

THE LEADERSHIP CHALLENGE IN AMATEUR SPORT

by

Gail Heron Gibson

B.A./B.P.H.E., Queen's University, 1973
M.Sc., Dalhousie University, 1974

A Dissertation Submitted in Partial Fulfilment of the
Requirements for the Degree of

DOCTOR OF PHILOSOPHY

in the School of Physical Education

We accept this dissertation as conforming
to the required standard

Dr. H.D. Turkington, Supervisor
School of Physical Education

Dr. D. Bachor, Outside Member
Department of Psychological Foundations

Dr. R.D. Bell, Member
School of Physical Education

Dr. D. Nichols, Member
School of Physical Education

Dr. V. Storey, Outside Member
Department of Communication and Social Foundations

Dr. W. Frisby, External Examiner
School of Human Kinetics, University of British Columbia

© GAIL HERON GIBSON, 1994

University of Victoria

All rights reserved. Dissertation may not be reproduced in
whole or in part, by photocopying or other means,
without the permission of the author.

Supervisor: Dr. H. David Turkington

ABSTRACT

Leadership models have shifted over the years. Recently, a new paradigm of leadership - the "transformational leader" - has emerged and has gained much popularity for describing what constitutes effective leadership.

The call for leadership and leadership development in amateur sport has never been greater (Fitness & Amateur Sport, 1992). Leadership pundits argue for leaders with "the ability to recognize the need for change and more importantly, the ability to make it happen" (Schein, 1985, p.8). Amateur sport is in need of the same type of leaders (Slack & Hinings, 1992). Despite this acknowledgement, little research on leadership has been conducted in amateur sport settings.

In this study, the survey and interview methods were combined to explore the current state of leadership in National Sport Organizations (NSOs).

Two questionnaires were administered to 46 Chief Executive Officers (CEOs) of National Sport Organizations. The "Leadership Practices Inventory" (LPI) developed by Kouzes & Posner (1987), was used to describe the tendency toward leadership practices of CEOs. The second

questionnaire, Leadership Development Practices, addressed those cultural practices that were deemed to contribute positively to leadership development within an organization.

For the purposes of the interview, the sample was determined by "reputational case selection" - subjects were chosen on the recommendation of a panel of experts. Consensus was reached on five CEOs who were deemed to represent "effective leadership." These five agreed to participate in the interview process.

Questionnaire results are reported using descriptive statistics. Measures of central tendency describe the "perceived" practices of CEOs with regard to leadership vs. management, and describe the practices of CEOs that are supportive of leadership development. The interview summaries provided the basis for inductive data analysis. Data reduction included written summaries, pattern coding, and the identifying of emergent themes. The matrix for the display of the interview data was the conceptually ordered display.

According to the LPI questionnaire results, the CEOs of NSOs reported their perceptions of engaging in the solicited leadership practice "sometimes to fairly often." These results fall within the normal expectations of leadership behaviours as identified by Kouzes and Posner (1993b). The behaviours, patterns, characteristics, and actions of the select sample of "effective leaders" appeared to fit the

paradigm of leadership as derived by Kouzes and Posner (1987), commonly referred to in the literature as transformational leadership.

Questionnaire results on cultural practices that contribute to leadership development within an organization indicate that these practices are not commonly practised in the NSOs studied. Only two interviewees were actively engaged in specific methods of developing leaders. Although all five leaders appeared to provide supportive and enabling environments for their staff in general, three of them were not involved in a formal plan of recruiting, hiring, or providing specific developmental opportunities. It appears that environmental constraints such as time, resources, Board awareness and commitment prevent the practice of this principle in certain NSOs.

Examiners:

Dr. H.D. Turkington, Supervisor
School of Physical Education

Dr. D. Bachor, Outside Member
Department of Psychological Foundations

Dr. R.D. Bell, Member
School of Physical Education

Dr. D. Nichols, Member
School of Physical Education

Dr. V. Storey, Outside Member
Department of Communication and Social Foundations

Dr. W. Frisby, External Examiner
School of Human Kinetics, University of British Columbia

