between 8 and 10 while only 12 (60%) leaders with 11-20 years of experience and 17 (71%) leaders with 21 or more years of experience recorded a score between 8 and 10.

Business leaders were most confident in their abilities to build cooperative relationships (92%) and respect others (97%) but ironically but feel least confident in building capacity in their employees (70%). Specifically, leaders regardless of gender or years of experience all scored their behaviors with confidence in the two practices with the highest overall scores. One noticeable difference was with the behavior of building capacity where female leaders rated themselves at a much higher percentage when compared to male leaders. Leaders with fewer years of experience also rated themselves

at higher percentage rates than leaders with more years of experience. The results associated with this practice demonstrate the value business leaders put into working together and showing respect to others.

The results of the statements aligned with the practice Encourage the Heart are listed in Table 8. There was a 1.32 point difference between the statement with the highest mean score ($M = 8.93$, $SD = 1.11$) when compared to the statement with the lowest mean score ($M = 7.61$, $SD = 2.24$). Standard deviations demonstrated a strong agreement among all six statements. Question 5 had the highest mean value of 8.93, representing an agreement that business leaders value the importance of praising those around them. Question 5 also had the lowest standard deviation, showing the greatest agreement of perceptions within the sample to that question.

Table 8

Descriptive Statistics for Business Leaders and Encourage the Heart

#	Survey Statement	Mean	Median	Standard Deviation
5	I praise others for a good job	8.93	9	1.11
10	I express my confidence in others	8.41	9	1.61
15	I creatively reward others	7.61	8	2.24
20	I publicly recognize others	8.58	9	1.61
25	I find ways to celebrate accomplishments	8.00	8	1.86
30	I give appreciation to others for their contributions	8.79	9	1.25

Specifically, 52 (87%) of the business leaders indicated they usually (8) to almost always (10) provide praise to individuals when they do a good job as based upon their response to Question 5. Female business leaders indicated they feel much stronger with this behavior when compared to male business leaders as 26 (100%) of the female business leaders but only 26 (76%) of the male leaders recorded a score between 8 and 10. Leaders with 21 or more years of experience indicated a stronger confidence with the behavior to praise others when compared to leaders with fewer years of experience. Twenty-three (96%) leaders with 21 or more years of experience recorded a score between 8 and 10 while 12 (75%) leaders with 1-10 years of experience and 17 (85%) leaders with 11-20 years of experience recorded a score between 8 and 10.

Forty-seven (78%) of the business leaders indicated they usually (8) to almost always (10) share with others the confidence they have in them as based upon their response to Question 10. Female business leaders indicated they feel much stronger with this behavior when compared to male business leaders as 25 (96%) of the female business leaders but only 22 (65%) of the male leaders recorded a score between 8 and 10. Leaders with 11-20 years of experience did not respond as confidently as leaders with 1-10 years of experience and 21 or more years of experience. Fourteen (70%) leaders with 11-20 years of experience recorded a score between 8 and 10 while 13 (81%) leaders with 1-10 years of experience and 20 (83%) leaders with 21 or more years of experience recorded a score between 8 and 10.

Thirty-six (60%) of the business leaders indicated they usually (8) to almost always (10) are rewarded for their contributions in ingenious ways as based upon their response to Question 15. Female business leaders indicated they feel much stronger with

this behavior when compared to male business leaders as 20 (77%) of the female business leaders but only 16 (47%) of the male leaders recorded a score between 8 and 10.

Leaders from the various experience groups all indicated weak confidence levels with this behavior. Eleven (69%) leaders with 1-10 years of experience, 13 (65%) leaders with 11-20 years of experience, and 12 (50%) leaders with 21 or more years of experience recorded a score between 8 and 10.

Forty-six (77%) of the business leaders indicated they usually (8) to almost always (10) honor people in a public setting who demonstrate commitment to core values as based upon their response to Question 20. Female business leaders indicated they feel much stronger with this behavior when compared to male business leaders as 22 (85%) of the female business leaders but only 24 (71%) of the male leaders recorded a score between 8 and 10. Leaders from the various experience groups all indicated similar confidence levels regarding this behavior. Twelve (75%) leaders with 1-10 years of experience, 15 (75%) leaders with 11-20 years of experience, and 19 (79%) leaders with 21 or more years of experience recorded a score between 8 and 10.

Forty-one (68%) of the business leaders indicated they usually (8) to almost always (10) celebrate accomplishments as based upon their response to Question 25. Female business leaders indicated they feel much stronger with this behavior when compared to male business leaders as 23 (88%) of the female business leaders but only 18 (53%) of the male leaders recorded a score between 8 and 10. Leaders from the various experience groups all indicated weak, similar confidence levels regarding this behavior. Twelve (75%) leaders with 1-10 years of experience, 13 (65%) leaders with 11-

20 years of experience, and 16 (67%) leaders with 21 or more years of experience recorded a score between 8 and 10.

Fifty (83%) of the business leaders indicated they usually (8) to almost always (10) provide an abundance of care and gratitude to others as based upon their response to Question 30. Female business leaders indicated they feel much stronger with this behavior when compared to male business leaders as 25 (96%) of the female business leaders but only 25 (74%) of the male leaders recorded a score between 8 and 10. Leaders from the various experience groups all indicated similar confidence levels regarding this behavior. Fourteen (88%) leaders with 1-10 years of experience, 17 (85%) leaders with 11-20 years of experience, and 20 (83%) leaders with 21 or more years of experience recorded a score between 8 and 10.

Business leaders were most confident (i.e., recorded scores between 8 – 10) in their abilities to praise others (87%) and provide care and gratitude to others (83%) but ironically were least confident in rewarding others in creative ways (60%). Female business leaders practice all of the behaviors associated with Encourage the Heart at a much higher rate when compared to male leaders.

Overall, business leaders recorded the highest mean score in Enable Others to Act, followed by Encourage the Heart, Model the Way, Challenge the Process, and Inspire a Shared Vision. A closer look at the confidence intervals reinforce the perception the practices of Inspire a Shared Vision (95% CI [42.17, 47.87]) and Challenge the Process (95% CI [43.46, 48.14]) were used less often when compared to Model the Way (95% CI [47.8, 51.67]), Encourage the Heart (95% CI [47.91, 52.19]), and Enable Others to Act (95% CI [50.54, 53.4]). There was only a six point difference

between the mean of the most used practice. Furthermore, the means of the top three practices were only separated by approximately one point respectively. It is interesting to note that the practice with highest mean, Enable Others to Act, had the lowest standard deviation indicating the most agreement among all practices while the practice with the lowest mean, Inspire a Shared Vision, had the highest standard deviation indicating less agreement among all the practices. One possible reason for the lack of agreement among the practice, Inspire a Shared Vision, is that organizations vary in their vision process and the self-perceptions of these business leaders is based upon their organizations current reality.

Research Question 2: Educational Leaders' Self-Perception

Research Question 2 asked what the self-perceptions of educational leaders were in regards to Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act and Encourage the Heart. Descriptive statistics were generated for each of the five practices of exemplary leadership and are reported in narrative form. All statements on the survey helped answer Research Question 2. Data for all six statements that fell under a particular leadership practice were analyzed for educational leaders along with an analysis of gender and years of experience. Specifically, each question was analyzed to see how many respondents rated themselves as “usually” (8), “very frequently” (9), or “almost always” (10). The full statements and the practice they are aligned with are included in Appendix H. A higher mean score indicated a stronger presence of the respective leadership practice while a lower mean score indicated a weaker presence of the respective leadership practice.

The mean scores of the response group of 86 educational leaders' LPI-Self scores displayed a higher mean score for Enable Others to Act ($M = 52.14$, $SD = 5.00$) followed by Model the Way ($M = 51.28$, $SD = 5.57$), Encourage the Heart ($M = 49.37$, $SD = 7.73$), Challenge the Process ($M = 47.86$, $SD = 6.82$), and Inspire a Shared Vision (47.53 , $SD = 7.64$). These scores are on the higher end of the scale based upon the fact the highest score one can receive is 60. The practice, Enable Others to Act, demonstrated the most agreement (i.e., lowest standard deviation), while the practice Encourage the Heart demonstrated the least amount of agreement.

In regard to Model the Way (Questions 1, 6, 11, 16, 21, and 26), Table 9 shows a 1.81 point difference between the statement with the highest mean score ($M = 9.36$, $SD = 0.82$) when compared to the statement with the lowest mean score ($M = 7.55$, $SD = 1.55$). Standard deviations demonstrated agreement among all six statements. The table also shows Question 11 had the highest mean value of 9.36, representing an agreement that educational leaders feel strong about the promises and commitments they make. Question 11 also had the lowest standard deviation, demonstrating the greatest agreement of perceptions within the sample to that question.

Table 9

Descriptive Statistics for Educational Leaders and Model the Way

#	Survey Statement	Mean	Median	Standard Deviation
1	I set a personal example	9.23	9	0.84
6	I spend time make sure people follow agreed upon principles	8.26	9	1.27
11	I follow through on promises	9.36	10	0.82
16	I ask for feedback	7.55	8	1.55
21	I build consensus	8.50	9	1.38
26	I am clear about my beliefs	8.45	9	1.73

Of the 86 educational leaders who completed the LPI-Self, 82 (95%) indicated they usually (8) to almost always (10) set a personal example of expectations as based upon their response to Question 1. The 86 educational leaders consisted of 44 female leaders and 42 male leaders. Female and male business leaders demonstrated a similar, strong use of setting a personal example as 42 (95%) of the female business leaders and 40 (95%) of the male leaders recorded a score between 8 and 10. Thirty-six of the 86 educational leaders had 1-10 years of experience, 34 of the leaders had 11-20 years of experience, and 16 of the leaders had 21 or more years of experience. Leaders from these three groups all indicated a similar, strong use of setting a personal example as 33 (92%) leaders with 1-10 years of experience, 34 (100%) leaders with 11-20 years of experience, and 15 (94%) leaders with 21 or more years of experience recorded a score between 8 and 10.

Sixty-four (74%) of the educational leaders indicated they usually (8) to almost always (10) spend time ensuring others are following agreed upon principles as based upon their response to Question 6. Female educational leaders responded with greater confidence in their use of this behavior when compared to male educational leaders as 36 (82%) of the female educational leaders and 28 (67%) of the male leaders recorded a score between 8 and 10. Leaders with 11-20 years of experience responded with greater confidence when compared to other years of experience groups as 29 (85%) leaders with 11-20 years of experience recorded a score between 8 and 10 as compared to 23 (64%) leaders with 1-10 years of experience and 12 (75%) leaders with 21 or more years of experience.

Eighty-three (97%) of the educational leaders indicated they usually (8) to almost always (10) see the promises they make through fruition as based upon their response to Question 11. Female and male educational leaders demonstrated a similar, strong use of fulfilling their promises as 43 (98%) of the female leaders and 40 (95%) of the male leaders recorded a score between 8 and 10. Leaders from the various experience groups all indicated a similar use of fulfilling their promises too. Thirty-five (97%) leaders with 1-10 years of experience, 33 (97%) leaders with 11-20 years of experience, and 15 (94%) leaders with 21 or more years of experience recorded a score between 8 and 10.