TABLE OF CONTENTS

	Page
Abstract	ii
Table of Contents	vi
List of Tables	viii
List of Figures	ix
Acknowledgements	x
CHAPTER ONE INTRODUCTION	1
The Crisis in Leadership	1
The Call for Leadership Today	2
A New Theory of Leadership	3
How Leadership Differs from Management	5
Leadership and Organizational Culture	6
The Call for Leadership in Amateur Sport	8
Purpose of the Study	11
Research Questions	11
Assumptions Underlying the Study	12
Definitions	13
Summary	14
CHAPTER TWO REVIEW OF LITERATURE	15
Historical Overview	15
Transformational Leadership	19
How Leadership Differs from Management	24
Organizational Culture	29
Leadership Development	33
CHAPTER THREE METHODOLOGY	37
Participants	37
Instrumentation	40
Survey	40
Interview	41
Pilot Study	42
Data Collection Procedures	44
Analysis of Data	45

CHAPTER FOUR	RESULTS AND DISCUSSION	47
Question 1		47
Question 2		52
Question 3		70
Question 4		73
CHAPTER FIVE	SUMMARY AND CONCLUSIONS	78
Limitations		78
Summary		79
Conclusions		81
Recommendations		82
Research		82
Practical		85
References		87
Appendices		92
Appendix A	Leadership Practices Inventory	92
Appendix B	Leadership Development Practices	97
Appendix C	Interview Questions - Leadership	101
Appendix D	Interview Questions - Cultural Practices	106

TABLES

Table 1: Demographics of the Questionnaire Respondents	39
Table 2: Mean of Each Factor on the Leadership Practices Inventory	48
Table 3: T-test Values for Gender Comparisons of Factor Means - Questionnaire 1	51
Table 4: Correlations and Significance Levels for Respondent Scores with 1) Age, and 2) Length of Term in a Senior Executive Position - Questionnaire 1	51
Table 5: Correlations and Significance Levels for Respondent Scores with 1) Age, and 2) Length of Term in a Senior Executive Position - Questionnaire 2	72

FIGURES

Figure 1: Interviewee Responses to "Opportunities and Challenges"	54
Figure 2: Interviewee Responses to "Getting There"	55
Figure 3: Interviewee Responses to "Involvement"	58
Figure 4: Interviewee Responses to "Actions"	60
Figure 5: Interviewee Responses to "Encouragement"	62
Figure 6: Interviewee Responses to "Summing Up- Leadership Lessons"	64
Figure 7: Interviewees Final Comments on Leadership	69
Figure 8: Respondent Mean Scores on the Leadership Development Practices Questionnaire	70
Figure 9: Interviewee Responses to "Cultural Practices"	74

ACKNOWLEDGEMENTS

I would like to express my deep gratitude to my supervisor, Dr. David Turkington, for his guidance, extreme patience, and encouragement throughout the course of my graduate work. He always saw the light at the end of the tunnel when I often thought it was the headlights of a train coming the other way!

A sincere appreciation and acknowledgement is offered to Dr. Dan Bachor, my methodologist, whose rigour and standards served greatly to enhance the quality of this paper. I would also like to acknowledge the other members of my committee, Dr. Bell, Dr. Nichols, and Dr. Storey for their expertise, assistance, and contribution.

A special thanks to the CEOs of the national sport organizations for participating in the study, especially those who gave freely of their time and expertise during the interview process.

To my mother, who always believed in me.

And to Jazz, my little Brittany, for her constant companionship, the long walks, and the great joy she contributed.

CHAPTER ONE

INTRODUCTION

This study is about leadership - what effective leadership means, how it differs from management, how it is intimately related to organizational culture, and how it can be developed. Specifically, a survey and in-depth interview process will be used to investigate the current state of leadership in national sport organizations (NSOs). Is it, in fact, leadership? or is it management? Secondly, to what degree is the organizational culture supportive of leadership development?

The Crisis in Leadership

The call for effective leadership is a worldwide phenomenon. Effective leadership has been identified as a universal necessity and yet, a factor that is all too often missing in today's organizations (Bennis & Nanus, 1985; Kotter, 1990). Both scholars and practising Chief Executive Officers (CEOs) have expressed concern with what they perceive to be the "crisis in leadership" - a dearth of effective leaders. Kouzes and Posner (1987) asked 200 top American CEO's what they perceived to be the most critical issues facing organizations in the 1990s - the "development of leadership in organizations" was cited as a top priority.

There is general agreement in the current literature that there is less leadership than there should be to meet today's changing and challenging organizational needs (Bennis, 1986; Bolman & Deal, 1990; Kotter, 1990; Peters & Waterman, 1986).