Fifty-two (61%) of the educational leaders indicated they usually (8) to almost always (10) ask for feedback regarding the impact their actions have on others as based upon their response to Question 16. Female and male educational leaders demonstrated a similar use of this behavior as 27 (61%) of the female leaders and 25 (60%) of the male leaders recorded a score between 8 and 10. Leaders with 11-20 years of experience

responded with greater confidence when compared to other years of experience groups as 25 (74%) leaders with 11-20 years of experience recorded a score between 8 and 10 as compared to 19 (53%) leaders with 1-10 years of experience and 8 (50%) leaders with 21 or more years of experience.

Seventy-three (85%) of the educational leaders indicated they usually (8) to almost always (10) build support around a common set of beliefs as based upon their response to Question 21. Female and male educational leaders demonstrated a similar confidence in this ability as 39 (89%) of the female educational leaders and 34 (81%) of the male leaders recorded a score between 8 and 10. Leaders from the various experience groups all indicated a similar confidence as well with leaders having the most experience indicating the strongest comfort with this behavior. Twenty-nine (81%) leaders with 1-10 years of experience, 29 (85%) leaders with 11-20 years of experience, and 15 (94%) leaders with 21 or more years of experience recorded a score between 8 and 10.

Sixty-six (77%) of the educational leaders indicated they usually (8) to almost always (10) are clear about their leadership beliefs as based upon their response to Question 26. Female and male business leaders demonstrated a similar confidence in this ability as 32 (73%) of the female educational leaders and 34 (81%) of the male leaders recorded a score between 8 and 10. Leaders with 11-20 years of experience and 21 or more years of experience responded with greater confidence when compared to leaders with 1-10 years of experience, as 29 (85%) leaders with 11-20 years of experience and 14 (88%) leaders with 21 or more years of experience recorded a score between 8 and 10 as compared to 23 (64%) leaders with 1-10 years of experience.

A majority of educational leaders were most confident in their abilities to set a personal example (95%) and follow through on their promises (97%). Furthermore, female educational leaders and educational leaders with 11-20 years of experience indicated stronger confidence in their ability in ensuring others are following agreed upon principles when compared to male educational leaders and educational leaders with 1-10 years of experience. Additionally, educational leaders with 1-10 years of experience were least confident in their ability to be clear about their leadership beliefs when compared to educational leaders with more years of experience.

In regard to the practice Inspire a Shared Vision (Questions 2, 7, 12, 17, 22, and 27), Table 10 shows a 1.61 point difference between the statement with the highest mean score ($M = 8.91$, $SD = 1.29$) when compared to the statement with the lowest mean score ($M = 7.30$, $SD = 1.78$). Standard deviations demonstrated agreement among all six statements. Question 27 had the highest mean value of 8.91, representing an agreement that educational leaders felt strong about the purpose of their work. Question 27 also had the second lowest standard deviation, showing agreement of perceptions within the sample to that question.

Table 10

Descriptive Statistics for Educational Leaders and Inspire a Shared Vision

#	Survey Statement	Mean	Median	Standard Deviation
2	I talk about future trends	7.86	8	1.54
7	I describe the future	7.44	8	1.75
12	I appeal to others	7.94	8	1.76
17	I share a common vision	7.30	8	1.78
22	I paint the “big picture”	8.47	9	1.61
27	I passionately speak about the purpose of our work	8.91	9	1.29

Of the 86 educational leaders who completed the LPI-Self, 50 (58%) indicated they usually (8) to almost always (10) talk about how the work of the organization will be impacted by future developments as based upon their response to Question 2. Female and male educational leaders demonstrated a similar, fair confidence level as 26 (59%) of the female educational leaders and 24 (57%) of the male leaders recorded a score between 8 and 10. Leaders from the various experience groups also responded with similar, fair reactions to the use of this behavior. Nineteen (53%) leaders with 1-10 years of experience, 23 (68%) leaders with 11-20 years of experience, and 8 (50%) leaders with 21 or more years of experience recorded a score between 8 and 10.

Fifty (58%) of the educational leaders indicated they usually (8) to almost always (10) detail a vivid appearance of what the future could look like as based upon their response to Question 7. Male educational leaders demonstrated a stronger confidence with this behavior as 30 (71%) of the male educational leaders and 20 (45%) of the

female leaders recorded a score between 8 and 10. Leaders from the various experience groups indicated a similar, fair confidence with this behavior too. Eighteen (50%) leaders with 1-10 years of experience, 22 (65%) leaders with 11-20 years of experience, and 10 (63%) leaders with 21 or more years of experience recorded a score between 8 and 10.

Fifty-seven (66%) of the educational leaders indicated they usually (8) to almost always (10) call on others to participate in what the future could be for the organization as based upon their response to Question 12. Female educational leaders responded with a similar confidence when compared to male educational leaders as 31 (70%) of the female educational leaders and 26 (62%) of the male leaders recorded a score between 8 and 10. Leaders with 11-20 years of experience responded with greater confidence when compared to leaders in the other years of experience groups. Twenty-six (76%) leaders with 11-20 years of experience recorded a score between 8 and 10 as compared to 21 (58%) leaders with 1-10 years of experience and 10 (63%) leaders with 21 or more years of experience.

Forty-five (52%) of the educational leaders indicated they usually (8) to almost always (10) demonstrate how a shared vision can contribute to long-term interests becoming a reality as based upon their response to Question 17. Male educational leaders responded with greater confidence when compared to female educational leaders as 24 (57%) of the male educational leaders and 21 (48%) of the female leaders recorded a score between 8 and 10. Leaders from the various experience groups indicated a similar, fair confidence with this behavior too. Seventeen (47%) leaders with 1-10 years of experience, 20 (59%) leaders with 11-20 years of experience, and 8 (50%) leaders with

21 or more years of experience recorded a score between 8 and 10. Sixty-eight (79%) of the educational leaders indicated they usually (8) to almost always (10) describe an image of what the organization is trying to accomplish as based upon their response to Question 22. Female educational leaders responded with a slightly greater confidence when compared to male educational leaders as 36 (82%) of the female educational leaders and 32 (76%) of the male leaders recorded a score between 8 and 10. Similarly, leaders with 11-20 years of experience and 21 or more years of experience responded with greater confidence when compared to leaders with only 1-10 years of experience. Thirteen (81%) leaders with 21 or more years of experience and 29 (85%) leaders with 11-20 years of experience recorded a score between 8 and 10 as compared to 26 (72%) leaders with 1-10 years of experience.

Seventy-five (87%) of the educational leaders indicated they usually (8) to almost always (10) communicate with faith and belief in the purpose of the organization's work as based upon their response to Question 27. Female educational leaders responded with greater confidence when compared to male educational leaders as 41 (93%) of the female educational leaders and 34 (81%) of the male leaders recorded a score between 8 and 10. Likewise, all three years of experience groups indicated a similar, strong confidence level. Thirty-one (86%) leaders with 1-10 years of experience, 30 (88%) leaders with 11-20 years of experience, and 14 (88%) leaders with 21 or more years of experience recorded a score between 8 and 10.

Educational leaders were most confident in their abilities to describe an image of what the organization is trying to accomplish (79%) and communicate with faith and belief in the purpose of the organization's work (87%). Specifically, no major

differences were noted with each behavior regarding gender or years of experience. Overall, the use of the behaviors associated with each practice was on the fair side for all groups.

The results of the statements aligned with the practice Challenge the Process (Questions 3, 8, 13, 18, 23, 28) are listed in Table 11. The results show a 0.73 point difference between the statement with the highest mean score ($M = 8.46$, $SD = 1.46$) when compared to the statement with the lowest mean score ($M = 7.73$, $SD = 1.64$). Standard deviations demonstrated agreement among all six statements. Question 23 had the highest mean value of 8.46, representing an agreement that educational leaders feel passionate about setting goals and having detailed plans to go along with them. Question 23 also had a lowest standard deviation, showing agreement of perceptions within the sample to that question.

Table 11

Descriptive Statistics for Educational Leaders and Challenge the Process

#	Survey Statement	Mean	Median	Standard Deviation
3	I seek out challenges	7.73	8	1.64
8	I challenge others	8.01	8	1.35
13	I think outside the box	7.79	8	1.72
18	I learn from mistakes	8.00	8	1.44
23	I set achievable goals	8.46	9	1.46
28	I research and take risks	7.86	8	1.44

Specifically, 56 (65%) of the educational leaders indicated they usually (8) to almost always (10) test their skills through challenging opportunities as based upon their

response to Question 3. Female and male educational leaders indicated a similar confidence with this behavior as 30 (68%) of the female educational leaders and 27 (64%) of the male leaders recorded a score between 8 and 10. Leaders from the 11-20 years of experience group indicated a stronger confidence with this behavior when compared to the other two experience groups. Twenty-two (61%) leaders with 1-10 years of experience and 8 (50%) leaders with 21 or more years of experience recorded a score between 8 and 10 as compared to 26 (76%) leaders with 11-20 years of experience.

Fifty-five (64%) of the educational leaders indicated they usually (8) to almost always (10) encourage employees to test inventive ways to accomplish their work as based upon their response to Question 8. Female and male educational leaders demonstrated an exact level of confidence with this behavior as 28 (64%) of the female educational leaders and 27 (64%) of the male leaders recorded a score between 8 and 10. However, leaders with 1-10 years of experience did not respond as confidently as leaders with 11-20 years of experience and leaders with 21 or more years of experience. Eighteen (50%) leaders with 1-10 years of experience recorded a score between 8 and 10 while 26 (76%) leaders with 11-20 years of experience and 11 (69%) leaders with 21 or more years of experience recorded a score between 8 and 10.

Fifty-two (60%) of the educational leaders indicated they usually (8) to almost always (10) search outside the box for better ways to expand the organization as based upon their response to Question 13. Male educational leaders indicated a slightly stronger confidence with this behavior when compared to female educational leaders as 24 (55%) of the female educational leaders and 28 (67%) of the male leaders recorded a score between 8 and 10. Leaders from the various experience groups all indicated a

similar, average confidence with this behavior. Twenty (56%) leaders with 1-10 years of experience, 22 (65%) leaders with 11-20 years of experience, and 10 (63%) leaders with 21 or more years of experience recorded a score between 8 and 10.

Fifty-seven (66%) of the educational leaders indicated they usually (8) to almost always (10) look at ways to learn from a mistake as based upon their response to Question 18. Female educational leaders indicated a stronger confidence with this behavior as 32 (73%) of the female educational leaders recorded a score between 8 and 10 as compared 25 (60%) of the male leaders. Leaders from the various experience groups all indicated similar confidence with this behavior. Twenty-two (61%) leaders with 1-10 years of experience, 24 (71%) leaders with 11-20 years of experience, and 11 (69%) leaders with 21 or more years of experience recorded a score between 8 and 10.

Sixty-eight (79%) of the educational leaders indicated they usually (8) to almost always (10) set goals with detailed plans and ongoing measurements as based upon their response to Question 23. Female educational leaders responded with higher confidence when compared to male educational leaders as 37 (84%) of the female educational leaders and 30 (71%) of the male leaders recorded a score between 8 and 10. Also, leaders with 11-20 years of experience and leaders with 21 or more years of experience responded with greater confidence when compared to leaders in the least experienced group. Thirty (88%) leaders with 11-20 years of experience and 14 (88%) leaders with 21 or more years of experience recorded a score between 8 and 10 while only 23 (64%) leaders with 1-10 years of experience recorded a score between 8 and 10.

Fifty-three (62%) of the educational leaders indicated they usually (8) to almost always (10) take chances in their jobs even when facing the possibility of failure as based

upon their response to Question 28. Male educational leaders demonstrated a stronger sense of confidence with this behavior as 29 (69%) of the male educational leaders recorded a score between 8 and 10 as compared to 24 (55%) of the female leaders. Also, leaders with 11-20 years of experience and leaders with 21 or more years of experience responded with greater confidence when compared to leaders in the least experienced group. Twenty-four (71%) leaders with 11-20 years of experience and 11 (69%) leaders with 21 or more years of experience recorded a score between 8 and 10 while only 18 (50%) leaders with 1-10 years of experience recorded a score between 8 and 10.

Educational leaders felt most confident in their ability to set goals with detailed plans and ongoing measurements (79%). Furthermore, both female leaders and leaders with more than 10 years of experience responded with much more confidence with this behavior. Another evident difference was in the behavior of leaders taking chances in their jobs even when facing the possibility of failure. Educational leaders with more than 10 years of experience felt more confident with this behavior. This result causes one to wonder if this confidence could be credited to the comfort and self-assurance they have gained over time in their career.

The results of the statements aligned with the practice Enable Others to Act (Questions 4, 9, 14, 19, 24, 29) are listed in Table 12. The results show a 1.46 point difference between the statement with the highest mean score ($M = 9.59$, $SD = 0.72$) when compared to the statement with the lowest mean score ($M = 8.13$, $SD = 1.48$). Standard deviations demonstrated agreement among all six statements. Table 21 shows Question 14 had the highest mean value of 9.59, representing an agreement that educational leaders consider it important to respect those around them. Question 14 also

had the lowest standard deviation, showing agreement of perceptions within the sample to that question.

Table 12

Descriptive Statistics for Educational Leaders and Enable Others to Act

#	Survey Statement	Mean	Median	Standard Deviation
4	I build relationships	9.29	10	1.01
9	I listen to others' views	8.49	9	1.09
14	I treat others' with respect	9.59	10	0.72
19	I support others' decisions	8.37	9	1.15
24	I give others' choice in their work and daily activities	8.34	9	1.36
29	I develop those around me	8.13	9	1.48

Seventy-eight (91%) of the educational leaders indicated they usually (8) to almost always (10) build collaborative relationships with other employees as based upon their response to Question 4. Both female and male educational leaders demonstrated a strong confidence level as 43 (98%) of the female educational leaders and 35 (83%) of the male leaders recorded a score between 8 and 10. Leaders with 1-10 years of experience and 11-20 years of experience indicated a slightly higher confidence in building collaborative relationship but leaders from the various experience groups all responded with confidence too. Thirty-two (89%) leaders with 1-10 years of experience, 33 (97%) leaders with 11-20 years of experience, and 13 (81%) leaders with 21 or more years of experience recorded a score between 8 and 10.

Seventy-one (83%) of the educational leaders indicated they usually (8) to almost always (10) regularly listen to various viewpoints as based upon their response to Question 9. Female educational leaders indicated a slightly higher confidence with this behavior than male leaders as 38 (86%) of the female business leaders and 33 (79%) of the male leaders recorded a score between 8 and 10. Leaders from the various experience groups all indicated fairly similar confidence levels. Twenty-eight (78%) leaders with 1-10 years of experience, 29 (85%) leaders with 11-20 years of experience, and 14 (88%) leaders with 21 or more years of experience recorded a score between 8 and 10.

Eighty-five (99%) of the educational leaders indicated they usually (8) to almost always (10) treat others in a respectful manner as based upon their response to Question 14. Both female and male educational leaders demonstrated a strong, similar confidence with this behavior as 43 (98%) of the female educational leaders and 42 (100%) of the male leaders recorded a score between 8 and 10. Leaders from the various experience groups all indicated a strong confidence with this behavior too. Thirty-five (97%) leaders with 1-10 years of experience, 34 (100%) leaders with 11-20 years of experience, and 16 (100%) leaders with 21 or more years of experience recorded a score between 8 and 10.

Seventy-two (84%) of the educational leaders indicated they usually (8) to almost always (10) support other's independent decisions as based upon their response to Question 19. Both female and male educational leaders demonstrated a similar confidence with this behavior as 36 (82%) of the female business leaders and 36 (86%) of the male leaders recorded a score between 8 and 10. Leaders with 21 or more years of experience indicated a stronger confidence when compared with leaders with less experience. Twenty-eight (78%) leaders with 1-10 years of experience and 29 (85%)

leaders with 11-20 years of experience recorded a score between 8 and 10 while 15 (94%) leaders with 21 or more years of experience recorded a score between 8 and 10.

Sixty-three (73%) of the educational leaders indicated they usually (8) to almost always (10) give employees flexibility in accomplishing their work as based upon their response to Question 24. Male educational leaders indicated a stronger confidence with this behavior as 29 (66%) of the female educational leaders recorded a score between 8 and 10 as compared 34 (81%) of the male leaders who recorded a score between 8 and 10. Also, educational leaders with more than 10 years of experience demonstrated a strong confidence with this behavior when compared to the educational leaders with 10 or less years of experience. Eighteen (50%) leaders with 1-10 years of experience recorded a score between 8 and 10 while 29 (85%) leaders with 11-20 years of experience and 16 (100%) leaders with 21 or more years of experience recorded a score between 8 and 10.

Sixty (70%) of the educational leaders indicated they usually (8) to almost always (10) build capacity in others as based upon their response to Question 29. Female educational leaders indicated a similar confidence with this behavior as 33 (75%) of the female educational leaders and 27 (64%) of the male leaders recorded a score between 8 and 10. Leaders with 11-20 years of experience felt most comfortable with this ability as 23 (64%) leaders with 1-10 years of experience and 9 (56%) leaders with 21 or more years recorded a score between 8 and 10 but 28 (82%) leaders with 11-20 years recorded a score between 8 and 10.

Educational leaders felt most confident in their abilities to build cooperative

relationships (91%) and respect others (99%) but ironically but felt least confident in building capacity in their employees (68%). Specifically, leaders regardless of gender or years of experience all scored their behaviors with confidence in the two practices with the highest overall scores. Educational leaders put value into working together and showing respect to others. One noticeable difference is with the behavior of giving employees flexibility in accomplishing their work. Educational leaders with 1-10 years of experience practiced this behavior much less than leaders with more years of experience. This difference could be the result of leaders with fewer years of experience being stricter with specific rules and regulations within an organization.

The results of the statements aligned with the practice Encourage the Heart are listed in Table 13. There was a 0.74 point difference between the statement with the highest mean score ($M = 8.53$, $SD = 1.36$) when compared to the statement with the lowest mean score ($M = 7.79$, $SD = 1.74$). A strong agreement among all six statements was noted based upon standard deviations. Question 5 had the highest mean value of 8.53, representing an agreement that educational leaders value the importance of praising those around them. Question 5 also had the second lowest standard deviation, showing an agreement of perceptions within the sample to that question.

Table 13

Descriptive Statistics for Educational Leaders and Encourage the Heart

#	Survey Statement	Mean	Median	Standard Deviation
5	I praise others for a good job	8.53	9	1.36
10	I express my confidence in others	8.40	9	1.28
15	I creatively reward others	7.79	8	1.74
20	I publicly recognize others	8.42	9	1.48
25	I find ways to celebrate accomplishments	8.12	8	1.61
30	I give appreciation to others for their contributions	8.47	9	1.44

Sixty-seven (78%) of the educational leaders indicated they usually (8) to almost always (10) provide praise to individuals when they do a good job as based upon their response to Question 5. Female and male educational leaders indicated a similar comfort level with this behavior as 36 (82%) of the female educational leaders and 31 (74%) of the male leaders recorded a score between 8 and 10. Leaders with 1-10 years of experience indicated the least amount of confidence with the ability to praise others. Twelve (75%) leaders with 21 or more years of experience and 30 (88%) leaders with 11-20 years of experience recorded a score between 8 and 10 while only 25 (69%) leaders with 1-10 years of experience recorded a score between 8 and 10.

Sixty-eight (79%) of the educational leaders indicated they usually (8) to almost always (10) share with others the confidence they have in them as based upon their response to Question 10. Female educational leaders indicated they feel much stronger with this ability when compared to male educational leaders as 39 (89%) of the female

educational leaders but only 29 (69%) of the male leaders recorded a score between 8 and 10. Leaders with various years of experience indicated similar feelings towards this behavior. Twenty-six (72%) leaders with 1-10 years of experience, 30 (88%) leaders with 11-20 years of experience, and 12 (75%) leaders with 21 or more years of experience recorded a score between 8 and 10.

Fifty-four (63%) of the educational leaders indicated they usually (8) to almost always (10) are rewarded for their contributions in innovative ways as based upon their response to Question 15. Female and male educational leaders indicated a similar comfort level with this behavior as 27 (61%) of the female educational leaders and 27 (64%) of the male leaders recorded a score between 8 and 10. Leaders with 1-10 years of experience indicated the least amount of confidence with the ability to praise others. Eleven (69%) leaders with 21 or more years of experience and 26 (76%) leaders with 11-20 years of experience recorded a score between 8 and 10 while only 17 (47%) leaders with 1-10 years of experience recorded a score between 8 and 10.

Sixty-three (73%) of the educational leaders indicated they usually (8) to almost always (10) honor people in a public setting who demonstrate commitment to core values as based upon their response to Question 20. Female and male educational leaders indicated a similar comfort level with this behavior as 32 (73%) of the female educational leaders and 31 (74%) of the male leaders recorded a score between 8 and 10. Leaders from the various experience groups all indicated similar confidence levels regarding this behavior too. Twenty-six (72%) leaders with 1-10 years of experience, 27 (79%) leaders with 11-20 years of experience, and 10 (63%) leaders with 21 or more years of experience recorded a score between 8 and 10.

Sixty (70%) of the educational leaders indicated they usually (8) to almost always (10) celebrate accomplishments as based upon their response to Question 25. Female and male educational leaders indicated a similar comfort level with this behavior as 32 (73%) of the female educational leaders and 28 (67%) of the male leaders recorded a score between 8 and 10. Leaders from the various experience groups all indicated weak, similar confidence levels regarding this behavior. Twenty-three (64%) leaders with 1-10 years of experience, 26 (76%) leaders with 11-20 years of experience, and 11 (69%) leaders with 21 or more years of experience recorded a score between 8 and 10.

Sixty-seven (78%) of the educational leaders indicated they usually (8) to almost always (10) provide an abundance of care and gratitude to others as based upon their response to Question 30. Female educational leaders indicated they feel slightly stronger with this behavior when compared to male educational leaders as 37 (84%) of the female educational leaders but only 30 (71%) of the male leaders recorded a score between 8 and 10. Leaders from the various experience groups all indicated similar confidence levels regarding this behavior. Twenty-six (72%) leaders with 1-10 years of experience, 28 (82%) leaders with 11-20 years of experience, and 13 (81%) leaders with 21 or more years of experience recorded a score between 8 and 10.