As well, leadership can no longer be the sole domain of the CEO or a few top managers, but is increasingly needed throughout an organization, regardless of job level or classification. Although society tends to equate leadership with the CEO, it is both misleading and elitist to assume that leadership is provided only by people in executive positions (Kotter, 1990). It is important therefore, not only to help executives to lead more effectively but equally important to summon leadership from others in the organization. As suggested by Bennis and Nanus (1985), what is needed in today's modern organizations are **more** leaders as well as **better** leadership.

The Call for Leadership Today

The age old topic of leadership has recently attained a renewed relevance as a result of important changes and major shifts that are pressing on the business environment worldwide. Some of these major shifts include an increased competitive intensity, new technologies, globalization, scarce resources, pressures from regulatory agencies - all

leading to de-stabilization and turbulence. In fact, it could be argued that turbulence is today's stable state.

The organizational world of today is much more dynamic and complex than even a few decades ago and the pressure on organizations to alter and adapt their existing patterns and practices is no doubt going to increase (Naisbitt, 1987). Major changes are more and more necessary to survive and compete effectively in today's environment, however, the magnitude of present day challenges and the quickening pace of change in today's organizations seems unaccompanied by the leadership necessary to implement them. Change demands effective leadership. "If ever there was a call for a comprehensive strategic view of leadership, not just by a few leaders in high office, but by large numbers of leaders in every job, now is the time " (Bennis & Nanus, 1985, p.2).

A New Theory of Leadership - The "Transformational Leader"

Leadership is an ageless topic and what constitutes good or effective leadership has been a subject of debate for centuries. Yet, there has seldom been consensus on the definition or theoretical bases for the concept of effective leadership. However, in recent years, there has been a major shift occurring in leadership theory - a central concept regarding an effective leadership model has emerged that now makes it possible to generalize about the

leadership process.

This new model of leadership - "transformational leadership" - is considered, by both academic and popular scholars, to be the key to revitalizing modern organizations. What is central to this kind of leader is the ability to help the organization develop a **vision** of what it can be, the ability to **inspire** and **communicate** the vision, and the ability to enforce and institutionalize it through **empowering** others (Tichy & Devanna, 1986).

Most traditional leadership models are known as "transactional" whereby the leader-follower relationship is based on compensation - an exchange of rewards for effort. According to Bass (1987), transactional leadership leads to mediocrity. Transformational leadership, on the other hand, occurs when these leaders empower their employees, serve higher level needs of their employees, and when they create for their employees a desire to embrace the purposes and mission of the organization. Transformational leaders frequently raise standards, take calculated risks, and get others to join them in their vision of the future (Bass, 1987). Through vision and empowerment, transformational leadership has been directly linked to enhanced organizational performance (Keller, 1992; Kouzes & Posner, 1987; Peters & Waterman, 1984).

Transformational leaders not only make major changes in the organization's vision and method of human resource management, but they also create fundamental changes in the basic cultural systems of the organization. The revamping of the cultural systems is what most distinguishes the transformational leader (Schein, 1985; Tichy & Ulrich, 1985). To adequately understand this new concept of leadership - the transformational leader - one must separate leadership from management and link leadership specifically to creating and changing culture (Kotter, 1990).

How Leadership Differs from Management

Leadership and management are, more times than not, thought of in the same manner, or at least closely related. They are not. Leading and managing are not only distinct processes, but have different primary functions. Whereas management produces order and consistency, leadership produces constructive change by establishing direction, aligning people, and motivating and inspiring people to overcome the obstacles that they will encounter along the way (Bennis & Nanus, 1985; Kotter, 1990; Tichy & Ulrich, 1984). Leadership produces useful and innovative change and management creates orderly results which keep something working efficiently (Kotter, 1990). Both however, are necessary for organizational effectiveness.

Leadership and Organizational Culture

Organizational culture is a unifying set of values and beliefs, unique to an organization, that serves to guide member behaviour and enhance organizational purpose (Deal & Kennedy, 1982; Mintzberg, 1983; Schein, 1985). The understanding and manipulating of culture provides an improved opportunity for organization leadership (Smircich, 1983). Of all the distinctions between leadership and management, perhaps it is the concept of organizational culture that currently serves to shed the most light on the difference, and contribute the most, to an understanding of the leadership effectiveness of the transformational leader (Kotter, 1990; Schein, 1985). Organizational cultures are created by leaders, and one of the most decisive functions of leadership may well be the creation and management of culture. In fact, "there is a possibility - underemphasized in leadership research - that the only thing of real importance that leaders do is to create and manage culture and that the unique talent of leaders is their ability to work with culture" (Schein, 1985 p. 2). If the concept of leadership as distinguished from management is to have any value, one must recognize the importance of this culture management function in the leadership concept.