Educational leaders felt most confident in their abilities to praise others (78%), share with others the confidence they have in them (79%), and provide care and gratitude to others (78%) but ironically felt least confident in rewarding others in creative ways (63%). Both male and female educational leaders appeared to practice these behaviors in a similar way. Besides rewarding others in creative ways, educational leaders with varying years of experience all appeared to practice these behaviors in a similar way.

Overall, educational leaders demonstrated the highest mean score in Enable Others to Act, followed by Model the Way, Encourage the Heart, Challenge the Process, and Inspire a Shared Vision. Overall mean scores varied between the five leadership practices but were close in proximity. A closer look at confidence intervals reinforce the perception that the practices, Enable Others to Act (95% CI [51.07, 53.21]) and Model the Way (95% CI [50.08, 52.47]), were used more often by educational leaders when compared to Inspire a Shared Vision (95% CI [45.9, 49.17]), Challenge the Process (95% CI [46.4, 49.32]) and Encourage the Heart (95% CI [47.71, 51.03]). It is interesting to note that the practice with highest mean, Enable Others to Act, also had the lowest standard deviation indicating the most agreement among all practices while practice with the lowest mean, Inspire a Shared Vision, had the second highest standard deviation indicating less agreement among all the practices.

Research Question 3: Differences between Business and Educational Leaders

Research Question 3 asked what differences, if any, existed between business leaders and educational leaders on Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart. The mean scores of educational and business leaders on the LPI- Self were close in proximity. Mean scores for the five exemplary leadership practices are produced from leaders' responses on the 30 behavior statements. The mean score average and standard deviation were calculated for both educational leaders ($n = 86$) and business leaders ($n = 60$) on all 30 behavior statements that make up the survey. In order to determine if significant differences existed between the two groups of leaders regarding these behavior statements, an independent t test was calculated for each of the LPI statements. Of the 30 behavior statements, five statements were considered statistically significant or marginally

significant. Of these five statements, one was a behavior associated with Encourage the Heart, two were associated with the Inspire a Shared Vision, and two were associated with Challenge the Process. Educational leaders and business leaders answered with similar responses on 25 behavior statements indicating a similar use of leadership practices between these two groups of leaders.

The five behavior statements on the survey in which business and educational leaders differed in a significant manner are listed below. Business leaders scored significantly lower than educational leaders on four out of the five behavior statements where a statistically significant difference existed. Business leaders rated themselves significantly higher in regard to praising people for their work, which is associated with the practice Encourage the Heart while educational leaders rated themselves significantly higher with the other four statements, see Table 14. Overall, 83% of the behavior statements received similar ratings between business and educational leaders.

Table 14

Responses to Leadership Practices Inventory by Kouzes and Posner

#	Survey Statement	Business Leaders		Educational Leaders		T-Test
		M	SD	M	SD	
5	I praise people for a job well done	8.93	1.12	8.53	1.37	0.05
12	I appeal to others to share an exciting dream of the future	7.18	2.29	7.94	1.77	0.03
23	I make certain that we set achievable goals, make concrete plans, and establish measurable milestones for the project and programs that we work on	7.85	2.15	8.47	1.46	0.05
27	I speak with genuine conviction about the higher meaning and purpose of our work	8.31	1.99	8.91	1.29	0.04
28	I experiment and take risks, even when there is a chance of failure	6.92	2.42	7.86	1.44	0.01

Further analysis on all 30 LPI-Self behavior statements indicated that male and female responses showed a statistically significant difference on eight of the statements. Of these eight statements, two were behaviors associated with Model the Way, one was associated with the Inspire a Shared Vision, two were associated with Enable Others to Act, and three were associated with Encourage the Heart. Male leaders and female leaders had similar perceptions on 22 behavior statements indicating an average use of the same leadership practices between male and female leaders, see Table 15. Overall,

73% of the behavior statements received similar ratings between male and female leaders.

Table 15

Responses to Leadership Practices Inventory by Kouzes and Posner

#	Survey Statement	Male Leaders		Female Leaders		T-Test
		M	SD	M	SD	
4	I develop cooperative relationships among the people I work with	9.09	1.27	9.50	0.78	0.01
5	I praise people for a job well done	8.42	1.34	9.00	1.15	0.01
10	I make it a point to let people know about my confidence in their abilities	8.00	1.65	8.80	0.97	<0.01
11	I follow through on the promises and commitments that I make	9.10	0.89	9.54	0.77	<0.01
12	I appeal to others to share an exciting dream of the future	7.28	2.22	8.00	1.73	0.03
16	I ask for feedback on how my actions affect other people's performance	7.05	1.95	7.86	1.78	0.02
25	I find ways to celebrate accomplishments	7.66	1.92	8.51	1.36	<0.01
29	I ensure that people grow in their jobs by learning new skills and developing themselves	7.94	1.59	8.47	1.47	0.04

Of these eight statements where a statistically significant difference existed, female leaders scored higher than male leaders on all eight statements. Two statements

were behaviors associated with Model the Way, one was a behavior associated with the Inspire a Shared Vision, two were behaviors associated with Enable Others to Act, and three were behaviors associated with Encourage the Heart. The three statements associated with Encourage the Heart dealt with praising others and celebrating, indicating female leaders utilize these types of behaviors at a higher rate than male leaders.

The purpose of this research question was to look at what differences, if any, exist between business leaders and educational leaders on the five exemplary leadership practices. Specifically, the 30 behavior statements on Kouzes and Posner's LPI-Self were analyzed to see what behaviors were practiced by business and educational leaders. In order to see if any statistically significant differences existed, an independent T-test was utilized on each statement. Business and educational leaders assessed themselves similarly on 25 of the 30 behavior statements meaning only five behavior statements had a statistically significant difference. Of these five behavior statements where a statistically significant difference existed, educational leaders scored higher on only four of them implying that major differences do not exist between the perceived leadership behaviors of business and educational leaders. The two practices where these four behavior statements were significantly different were Inspire a Shared Vision and Challenge the Process. The perception of educational leaders is they practice a couple behaviors that fall under these practices more regularly than business leaders. It is not surprising that educational leaders perceive they utilize behaviors associated with these two practices more often than business leaders. With the constant change in educational policies and requirements in recent years, creating a culture consistently focused on a common vision is a necessity (Murphy & Schwartz, 2000). Additionally, challenging the

current way of thinking and operating is a must as remaining status quo will not help schools reach their goals (Barth, 2002; Kelley & Peterson, 2007).

Further analysis was conducted to see if statistically significant differences existed between male and female leaders. A series of independent *t* tests indicated a statistically significant difference on 8 of the 30 behavior statements. Female leaders scored significantly higher than male leaders on all eight of these behavior statements. The practice, Encourage the Heart, had three behavior statements where females scored significantly higher. While the practices Model the Way and Enable Others to Act each had two behavior statements where female leaders scored significantly higher than male leaders. The female leaders imply they regularly uses behaviors that set examples and encourage others at a higher rate than male leaders. Modeling the Way is when a leader's actions align with their actions and beliefs. They are setting a good example for all to follow and are actively engaged with those around them. Likewise, the practice Enable Others to Act is when a leader successfully brings people together in a collaborative way to reach maximum potential while the practice Encourage the Heart is when a leader recognizes and celebrates the successes and accomplishments of both individuals and the group. These practices require an intentional interaction between leader and others in the organization.

Research Question 4: Differences between Business and Educational Leaders when Age and Length of Employment are Considered

Research Question 4 asked what differences, if any, existed between Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act and, Encourage the Heart after controlling for age and length of employment. Research Question 4 was answered using MANCOVA to investigate if age and length of

employment impacted business and educational leaders and their use of the five exemplary leadership practices.

Descriptive statistics for each group and their age were analyzed to see which groups had higher and lower mean scores and are displayed in Table 16.

Table 16

Descriptive Statistics for Leadership Scores and Age

	Group	Age	Mean	Std. Deviation	N
Model The Way	Business Leader	< 39	46.444	7.6012	9
		40-50	50.852	6.4133	27
		51-60	50.833	5.9212	12
		61 and up	48.583	10.6041	12
		Total	49.733	7.4966	60
	Educational Leader	< 39	50.500	4.9264	14
		40-50	51.444	5.7744	45
		51-60	49.632	5.6096	19
		61 and up	55.625	3.2923	8
		Total	51.279	5.5702	86
	Total	< 39	48.913	6.2807	23
		40-50	51.222	5.9841	72
		51-60	50.097	5.6648	31
		61 and up	51.400	9.0344	20
		Total	50.644	6.4527	146
Inspire A Shared Vision	Business Leader	< 39	44.778	13.7366	9
		40-50	46.407	8.8242	27
		51-60	43.667	10.9073	12
		61 and up	43.417	14.2412	12
		Total	45.017	11.0308	60
	Educational Leader	< 39	46.786	8.4323	14
		40-50	47.600	7.1586	45
		51-60	45.789	8.3970	19
		61 and up	52.625	5.7802	8
		Total	47.535	7.6354	86
	Total	< 39	46.000	10.5658	23
		40-50	47.153	7.7853	72
		51-60	44.968	9.3291	31
		61 and up	47.100	12.2942	20
		Total	46.500	9.2321	146
Challenge The Process	Business Leader	< 39	46.333	10.7005	9
		40-50	46.741	7.0797	27

		51-60	46.917	8.1960	12
		61 and up	42.167	12.3644	12
		Total	45.800	9.0569	60
	Educational Leader	< 39	46.857	6.5146	14
		40-50	48.089	7.0189	45
		51-60	46.895	6.8467	19
		61 and up	50.625	6.4351	8
		Total	47.860	6.8155	86
	Total	< 39	46.652	8.1721	23
		40-50	47.583	7.0226	72
		51-60	46.903	7.2634	31
		61 and up	45.550	11.0381	20
		Total	47.014	7.8512	146
Enable Others To Act	Business Leader	< 39	52.889	5.9465	9
		40-50	52.963	4.2920	27
		51-60	50.750	5.2071	12
		61 and up	50.250	7.7239	12
		Total	51.967	5.5295	60
	Educational Leader	< 39	50.571	4.0519	14
		40-50	52.111	5.4323	45
		51-60	52.421	4.7060	19
		61 and up	54.375	4.5020	8
		Total	52.140	5.0039	86
	Total	< 39	51.478	4.8885	23
		40-50	52.431	5.0206	72
		51-60	51.774	4.8902	31
		61 and up	51.900	6.8048	20
		Total	52.068	5.2083	146
Encourage The Heart	Business Leader	< 39	47.889	9.6235	9
		40-50	51.704	6.8321	27
		51-60	48.833	9.5711	12
		61 and up	49.167	9.2327	12
		Total	50.050	8.2779	60
	Educational Leader	< 39	46.143	6.8709	14
		40-50	50.689	7.2451	45
		51-60	47.737	9.2306	19
		61 and up	51.500	6.6548	8
		Total	49.372	7.7293	86
	Total	< 39	46.826	7.8951	23
		40-50	51.069	7.0618	72
		51-60	48.161	9.2199	31
		61 and up	50.100	8.1879	20
		Total	49.651	7.9382	146

In order to determine if a statistically significant difference existed between the business leaders and educational leaders and their use of the five leadership practices after controlling for age, a Multivariate Analysis of Covariance (MANCOVA) was utilized. The assumption of homogeneity of variance was evaluated using a Box's M test, a highly sensitive test. The Box's M was not statistically significant ($F = 1.18, p = .104$).