Culture is an important concept in this study for two reasons. As stated by Kotter (1990), it can influence whether executives recruit, select, and develop people with leadership potential, or whether they do not. Culture can also influence whether or not people with leadership ability are encouraged to lead. With careful selection, nurturing of talent, and encouragement, many more people can play important leadership roles within a single organization. Kotter (1990) emphasizes that the key is culture.

Developing a culture that creates strong leadership requires creating practices and opportunities to nurture talent such as new and challenging job assignments, formal training, task force or committee assignments, mentoring and coaching from senior executives, special projects and development jobs (Bass, 1989; Conger, 1992; Kotter, 1990). "Intellectual stimulation also needs to be nurtured and cultivated as a 'way of life' in the organization; the 'best and brightest' people should be hired, nourished, and encouraged; innovation and creativity should be nurtured at all levels of the organization" (Bass, 1989 , p.27).

Leadership and culture are closely related concepts. According to Schein (1985, p.2), "culture and leadership can be considered two sides of the same coin, and neither can really be understood by itself." Kotter (1990) maintains

that it takes strong leadership to create a useful culture, and only with certain kinds of cultures does one find competent leadership emerging throughout an organization. He believes that "just as we clearly need more people who can provide leadership to today's organizations, we desperately need more people to develop the cultures that will create that leadership" (Kotter, 1990, p.138).

The Call for Leadership in Amateur Sport

Sport is a vibrant force in Canadian life. Canadian amateur sport organizations have been identified as key agencies in the national sport delivery system; it is through these organizations that each individual sport is developed, promoted, and governed in Canada (Fitness and Amateur Sport, 1988). As primary agents for the development of their sport in Canada, national sport organizations have a significant leadership role within the national sport system. They have a direct impact on the developmental direction of sport in Canada and play an integral role in the definition and attainment of national goals. They also have a role in the broader social, political, cultural, and economic environment of our country, not to mention their impact on the millions of people who participate in sport (Slack & Kikulus, 1989). Sport has, in fact, become "big business."

We are entering a new and exciting era in amateur sport in Canada. It is an opportune time for the sport community to shape a new path for the future, provide a revitalized sense of direction, and establish priorities that will meet the realities of the coming decade (Fitness & Amateur Sport, 1988). An underlying theme of the federal government task force report, Toward 2000: Building Canada's Sport System (1988), is the primacy of NSOs within the Canadian sport system and the need to strengthen their organizational management systems and their personnel to the point where they have the capacity to provide effective leadership, programs, and a full range of services to all participants (members and the general public).

The attainment of national goals for sport is highly dependent on the availability of sound, quality leaders - both professional and volunteer. Although there are programs in Canada to train sport leaders (universities and professional development courses), members of the task force felt these programs inadequate for the development of the required quality of leaders. They felt that significant attention must be paid in the very near future to both selecting effective leaders and to creating leadership development opportunities for professional sport leaders.

Sport: The Way Ahead (1992), a task force report commissioned to develop federal sport policy involved all the partners in the national sport community. Through a

series of national forums, the national sport community articulated a new value-driven vision for sport in Canada as well as the major strategies and directions required for change. Initial reports identified and called for, as an essential strategic pillar, the fundamental role of leadership development in NSOs. These, and other proposed changes emanating from the forums, will require "major changes in the management culture" and behaviour of NSOs (Hinckley, 1991).

The call for leadership and leadership development in amateur sport has never been greater. Leadership pundits argue for leaders with "the ability to recognize the need for change and more importantly, the ability to make it happen" (Schein, 1985, p. 8). Amateur sport is in need of the same type of leaders. Despite this acknowledgement, little research on leadership has been conducted in amateur sport settings.

The challenge for national sport organizations is to become aware of and understand what leadership is, why it is important, how it differs from management, and how it can be created and developed. This awareness and understanding could contribute to the selection of leaders, and in, particular, to the selection of organization leaders who can then develop, through cultural practices, a leadership capacity within their own organizations.

Leadership selection should be based on the organization's model or understanding of leadership. Numerous authors now believe that transformational leadership can, indeed, be learned, and that it should be the basis of selection, management training and development (Bass, 1986; Conger, 1992; Kotter, 1990; Kouzes & Posner, 1987). As the world of sport faces the leadership challenge of the 1990s, this study may be useful in the recruitment and selection of leaders, and may contribute to the development of leadership personnel in amateur sport organizations.