The Multivariate Wilks' Lambda test for group was significant, $F(5, 134) = 2.54, p = .031$; Wilk's $\Lambda = 0.914$. However, age, $F(15, 370) = 1.31, p = .195$; Wilk's $\Lambda = 0.867$, and the interaction of group with age, $F(10, 370) = 1.45, p = .122$; Wilk's $\Lambda = 0.854$ were both statistically non-significant. It should be noted that age group sizes among business and educational leaders were small. These results indicate that when controlling for age, group did statistically impact differences in leadership practices while age and the interaction of group and age did not statistically impact differences in leadership practices.

Follow-up univariate ANOVAs for age and the interaction of group with age were non-significant and are displayed in Table 17. There were no statistically significant differences between business leaders and educational leaders with respect to age and the interaction of group and age on the five practices of exemplary leadership (Model The Way, Inspire A Shared Vision, Challenge The Process, Enable Others To Act, and Encourage the Heart separately). However, univariate ANOVAs for group when controlling for age were statistically significant for two dependent variables and moderately significant for a third dependent variable. The main effect of group was significant in the practices of Model the Way, $F(1, 134) = 4.64, p = .033$ and Inspire a

Shared Vision, $F(1, 134) = 4.23, p = .042$. The main effect of group was nearly significant in the practice of Challenge the Process, $F(1, 134) = 2.95, p = .088$. When controlling for age, a significant group difference existed on both Model the Way and Inspire a Shared Vision while Challenge the Process was nearly significant. Examination of the group means showed educational leaders scored higher than business leaders with all three practices where there was a significant difference. Furthermore, the self-perceptions of business leaders, specifically leaders 61 years of age and older, were inconsistent when compared to educational leaders. This indicates business leaders in that age group viewed their use of the behavior statements associated with these practices in different ways.

Table 17

Univariate Tests for Leadership by Group with Age

Source	Dependent Variable	Mean Square	F	Sig.
Group	Model The Way	187.681	4.642	.033
	Inspire A Shared Vision	360.298	4.229	.042
	Challenge The Process	181.305	2.946	.088
	Enable Others To Act	11.772	.431	.513
	Encourage The Heart	3.963	.063	.802
Age	Model The Way	55.463	1.372	.254
	Inspire A Shared Vision	55.017	.646	.587
	Challenge The Process	7.437	.121	.948
	Enable Others To Act	7.923	.290	.832
	Encourage The Heart	124.809	1.987	.119
	Model The Way	83.306	2.061	.108

Group * Age Interaction	Inspire A Shared Vision	82.198	.965	.411
	Challenge The Process	83.044	1.349	.261
	Enable Others To Act	47.717	1.747	.160
	Encourage The Heart	17.659	.281	.839

Descriptive statistics for business and educational leaders and their length of employment were analyzed to see which groups had higher and lower mean scores and are displayed in Table 18.

Table 18

Descriptive Statistics for Leadership by Group with Length of Employment

	Group	Length of Employment	Mean	Std. Deviation	N
Model The Way	Business Leader	1-10	49.50	6.46	16
		11-20	49.15	7.43	20
		21 and up	50.38	8.40	24
		Total	49.73	7.49	60
	Educational Leader	1-10	49.47	5.93	36
		11-20	52.97	4.51	34
		21 and up	51.75	5.87	16
		Total	51.28	5.57	86
	Total	1-10	49.48	6.03	52
		11-20	51.56	5.99	54
		21 and up	50.93	7.44	40
		Total	50.64	6.45	146
Inspire A Shared Vision	Business Leader	1-10	46.00	9.38	16
		11-20	42.70	12.05	20
		21 and up	46.29	11.30	24
		Total	45.02	11.03	60
	Educational Leader	1-10	45.69	7.25	36
		11-20	49.50	6.73	34
		21 and up	47.50	9.55	16
		Total	47.54	7.64	86
	Total	1-10	45.79	7.87	52
		11-20	46.98	9.55	54
		21 and up	46.78	10.52	40
		Total			

		Total	46.50	9.23	146	
Challenge The Process	Business Leader	1-10	45.50	9.72	16	
		11-20	46.10	8.09	20	
		21 and up	45.75	9.72	24	
			Total	45.80	9.05	60
	Educational Leader	1-10	45.64	7.01	36	
		11-20	50.20	5.59	34	
		21 and up	47.88	7.44	16	
			Total	47.86	6.82	86
	Total	1-10	45.59	7.85	52	
		11-20	48.69	6.85	54	
		21 and up	46.60	8.84	40	
			Total	47.01	7.85	146
Enable Others To Act	Business Leader	1-10	53.44	4.89	16	
		11-20	52.05	4.37	20	
		21 and up	50.92	6.65	24	
			Total	51.97	5.53	60
	Educational Leader	1-10	50.50	5.39	36	
		11-20	53.68	4.07	34	
		21 and up	52.56	5.05	16	
			Total	52.14	5.00	86
	Total	1-10	51.40	5.38	52	
		11-20	53.07	4.23	54	
		21 and up	51.58	6.05	40	
			Total	52.07	5.21	146
Encourage The Heart	Business Leader	1-10	51.56	8.29	16	
		11-20	49.45	8.74	20	
		21 and up	49.54	8.10	24	
			Total	50.05	8.28	60
	Educational Leader	1-10	47.33	7.56	36	
		11-20	51.62	6.57	34	
		21 and up	49.19	9.42	16	
			Total	49.37	7.73	86
	Total	1-10	48.64	7.96	52	
		11-20	50.82	7.44	54	
		21 and up	49.40	8.54	40	
			Total	49.65	7.94	146

In order to determine if a statistically significant difference existed between the business leaders and educational leaders and their use of the five leadership practices after controlling for length of employment, a Multivariate Analysis of Covariance

(MANCOVA) was utilized. The assumption of homogeneity of variance was evaluated using a Box's M test, a highly sensitive test. The Box's M was statistically significant ($F = 1.38, p = .017$). However, F tests should be robust to violation of the equal variances given that the within group sample sizes were somewhat consistent. The Multivariate Wilks' Lambda tests for group, $F(5, 136) = 1.96, p = .088$; Wilk's $\Lambda = 0.933$, length of employment, $F(10, 272) = 1.29, p = .234$; Wilk's $\Lambda = 0.911$, and the interaction of group with length of employment, $F(10, 272) = 1.06, p = .392$; Wilk's $\Lambda = 0.926$ were all statistically non-significant. These findings indicate there is no significant difference in the use of leadership practices by leadership group when length of employment is considered.

Follow-up univariate ANOVAs were non-significant as well and are displayed in Table 19. There was no difference between business leaders and educational leaders with respect to group, length of employment, and the interaction of group and length of employment on the five practices of exemplary leadership (Model The Way, Inspire A Shared Vision, Challenge The Process, Enable Others To Act, and Encourage the Heart separately). Although a statistical difference did not exist among the variables, the researcher observed the interaction between group and years of experience interaction was nearly significant in the practice of Enable Others to Act, $F(2, 136) = 2.93, p = .057$. These results suggest the interaction of length of employment and group could impact a leaders' ability to build consensus and create an atmosphere of confidence where individuals feel empowered. Overall, leaders with 11-20 years of experience utilized this practice more than leaders with less than 10 years of experience and 21 or more years of experience.

Table 19

Univariate Tests Leadership Scores by Group and Length of Employment

Source	Dependent Variable	Mean Square	F	Sig.
Group	Model The Way	97.519	2.388	.125
	Inspire A Shared Vision	216.657	2.588	.110
	Challenge The Process	148.158	2.463	.119
	Enable Others To Act	.409	.016	.901
	Encourage The Heart	21.309	.341	.560
Length of Employment	Model The Way	36.665	.898	.410
	Inspire A Shared Vision	12.168	.145	.865
	Challenge The Process	78.903	1.312	.273
	Enable Others To Act	16.220	.615	.542
	Encourage The Heart	19.867	.318	.728
Group * Length of Employment Interaction	Model The Way	45.057	1.103	.335
	Inspire A Shared Vision	166.309	1.987	.141
	Challenge The Process	46.423	.772	.464
	Enable Others To Act	77.239	2.930	.057
	Encourage The Heart	121.331	1.941	.147

Overall, the use of the five exemplary practices of leadership are utilized by business and educational leaders in similar ways. Specifically, when analyzing the 30 behavior statements, a statistically significant difference exists between business and educational leaders on only five behavior statements. Educational leaders scored higher on four out of the five behavior statements where a statistically significant difference existed. Furthermore, a significant difference existed between business leaders and

educational leaders on two exemplary leadership practices and was marginally significant on a third when age was taken into consideration. It should be noted the age groups being compared were small in size. The interactions of length of employment and age with business and educational leaders did not yield statistically significant results. Recommendations for further study, a brief review of the literature, and a discussion of the findings are provided in Chapter 5.

Chapter V

DISCUSSION

This chapter provides a summary of the study and discussion of the findings. The purpose of the study and related literature are both included in the summary and a synopsis of the design, limitations, and analysis are included as well. Conclusions based upon the results of the research along with recommendations for those in educational or business leadership roles as well as recommendations for future studies concerning business and educational leadership conclude this chapter.

As we continue to move deeper into the 21st century, collaboration is essential as change is occurring at rapid speed for all organizations. As a leader, the ability to think globally, plan for the future, understand and network with others, and adapt to certain contexts are required to remain effective and move organizations in a positive direction. Palmer (2009) stated, “Rather, the difference between the leadership function in different areas depends upon what Aristotle would call the telos, or purpose, of those realms of activity” (p. 528). Most studies regarding leadership are focused on best practices and are specific to a certain context. A review of the literature portrayed the characteristics of business and educational leaders but it revealed a lack of empirical research simultaneously and specifically focused on business and educational leadership. These characteristics align with Kouzes and Posner’s five practices of exemplary leadership, Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart, and cause one to wonder if the only difference between these

leaders is simply their context. Therefore, the goal of this study was to advance the literature on business and educational leaders and their perceived leadership practices. Specifically, the study compared the practices of educational leaders and business leaders in a region of north Georgia focused on the five exemplary practices of leadership and the behaviors that constitute them as measured by Kouzes and Posner's Leadership Practices Inventory. The study was guided by the following four research questions:

RQ1: What are the self-perceived traits among business leaders in regards to Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart?

RQ2: What are the self-perceived traits among educational leaders in regards to Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart?

RQ3: What differences, if any, exist between business leaders and educational leaders on Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart?

RQ4: What differences, if any, exist between business leaders and educational leaders on Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart after controlling for age and length of employment?

Literature Review Summary

According to Bass and Avolio (1990), common behaviors can be found in the practices of strong leaders such as innovation, passion, reflection, collaboration, and strategy. Effective leaders know how to paint a picture of the future and successfully bring everyone on board to make that future a reality (Avolio, Zhu, Koh, & Bhatia,

2004). They are focused on motivating others to act in such a way that positively impacts the mission of the organization. Leaders use their expertise to ask questions of employees which causes them to think differently and build their capacity (Bossidy, Charan, & Burck, 2008). Furthermore, their work can vary minute by minute, their day is usually fast-paced and at times stressful, and sometimes they have to be reactive due to unforeseen problems that arise (Yukl, 2002). The ideas and opinions of many of the leadership practices shared by various authors can be aligned with Kouzes and Posner's (2002) five exemplary practices of leadership. As one turns their attention specifically to educational leaders and business leaders, strong leaders in both contexts demonstrate a variety of leadership features.

Business leaders who are impactful have strong character, are visionary, love their job and organization, and are knowledgeable (Idowu, 2009). They set clear expectations, demonstrate patience, and are focused on quality as much as quantity (Minkes, Small, & Chatterjee, 1999). They exhibit the practice, Modeling the Way (Kouzes & Posner, 2002), by staying true to their beliefs even during difficult times. Business leaders face a multitude of tests and trials as competition continues to increase in a world where technology has made life easier on one hand but challenging on the other. Effective business leaders should be dreamers and goal oriented (Bennis, 1992) as their ability to share these dreams and goals helps inspire a shared vision for the organization, a practice found to be very important by Kouzes and Posner (2002). Furthermore, they do not simply lead from their office directing people from a distance, but they are intimately involved in the overall processes of the company by setting a vision, strategically placing the right people in the appropriate position, and establishing organizational procedures

that maximize performance (Bossidy, Charan, & Burck, 2008). Being on the ground level and intimately working with others allows them to build capacity and touch on the practice, *Enable Others to Act* (Kouzes & Posner, 2002). As they dream and set goals, they constantly reflect and challenge their current way of thinking and operating. They are focused on investing socially and professionally in those around them which aligns with the practice, *Encourage the Heart* (Kouzes & Posner, 2002; Thompson, 2012).

In a review of principals and their perceptions in a school district, Rouse (2005) found that the principal's perceptions of their use of Kouzes and Posner's five exemplary practices were all higher than the Kouzes and Posner norms. The author looked at various demographic data as well and found significant differences did not exist among these principals when the type of degree, age, and years of experience were considered. However, a significant difference was found between male and female principals in the practices of *Model the Way*, *Challenge the Process*, and *Enable Others to Act*.

Dixon (2014) studied the practices of principals in positive climate schools and found that significant differences did not exist between principals in large and small elementary schools and their use of the five exemplary practices of leadership. Their mean scores in all five areas were similar. Furthermore, significant differences were not noted when considering the gender of the principal or the poverty index of the school. Mean scores among principals were similar.

Educational leaders who positively impact their organizations know how to effectively place the right people in the right roles within an organization in order to accomplish established goals (Eacott, 2007). They have an intense focus on the culture of the school as they are keenly aware that the attitudes, traditions, and beliefs that

constitute this culture relentlessly impacts the potential of success for the school (Barth, 2002). A focus on life-long learning and the ability to stress its importance to others is evident among educational leaders. Collaboration, clear expectations, positive energy, and regular communication are all key aspects of an effective school leader (Lazaridou & Iordanides, 2011). They know how to build teams and successfully utilize the strengths of all stakeholders. These leaders are highly visible and are focused on professional growth and how it relates to school's instructional program (Blase & Blase, 2004; Marzano, Waters, & McNulty, 2005). Challenges exist for educational leaders too as school vouchers, higher student test scores, demands from industry for highly skilled workers, parent and government concerns about the quality of instruction, and an overall increase in accountability seem to be an everyday topic in education today. An exceptional educational leader is focused on the future and has the instinct to know where a school needs to go (Barth, 2002; Cawelti, 1984).

The overarching goals of business and educational leaders may vary due to their context, but this does not mean their actions are different. Effective business leaders have turned away from a bureaucratic mindset where an emphasis was put on a title and position and are now focused on items such as vision-casting and listening. Educational leaders have moved from school managers to instructional leaders who are focused on teacher retention, collaboration, and a quality instructional program (Briggs, Davis, & Rhines, 2009). The reality is great organizations are led by leaders who realize the importance of making a long-lasting impact (Collins, 2005).

Strategic planning, casting a vision, building up others, dealing with change, and being goal-oriented are all examples of some of the similar behaviors exhibited by

business and educational leaders in their realm. The issue of change is something they will always face and will more than likely increase over time. Zhao (2009) believes collaboration, comprehensive thinking, innovation, and empathy, attributes already noted in successful business and educational leaders, all play a major role in helping these leaders effectively handle change.

Population

The population for this study consisted of all principals and superintendents in a Georgia Regional Educational Service Agency (RESA) and all business leaders in a local Georgia Chamber of Commerce. A census was conducted because the survey was sent to the entire population. A total of 86 educational leaders completed the survey resulting in a 45% return rate while 60 business leaders completed the survey resulting in a 32% return rate. Of the respondents, 70 (48%) were female and 76 (52%) were male.

Methodology

Utilizing the framework established by Kouzes and Posner, this quantitative study examined the leadership practices of business and educational leaders in a region of Georgia. The LPI-Self was the survey instrument used to gather data to examine business and educational leaders' perceptions of the existence of the five practices (Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, Encourage the Heart) within their daily actions. Surveys were administered to the cluster of business leaders in the Chamber of Commerce and the cluster of K-12 principals and superintendents in the Georgia RESA. The survey utilized was Kouzes and Posner's LPI- Self, which consisted of 30 behavior statements, as well as four demographic questions.

The completed LPI-Self results were calculated and processed to determine what similarities and differences existed among business and educational leaders. Descriptive statistics were used to provide clarity for the research questions regarding the basic leadership tendencies of business leaders and educational leaders. Mean scores and standard deviations for each statement on the survey were calculated and analyzed in order to compare the self-perceptions of business and educational leaders. *T* tests were utilized to investigate if any statistically significant differences existed between business and educational leaders. MANCOVA was used to investigate if any statistically significant differences existed between business and educational leaders when considering age and length of employment.

Summary of the Findings

Each research question intentionally looked at the self-perceptions of business and educational leaders in a region of north Georgia. The results of these questions dealt with business and educational leaders use of the five exemplary leadership practices and are shared according to the research question.

Research Question 1 sought to determine what the self-perceived traits were among business leaders in regards to Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart. The descriptive statistics gathered from the survey indicated the business leaders practiced Enable Others to Act ($M = 52.0$, $SD = 5.5$), most frequently, followed by Encourage the Heart ($M = 50.1$, $SD = 8.3$), Model the Way ($M = 49.7$, $SD = 7.5$), Challenge the Process ($M = 45.8$, $SD = 9.1$), and Inspire a Shared Vision ($M = 45.0$, $SD = 11.0$).

In regards to Model the Way, business leaders felt strongest (95%) about their ability to follow through on their promises and their ability of setting a personal example (92%) by indicating they usually to almost always demonstrate these behavior practices. Additionally, female business leaders (77%) and business leaders with 21 or more years of experience (75%) felt much stronger than male business leaders (56%) and leaders with 1-10 years of experience (56%) and 11-20 years of experience (60%).

In regards to the practice, Inspire a Shared Vision, business leaders felt strongest about the purpose of their organization's work with 73% of the respondents indicating they usually to almost always communicate with faith and belief in the purpose of the work. This behavior was followed by 72% of business leaders indicating they consistently describe an image of what the organization is trying to accomplish. This practice was the least used among all the practices and male leaders along with leaders with 20 or less years of experience indicated weaknesses with this practice.

Business leaders indicated a varying level of confidence with the behavior statements associated with the practice, Challenge the Process. They felt most confident with the behavior of learning from their mistakes as 77% indicated they usually to almost always practice this behavior. On the other hand, 45% of the business leaders do not feel confident in taking a chance when failure is a possibility. Both male and female business leaders and leaders of varying years of experience indicated similar uses of the behaviors associated with this leadership practice.

Business leaders felt very strong about a couple of the behavior statements aligned with the practice, Enable Others to Act. They felt strongest in their use of showing respect to those around them with 97% responding that they usually to almost

always utilize this behavior. Ninety two percent of the business leaders also indicated they felt very strongly about building cooperative relationships but only 70% feel they regularly build capacity in their employees. Furthermore, male and female business leaders and business leaders of all types of varying years of experience indicated similar uses of the behaviors except with the behavior of building capacity in their employees. Eighty one percent of female business leaders indicated they usually to almost always utilize this behavior compared to 59% of male business leaders while 81% of business leaders with 1-10 years of experience responded with confidence to this behavior as compared to 60% of leaders with 11-20 years of experience. Business leaders value working together and showing respect to others.

In regards to the practice, Encourage the Heart, business leaders felt most confident in their everyday use of praising those around them with 87% responding that they usually to almost always practice this behavior. Furthermore, 83% show gratitude to others for their help and assistance. On the other hand, only 60% of business leaders reward others in creative ways on a regular basis. Female business leaders clearly practiced all of the behaviors associated with this leadership practice at a higher rate than male business leaders.

The means of all five leadership practices associated with business leaders were close in proximity. The two practices with the lowest means were Inspire a Shared Vision and Challenge the Process while the three practices with the highest means were Model the Way, Encourage the Heart, and Enable Others to Act. The practice with the most agreement was Enable Others to Act, also the practice with the highest overall

mean. It is not shocking that Enable Others to Act is the practice most frequently used by business leaders. Building a team, involving all stakeholders, and utilizing collaboration in a business organization were common ideas noted in the literature.

Research Question 2 sought to determine what the self-perceived traits were among educational leaders in regards to Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart. The descriptive statistics gathered from the Likert scale indicated the educational leaders practiced Enable Others to Act ($M = 52.1$, $SD = 5.0$) most frequently, followed by Model the Way ($M = 51.3$, $SD = 5.6$), Encourage the Heart ($M = 49.4$, $SD = 7.7$), Challenge the Process ($M = 47.9$, $SD = 6.8$) and Inspire a Shared Vision ($M = 47.5$, $SD = 7.6$).

Educational leaders felt confident with their use of the behavior statements associated with the practice, Model the Way. Specifically, these leaders felt strongest about their ability to keep the promises and commitments they make as 97% indicated they usually to almost always demonstrate this behavior. Furthermore, 95% of the educational leaders indicated they set a personal example for others to follow. Female and male educational leaders indicated similar uses of most behaviors associated with Model the Way but female leaders did feel stronger about their ability in ensuring others are following agreed upon principles.

In regards to the practice, Inspire a Shared Vision, educational leaders felt strongest about the purpose of their organization's work with 87% of the respondents indicating they usually to almost always communicate with faith and belief in the purpose of the work. This behavior was followed by 79% of business leaders indicating they consistently describe an image of what the organization is trying to accomplish. Overall,

regular use of the behaviors associated with each practice were rated fairly and no major differences were noted among educational leaders regardless of gender or years of experience.

Educational leaders indicated similar uses of the behavior statements associated with the practice, Challenge the Process. They felt most confident with the behavior of setting goals and having detailed plans to go along with them as 79% indicated they usually to almost always practice this behavior. Interestingly, leaders with 10 years of experience or less did not indicate the confidence that leaders with more than 10 years of experience expressed with this behavior.

Furthermore, the younger educational leaders also noted their usage rate of taking chances in their jobs, even when facing the possibility of failure, at a much lower rate as compared to educational leaders with more experience.