Purpose of the Study

This investigation, descriptive and inductive in nature, was designed to explore the perceptions about the current state of leadership in national amateur sport organizations. A second purpose of the study was to determine opinions about what cultural practices are used by NSO leaders to develop leadership capacity in their organizations.

Research Questions

The study was guided by the following research questions:

1. Do CEOs of National Sport Organizations report practicing a greater degree of leadership or management behaviours when interacting with their organizations?
2. Within a select sample of CEOs, what are the common practices, characteristics, behaviours, or patterns that contribute to effective leadership in NSOs?
3. What cultural practices, suggested by the literature as contributing positively to leadership development, are used by CEOs to develop leadership capacity within their organization?
4. What specific strategies (cultural practices) are used by a select sample of successful and effective NSO leaders to influence the emergence and development of leadership capacity within their organizations?

Assumptions Underlying the Study

This study of national sport organizations is guided by the following two assumptions. First, that the application of organizational theory is sufficiently universal to include the study of sport organizations. This being the case, then the examination of these theories and concepts developed in the corporate sector will yield data that will

help identify and clarify variables related to organizational excellence in an amateur sport organizations. This assumption is based on Drucker's (1973) suggestion that a service organization does not differ significantly from a business enterprise, except in the area of specific mission. Second, it is assumed that questionnaire data and in-depth interviews are valid and reliable methods to measure the phenomena under study.

Definitions

LEADERSHIP - A process whereby an individual influences members of a group towards an organizational goal(s) (Bryman, 1992; Chelladurai, 1985; Conger, 1993).

MANAGEMENT - The performance of the "core" management functions of planning, organizing, staffing, and evaluating (Hodgkinson 1978; Kotter, 1990).

ORGANIZATIONAL CULTURE - A unifying set of values and beliefs, unique to an organization, that serve to guide member behaviour and enhance organization purpose (Deal & Kennedy, 1987; Schein, 1985; Smircich, 1983).

TRANSFORMATIONAL LEADERSHIP - A model with common innovative and creative behaviours; the most central behaviours are creating a vision, inspiring and communicating the vision, empowering followers, establishing values, and managing or shaping culture (Bass, 1986; Bennis & Nanus, 1986; Kouzes & Posner, 1987; Tichy & Devanna, 1986).

TRANSACTIONAL LEADERSHIP - The model whereby the leader-follower relationship is based on compensation - an exchange of rewards for effort (Bass, 1987).

Summary

In this chapter, a brief discussion of the literature on leadership, specifically a new model of leadership - the transformational leader was provided. The concepts of how leadership differs from management, the intimate relationship of leadership and organizational culture, and how leadership can be developed throughout an organization were introduced. The question has been raised as to the current state of leadership in amateur sport at the national level as well as the current use of cultural practices that support the development of leadership within these amateur sport organizations.

CHAPTER TWO

REVIEW OF LITERATURE

This chapter will present a brief history of leadership research, address transformational leadership, distinguish between leadership and management, introduce the concept of organizational culture, and lastly, discuss the importance of organizational culture in developing a leadership capacity within organizations.

Historical Overview

"Leadership is one of the most observed and least understood phenomena on earth" (Burns, 1978, p.2). Though the call for leadership is both immediate and universal, there has been much less clarity about what the term "effective" leadership means. Different cognitive schema, beginning with the work of Selznick (1957) early in this century, the trait theorists of the 1950s, the behaviourists of the 1960s (exemplified by the Ohio State and Michigan Studies), and furthered by notable researchers such as Fiedler (1967), Stodgill (1948, 1974), and more recent work by Bass (1985), and Burns (1978), have all attempted to identify the key characteristics or behaviours that were necessary for effective leadership. And yet, the concept of

leadership has remained elusive and somewhat diffuse.

In early leadership research, an attempt was made to identify a set of personal characteristics that would distinguish good leaders. The **trait** approach emphasized the personal qualities of leaders and implied that leaders were born and not made. The personal characteristics studied included physical traits such as height, weight, appearance and age; mental characteristics such as intelligence, scholarship, fluency; and personality features such as aggression, motivation, self-esteem, and extroversion (Bryman, 1992; Chelladurai, 1985).