In regards to the leadership practice Enable Others to Act, educational leaders indicated both strong and weak uses with the behavior statements associated with this practice. They felt strongest in their use of showing respect to those around them with 99% responding that they usually to almost always utilize this behavior. Ninety one percent of the business leaders also indicated they felt very strongly about building cooperative relationships. Educational leaders, regardless of gender or years of experience, all rated themselves high with both of these behaviors. However, only 68% of educational leaders felt they regularly built capacity in their employees.

The use of the behaviors associated with the leadership practice Encourage the Heart, were similar for educational leaders. The percentage of educational leaders usually to almost always using three of the six behaviors associated with this leadership

practice were almost identical as 78% indicated they regularly praise others, 79% of the leaders regularly share with others the confidence they have in them, and 78% indicated they consistently provide care and gratitude to others. Leaders, regardless of gender and years of experience, indicated similar uses of the behaviors except with the behavior of rewarding others in creative ways. Leaders with 10 or less years of experience indicated they do not practice this behavior as regularly as leaders with more years of experience.

Overall results for the five leadership practices were close in proximity for educational leaders. The two practices with the highest means were Model the Way and Enable Others to Act and these two practices had the most agreement among all practices. The three practices with the lowest means were Inspire a Shared Vision, Challenge the Process, and Encourage the Heart. It is not surprising that Enable Others to Act is the practice most frequently used by educational leaders. The process of building others and fostering collaboration within a school building is essential to the role of educational leaders.

Research Question 3 sought to determine what differences, if any, existed between business and educational leaders in regards to the five exemplary leadership practices (Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart). Of the 30 behavior statements on the LPI-Self, a statistically significant difference between business and educational leaders existed on only five statements indicating little difference exists between the leadership practices of the two types of leaders. Of these five statements, business leaders scored significantly lower than educational leaders on four out of the five behavior statements. Business leaders scored significantly higher on one behavior statement associated with the

practice, Model the Way. Educational leaders scored significantly higher on two behavior statements associated with the practice, Inspire a Shared Vision, and two behavior statements associated with the practice, Challenge the Process.

Further analysis on all 30 LPI-Self behavior statements indicated that male and female responses showed a statistically significant difference on eight of the thirty behavior statements. Female leaders scored significantly higher than male leaders on all eight of the statements where a statistically significant difference existed. Challenge the Process was the only effective leadership practice that did not have a behavior statement with a statistical difference associated with it between male and female leaders. Of the eight statements with a significant difference, two were the same as the significant differences between business and educational leaders. One of these behavior statements was associated with the practice, Encourage the Heart, while the other behavior statement was associated with Inspire a Shared Vision.

Research Question 4 analyzed what differences, if any, exist between business leaders and educational leaders on Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart after controlling for age and length of employment?" The mean scores on the exemplary leadership practices varied slightly between business and educational leaders when considering age and length of employment. Educational leaders tended to have faintly higher mean scores on the five exemplary leadership practices when compared to business leaders but the differences were not always statistically significant. Furthermore, it should be noted the sample sizes for age groups were small. When considering age, the Multivariate Wilks' Lambda test for group was significant, $F(5, 134) = 2.54, p = .031$; Wilk's $\Lambda = 0.914$. However, age, F

(15, 370) = 1.31, $p = .195$; Wilk's $\Lambda = 0.867$, and the interaction of group with age, $F(10, 370) = 1.45$, $p = .122$; Wilk's $\Lambda = 0.854$ were both not statistically significant. Follow-up univariate ANOVAs for age and the interaction of group with age were non-significant but they were statistically significant for group and two dependent variables and moderately significant for a third dependent variable indicating a difference between the means of the groups. The researcher observed the main effect of group was significant in the practices of Model the Way, $F(1, 134) = 4.64$, $p = .033$ and Inspire a Shared Vision, $F(1, 134) = 4.23$, $p = .042$. The main effect of group was nearly significant in the practice of Challenge the Process, $F(1, 134) = 2.95$, $p = .088$.

The Multivariate Wilks' Lambda tests for group, $F(5, 136) = 1.96$, $p = .088$; Wilk's $\Lambda = 0.933$, length of employment, $F(10, 272) = 1.29$, $p = .234$; Wilk's $\Lambda = 0.911$, and the interaction of group with length of employment, $F(10, 272) = 1.06$, $p = .392$; Wilk's $\Lambda = 0.926$ were all statistically non-significant. Follow-up univariate ANOVAs were non-significant as well but a near statistical significant difference was observed with the interaction between group and length of employment in the practice of Enable Others to Act, $F(2, 136) = 2.93$, $p = .057$, indicating the effect of length of employment is different across business and educational leaders. The Box's M was statistically significant ($F = 1.38$, $p = .017$) for this test. However, F tests should be robust to violation of the equal variances given that the within group sample sizes were somewhat consistent so the test was still utilized.

Implications

This study contributed to the existing literature on leadership because it specifically looked at business and educational leaders simultaneously. Leadership is at

the heart of all organizations and will continue to be an area that is consistently studied. The literature review provided in this study documented previous studies and works specific to business, education, or broad based leadership. Similarities noted in the literature review that were common consisted of notions such as setting a vision, building relationships, and risk-taking. Another similarity was the challenge of change that faces leaders in both contexts. This is of utmost importance because the two lowest areas scored for both business leaders and educational leaders in this study were in the areas of Challenge the Process and Inspire a Shared Vision. This does not mean their leadership ability is poor or inadequate but it could mean that fighting status quo, implementing change when needed, and creating a new vision could prove to be difficult for them. Educational leaders scored significantly higher than business leaders with two behavior statements related to Challenge the Process and two behavior statements related to Inspire a Shared Vision. A meaningful difference existed between educational leaders and business leaders with the practice Challenge the Process when age was considered. Additionally, a statistically significant difference existed between educational leaders and business leaders with the practices Model the Way and Inspire a Shared Vision when age was considered. The mean scores of educational leaders was higher than business leaders with both practices. Although there are not an abundance of statistically significant differences between these leaders and the behavior statements, educational leaders could provide some guidance to business leaders in the areas where a statistically significant difference existed. Due to the fact that constant change is a guarantee in the technological world we live in today, it is crucial that current leaders and aspiring leaders

recognize the similarities and differences in the leadership practices documented in this study that exist between these two types of leaders.

With similarities existing in the use of five exemplary leadership practices between business and educational leaders and the biggest difference being the context in which they work, the ability to positively collaborate with one another is a good place to start for both types of leaders. Collaboration and comparing similar leadership practices and scenarios while learning about the differences in their contexts could lead to stronger organizations, sustainability through leadership changes, better private-public partnerships, and a broadening of the number of effective business and educational leaders in our country. By recognizing the core practices of effective educational and business leaders are similar and the main element an effective leader needs when placed in a new position is the understanding of the context, the number of effective leaders available to organizations would grow. No longer should organizations only look at industry specific leader candidates but they should consider all candidates who possess the five practices of exemplary leadership as noted by Kouzes and Posner.

Limitations

Although the researcher took appropriate steps to ensure consistency throughout the study, limitations exist that need to be considered by others when reviewing this study. First, the response rate was dependent on the three emails being electronically distributed appropriately. Second, the sample size was small and this study was solely focused on business and educational leaders in one Georgia RESA and one Georgia Chamber of Commerce so the results may not be generalizable to leaders from others areas of the state, nation, or world. Third, the generalizability of the study was limited

due to the lack of observational data to support the leaders' perceptions on the LPI- Self. Fourth, this study was dependent on honest answers from the participants over a 2- month time span. Varying levels of experience, current work and personal situations, and the current status of the organization could all have impacted the leaders' responses and limit the possibility of the responses being representative of all business and educational leaders.

Recommendations for Further Research

Based upon a review of the literature and the present study of business and educational leaders' perceptions, the following recommendations should be considered for future research:

- Increase the sample size by broadening the focus area of business and educational leaders. The focus area to further analyze business and educational leaders could be the state of Georgia or the entire United States.
- Survey employees who work for the leader and compare the perceptions of the leaders and the perceptions of the employees who work for the leader.
- Add educational leaders in the preschool setting and the higher education setting to the sample.
- Add a qualitative component to the study. This study sought to examine the similarities and differences between business and educational leaders in a region of Georgia utilizing a survey. A study similar to this that utilized personal interviews with each participant would further enhance the findings of that study as well.

- Add a longitudinal piece and survey the same leaders over a five year span to see if their practices remain the same.
- Conduct a study solely focused on male and female leaders. *T* tests were analyzed on the thirty behavior statements that made up the five exemplary practices of leadership. Of these 30 statements, eight were considered statistically significant and female leaders scored higher than male leaders on all eight of these behavior statements. This type of study could provide more insight into gender differences regarding leadership.
- Conduct a mixed-methods study that focused on a select group of leaders who participated in a longitudinal study where they spent an equal amount of time as an educational leader and an equal amount of time as a business leader. This type of study would tremendously add to the research regarding business and educational leadership.

Conclusions from this Study

The intent of this study was to compare the self-perceived leadership practices business and educational leaders in a region of Georgia utilizing Kouzes and Posner's LPI-Self. The findings of this study conclude major differences do not exist between the practices of business and educational leaders in a region of north Georgia and their use of the five exemplary leadership practices. A statistically significant difference only existed among 5 of the 30 behavior statements associated with the five leadership practices. Educational leaders recorded higher scores than business leaders with four of these behavior statements. Two of the behavior statements aligned with the practice, Challenge the Process, and two of the statements aligned with the practice, Inspire a Shared Vision.

The least used practice by both types of leaders was Inspire a Shared Vision. This must be addressed by leaders in both groups as a lack of vision and discussions focused on a vision will cause organizations to become ineffective.

The literature on business leaders and educational leaders might be separate but the habits and behaviors needed by business and educational leaders are comparable. The fact that few statistically significant differences existed between business and educational leaders and their use of the overarching five exemplary leadership practices and the behavior statements that align with them supports what has been concluded in existing literature regarding the practices of these leaders. As stated by Burns (2003), effective leaders meet people where they are and find unique ways to help them reach their potential. The research findings of this study are significant for leaders in both the business and educational context. The findings support the fact that few differences exist in the way business and educational leaders practice leadership when looked at side by side. Leaders in both contexts exhibit similar patterns of behavior that suit them well in their context. The research findings point to the idea that the main difference between business and educational leaders is merely the context in which these leaders work. Dyer and Renn (2010) support this contextual belief as they wrote, “However, the public school setting has some unique elements that demand a customized approach to the development of its leaders” (p. 3). Likewise, many leadership failures in the business world can be contributed to the lack of contextual understanding (Bennis, 1992). The literature on business and educational leaders and the results of this study cause one to wonder if these leaders could be successful in a different context even though they scored relatively strong in all areas. An organization that is focused on everyone reaching their

full potential is an organization that will last over time. The five exemplary practices of leadership, Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart, are practices that allow a leader to grow both people and an organization, regardless of the context.