Stodgill's (1948) review of trait research was negatively influential, and in conjunction with other researchers such as Gibb (1947) and Mann (1959), led to the disillusionment with trait theory research. In the words of Jenkins, as cited in Jackson (1981), "No single trait or group of characteristics has been isolated which sets off the leader from the members of his group." (p.85)

Bryman (1992) notes that there appears to be signs of a resurgence of interest in the trait approach although in a somewhat transformed state. However, what was crucial about reviews like Stodgill's was that they led to a belief in the relative unimportance of traits in relation to leadership. This acknowledgement contributed significantly to the search for an alternative approach to leadership research.

From the late 1940s, the study of leadership in organizations moved increasingly towards the understanding of leadership **behaviour** to describe what leaders do. The universally recognized research associated with Ohio State University in the late 1950s and concurrently, the Michigan Studies exemplify this approach. The premise of these studies suggests that leaders can be described in terms of how much they exhibit the two main behaviours of "consideration" and "initiating structure." Consideration relates to the extent which leaders promote comradery, mutual trust, liking and respect with their subordinates. Initiating structure denotes the degree to which leaders organize work, structure the work environment, provide clearcut definitions of responsibility, and generally play a very active role in getting the work scheduled and completed (Bryman, 1992) .

While this earlier research was successful in identifying relevant categories of leadership behaviour, the Ohio State and Michigan studies have been criticized for at least three reasons: the complexity of leadership cannot be adequately described by two dimensions of leadership behaviour (Stodgill, 1974); the lack of correlation between the two factors and group performance or employee satisfaction (Bryman, 1992); and the absence of situational analysis (Katz, 1977). It is this last issue which opened the door to the next major approach.

The **contingency** approach to the study of leadership, largely driven by Fiedler's Contingency Model (1967), proposes that the effectiveness of a leadership style is situationally contingent. This means that a particular style or pattern of behaviour will be effective in some circumstances (such as when a task is intrinsically satisfying, or when the personalities of subordinates predispose them to a particular style) but not others. Fiedler's research, although initially widely embraced and studied, became controversial and plagued by inconsistent results as well as by concern for the meaning of its main measurement instruments (Bryman, 1992). In fact, Conger (1989) questions the very assumption of the situational approach - that in every situation, some leadership style will be effective.

In addition to criticisms specific to the major approaches, there have been critics of leadership research in general. These have included Burns (1978), who suggested that a superabundance of facts about leadership far outweighed theories of leadership. Hodgkinson (1978) and many others claim that the point of dissension is not about leadership itself but about leadership effectiveness. And lastly, as noted in Conger's (1992) review of leadership research, "there are a number of perceptions of leadership based on studies of people whom today we would consider

managers rather than leaders. Thus our very definitions are not always constructed to describe the same behaviours or concepts" (p.18). It is no surprise therefore, that there is little agreement in defining the term leadership.

Transformational Leadership

Recently, our views of what leadership is and who can exercise it has changed considerably and, as a result, there is a major shift occurring in leadership theory (Bennis, 1985). Beginning in the late 1970s, a new genre of leadership theory has surfaced; a new theory that views inspiration, vision, and empowerment as central to leadership behaviour (Bass, 1985; Burns, 1978; Bennis & Nanus, 1985; Tichy & Devanna, 1986). This new brand of leadership - transformational leadership - affects followers in ways that are quantitatively greater and qualitatively different than the effects determined by past leadership theories (House, Spangler, & Woycke, 1991).

In his original discussion of transformational leadership, Burns (1978) described a bi-polarity: transformational and transactional leadership. Most traditional leadership models are known as "transactional" whereby the leader-follower relationship is based on compensation - an exchange of rewards for effort between leader and follower; a transaction based on promises of

reward to the followers (or avoidance of penalties) for compliance with the leader's requests. Simply stated, transactional leaders give followers something they want in exchange for something the leaders want. Bass (1985), in applying Burns' ideas to organizational management argued that transactional leaders were limited, for the most part, to simply maintaining or marginally improving the quality and quantity of employee performance. In fact, he stated that in most instances, this transactional leadership leads to performance mediocrity.