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APPENDIX A

Characteristics of Admired Leaders

% of Respondents Selecting Characteristic			
Characteristic	2002 edition	1995 edition	1987 edition
Honest	88	88	83
Forward-Looking	71	75	62
Competent	66	63	67
Inspiring	65	68	58
Intelligent	47	40	43
Fair-minded	42	49	40
Broad-minded	40	40	37
Supportive	35	41	32
Straightforward	34	33	34
Dependable	33	32	33
Cooperative	28	28	25
Determined	24	17	17
Imaginative	23	28	34
Ambitious	21	13	21
Courageous	20	29	27
Caring	20	23	26
Mature	17	13	23
Loyal	14	11	11
Self-Controlled	8	5	13
Independent	6	5	10

Source: Kouzes and Posner, 2002, p. 25

APPENDIX B

The 5 Practices of Exemplary Leadership and Their Commitments

Practice	Commitment
Model the Way	1. Find your voice by clarifying your personal values. 2. Set the example by aligning actions with shared values.
Inspire a Shared Vision	3. Envision the future by imaging exciting and ennobling possibilities. 4. Enlist others in a common vision by appealing to shared aspirations.
Challenge the Process	5. Search for opportunities by seeking innovative ways to change, grow, and improve. 6. Experiment and take risks by constantly generating small wins and learning from mistakes.
Enable Others to Act	7. Foster collaboration by promoting cooperative goals and building trust. 8. Strengthen others by sharing power and discretion.
Encourage the Heart	9. Recognize contributions by showing appreciation for individual excellence. 10. Celebrate the values and victories by creating a spirit of community.

Source: Kouzes and Posner, 2003, p. 22

APPENDIX C

The Shifting Realm of the Business World

The Changing Paradigm

Dimension From		To
The Competitive Environment	Local Competition	Regional and global competition
Technological Change	Incremental	Relentless
Organizational Strategy meeting and	Growth through satisfying customers	Survival through exceeding expectations
Structure & Systems distributed	Hierarchical with central authority	Networks with authority
Culture	Turf protection Conflict Command and control	Shared purpose/goals Collaboration Empowerment
Leadership Roles	Manager: Boss Decision maker Supervisor Traffic cop Delegator	Leader: Coach Facilitator Servant Role model Visionary
Leadership's Core Skills	Telling Directing Controlling	Questioning Influencing Role modeling

Source: Crane, 2010, p. 18

APPENDIX D

The 21 Responsibilities of School Leaders Today

Responsibility	The Extent to Which the Principal...
1. Affirmation	Recognizes & celebrates accomplishments & acknowledges failures
2. Change Agent	Is willing to challenge & actively challenges the status quo
3. Contingent Rewards	Recognizes & rewards individual accomplishments
4. Communication	Establishes strong lines of communication with & among teachers & students
5. Culture	Fosters shared beliefs & a sense of community & cooperation
6. Discipline	Protects teachers from issues & influences that would detract from their teaching time or focus
7. Flexibility	Adapts his or her leadership behavior to the needs of the current situation & is comfortable with dissent
8. Focus	Establishes clear goals & keeps those goals in the forefront of the school's attention
9. Deals/Beliefs	Communicates & operates from strong ideals & beliefs about schooling
10. Input	Involves teachers in the design & implementation of important decisions & policies
11. Intellectual Stimulation	Ensures faculty & staff are aware of the most current theories & practices & makes the discussion of these a regular aspect of the school's culture
12. Involvement in Curriculum, Instruction, & Assessment	Is directly involved in the design & implementation of curriculum, instruction, & assessment practices
13. Knowledge of Curriculum,	Is knowledgeable about current curriculum, instruction, & assessment practices

Instruction, &
Assessment

- | | |
|---------------------------|--|
| 14. Monitoring/Evaluating | Monitors the effectiveness of school practices & their impact on student learning |
| 15. Optimizer | Inspires & leads new & challenging innovations |
| 16. Order | Establishes a set of standard operating procedures & routines |
| 17. Outreach | Is an advocate & spokesperson for the school to all stakeholders |
| 18. Relationships | Demonstrates an awareness of the personal aspects of teachers & staff |
| 19. Resources | Provides teachers with materials & professional development necessary for the successful execution of their jobs |
| 20. Situational Awareness | Is aware of the details & undercurrents in the running of the school & uses this information to address current & potential problems |
| 21. Visibility | Has quality contact & interactions with teachers & students |

Source: Marzano, R. J., Waters, T., & McNulty, B. A. (2005, p. 42-43).

APPENDIX E

Introductory Participant Letter

Date:

Dear Northwest Georgia Leader,

I hope this email finds you doing well. You are receiving this email because you are either a business or educational leader in Northwest Georgia and I would appreciate your time in completing a brief, ten minute survey. This survey utilizes Kouzes and Posner's LPI-Self where the participant rates 30 statements regarding specific leadership behaviors on a 1 to 10 point scale. This survey is part of a doctoral study at Valdosta State University concerning the self-perceptions of business and educational leaders.

Your participation in this study will help us better understand the self-perceptions of business and educational leaders. A better understanding of how each leader operates could lead to positive, authentic collaboration between both sectors which could have a major impact on student achievement and our workforce.

Participation in this study is completely voluntary and your identity is completely anonymous. You must be 18 years old to participate. Thank you in advance for your time and generosity. I am greatly humbled by your consideration to participate.

Respectfully,

Marc Feuerbach

APPENDIX F

Participant Letter Reminder

Date:

Dear Northwest Georgia Leader,

I hope this email finds you doing well. Approximately ten days ago, you received an email requesting your participation in a brief, ten minute survey. This survey utilizes Kouzes and Posner's LPI-Self where the participant rates 30 statements regarding specific leadership behaviors on a 1 to 10 point scale. This survey is part of a doctoral study at Valdosta State University concerning the self-perceptions of business and educational leaders.

Your participation in this study will help us better understand the self-perceptions of business and educational leaders. A better understanding of how each leader operates could lead to positive, authentic collaboration between both sectors which could have a major impact on student achievement and our workforce.

Participation in this study is completely voluntary and your identity is completely anonymous. You must be 18 years old to participate. Thank you in advance for your time and generosity. I am greatly humbled by your consideration to participate.

Respectfully,

Marc Feuerbach

APPENDIX G

Final Participant Letter Final Reminder

Date:

Dear Northwest Georgia Leader,

I hope this email finds you doing well. Approximately twenty days ago, you received an email requesting your participation in a brief, ten minute survey. This survey utilizes Kouzes and Posner's LPI-Self where the participant rates 30 statements regarding specific leadership behaviors on a 1 to 10 point scale. This survey is part of a doctoral study at Valdosta State University concerning the self-perceptions of business and educational leaders.

Your participation in this study will help us better understand the self-perceptions of business and educational leaders. A better understanding of how each leader operates could lead to positive, authentic collaboration between both sectors which could have a major impact on student achievement and our workforce.

Participation in this study is completely voluntary and your identity is completely anonymous. You must be 18 years old to participate. Thank you in advance for your time and generosity. I am greatly humbled by your consideration to participate.

Respectfully,

Marc Feuerbach

APPENDIX H

Leadership Practices Inventory – Self Survey Numbers and Full Statements

Model the Way

Survey Number and Statement

- 1) I set a personal example
 - 6) I spend time and energy making certain that people I work with adhere to the principles and standards we have agreed on.
 - .
 - 11) I follow through on the promises and commitments that I make.
 - 16) I ask for feedback on how my actions affect other people's performance.
 - 21) I build consensus around a common set of values for running our organization.

 - 26) I am clear about my philosophy of leadership.
-

Inspire a Shared Vision

Survey Number and Statement

- 2) I talk about future trends that will influence how our work gets done.
 - 7) I describe a compelling image of what our future could be like.
 - 12) I appeal to others to share an exciting dream of the future.
 - 17) I show others how their long-term interests can be realized by enlisting in a common vision.
 - 22) I paint the "big picture" of what we aspire to accomplish.
 - 27) I passionately speak with genuine conviction about the higher meaning and purpose of our work.
-

Challenge the Process

Survey Number and Statement

- 3) I seek out challenging opportunities.
 - 8) I challenge people to try out new and innovative ways to do their work.
 - 13) I search outside the formal boundaries of my organization for innovative ways to improve what we do.
 - 18) I ask “What can we learn?” when things don’t go as expected.
 - 23) I make certain that we set achievable goals, make concrete plans, and establish measurable milestones for projects and programs that we work on.
 - 28) I experiment and take risks, even when there is a chance of failure.
-

Enable Others to Act

Survey Number and Statement

- 4) I develop cooperative relationships among the people I work with.
 - 9) I actively listen to diverse points of view.
 - 14) I treat others with dignity and respect.
 - 19) I support the decisions that people make on their own.
 - 24) I give people a great deal of freedom and choice in deciding how to do their work.
 - 29) I ensure that people grow in their jobs by learning new skills and developing themselves.
-

Encourage the Heart

Survey Number and Statement

5) I praise people for a job well done.

10) I make it a point to let people know about my confidence in their abilities.

15) I make sure that people are creatively rewarded for their contributions to the success of our projects.

20) I publicly recognize people who exemplify commitment to shared values.

25) I find ways to celebrate accomplishments.

30) I give appreciation the members of the teams lots of appreciation and support for their contributions.

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APPENDIX I

LPI Permissions Letter

WILEY

November 22, 2013

Marc Feuerbach
106 Garden Lake Drive
Calhoun, GA 30701

Dear Feuerbach:

:

Thank you for your request to use the LPI®: Leadership Practices Inventory® in your dissertation. This letter grants the applicant permission to utilize either the print or electronic LPI instrument in your research. We are willing to allow you to **reproduce** the instrument in printed form at no charge beyond the discounted one-time fee. If you prefer to use the electronic distribution of the LPI (vs. making copies of the print materials) you will need to separately contact Ryan Noll (rnoll@wiley.com) directly for further details regarding product access and payment. Please be sure to review the product information resources before reaching out with pricing questions.

Permission to use either the written or electronic versions requires the following agreement:

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- (4) That you agree to allow us to include an abstract of your study and any other published papers utilizing the LPI on our various websites.

If the terms outlined above are acceptable, would you indicate so by signing one (1) copy of this letter and returning it to me either via email or by post to; 1548 Camino Monde San Jose, CA 95125. Best wishes for every success with your research project.

Cordially,



Ellen Peterson
Permissions Editor
Epeter4@gmail.com

I understand and agree to abide by these conditions:

(Signed) _____ Date: _____

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APPENDIX J
IRB Exemption Report



*Institutional Review Board (IRB)
for the Protection of Human Research Participants*

PROTOCOL EXEMPTION REPORT

PROTOCOL NUMBER: IRB-03116-2014 **INVESTIGATOR:** Marc Feuerbach

PROJECT TITLE: A Comparison of Leadership Practices of Business and Educational Leaders in Northwest Georgia

INSTITUTIONAL REVIEW BOARD DETERMINATION:

This research protocol is **exempt** from Institutional Review Board oversight under Exemption Category(ies):1. You may begin your study immediately. If the nature of the research project changes such that exemption criteria may no longer apply, please consult with the IRB Administrator (irb@valdosta.edu) before continuing your research.

ADDITIONAL COMMENTS/SUGGESTIONS:

Although not a requirement for exemption, the following suggestions are offered by the IRB Administrator to enhance the protection of participants and/or strengthen the research proposal:

NONE

- If this box is checked, please submit any documents you revise to the IRB Administrator at irb@valdosta.edu to ensure an updated record of your exemption.

Elizabeth W. Olphie 10/20/14

Thank you for submitting an IRB application.

Elizabeth W. Olphie, IRB Administrator Date

Please direct questions to irb@valdosta.edu or 229-259-5045.