Transformational leadership, on the other hand, occurs when leaders broaden and elevate the interests of their employees, when they generate awareness and acceptance of the purposes and mission of the organization. Transformational leaders are those who shape, alter, and elevate the motives and values of followers (Burns, 1978); they frequently raise the standards, take calculated risks, and get others to join them in their vision of the future (Bass, 1985). Perhaps most importantly, transformational leaders are considerate of their employees and are willing to treat their employees differently - as individuals (Bass, 1985; Burns, 1978). Burns believes that "people can be lifted 'into' their better selves" as the essence of transformational leadership. In transformational leadership, both leaders and followers raise one another to higher levels of motivation and morality. The motivational

literature acknowledges the operative presence of higher motivation in increasing performance. This is exemplified in the work of Herzberg (1966) and Maslow (1943).

By expressing their personal standards, transformational leaders are able both to unite followers and to change followers' goals and beliefs. This form of leadership results in achievement of higher levels of performance among individuals than previously thought possible where the leader is able to inspire and motivate subordinates to "performance beyond expectations" and to achieve goals beyond those normally set (Bass, 1985). The transformational leader gains a greater commitment from subordinates and inspires them to transcend personal self-interest for the betterment of the organization, not only with charisma but also by serving as a coach or mentor. Thus, the transformational leader is able to activate higher-order needs of esteem and self-actualization among subordinates (Keller, 1992). As noted by Manz and Sims (1991), the most appropriate leaders today are those who can "lead others to lead themselves."

In Keller's (1992) review of work by Bass and associates, transformational leadership was found to be practised by effective leaders in such diverse settings as industry and the military, and that employees who worked under a transformational leader had higher task performance.

Also, transformational leaders influenced both employee trust and satisfaction, and indirectly influenced organizational behaviours through trust in the leader.

Since the original work by Bass (1985) and Burns (1978), numerous authors have studied transformational leadership and its contribution to enhanced organizational performance (Conger & Kanungo, 1988; Kuhnert & Lewis, 1987; Tichy & Devanna, 1987; Kouzes & Posner, 1987). Keller (1992), found that the transformational leader created superior performance by building a shared responsibility team, by continuously developing the skills of individual subordinates, and by determining and building a common vision. Bennis and Nanus (1985) and Tichy and Devanna (1986) claim strongly that to revitalize modern organizations this new brand of leadership - the transformational leader - is necessary. Instead of managers who continue to move organizations along the same paths, the new leaders must "transform" the organizations and head them down new pathways; leaders must be willing and able to show their employees new ways of looking at old problems. What is required of this kind of leader is an ability to help the organization to accept and work toward achieving the new vision, and to institutionalize the changes that must last over time. According to Tichy and Ulrich (1984, p.1), these new leaders are "transformational" for "they must develop and communicate a new vision and get others not only to see

the vision but also to commit themselves to it."

The term "empowerment" is central in transformational leadership. It may be defined as increased intrinsic task motivation which leads to increased feelings of self efficacy (Thomas & Velthouse, 1990). Empowerment has become popular because it provides a label for a nontraditional paradigm of motivation and results in an alternative form of management that encourages commitment, risk-taking, and innovation (Kanter, 1983). The popularity and trend towards using this term has been especially apparent in the fields of leadership and organization culture where research has shown how transformational and charismatic leaders can energize workers by tapping idealism and building faith in the ability to accomplish meaningful goals (Bennis & Nanus, 1985; Deal & Kennedy, 1982; Schein, 1985).

An emergent theme in recent literature has been the limitation of the traditional bureaucratic paradigm of transactional leadership - strict controls combined with contingent rewards and punishment - a model in which work tasks are presumed to have only instrumental value to workers and in which the worker's role is primarily to comply. By contrast, transformational leadership involves relaxed controls and an emphasis on internalized commitment to the task itself (Bennis & Nanus, 1985; Thomas & Velthouse, 1990). These authors emphasize the "pull" of the

task vs. the "push" of management in making work meaningful.

Kouzes and Posner (1987), in their investigation and interviewing of over 500 exemplary corporate leaders, provided some additional depth to the concept of the transformational leader by describing the following required leadership behaviours: 1) challenging the process (experiment and take risks); 2) inspiring a shared vision; 3) enabling others to act (foster collaboration and strengthen others); 4) modelling the way (set an example); and 5) encouraging the heart (recognize individual contributions and celebrate accomplishments).

In summary, the transformational leader needs the vision of how things can be, the ability to communicate the vision, and the ability to enforce it through empowering others. This new brand of leadership is essential in revitalizing modern organizations.

How Leadership Differs from Management

Transformational leaders not only make major changes in the organization's vision and method of human resource management, but they also create fundamental changes in the basic cultural systems of the organization. The changes in the cultural systems is what most distinguishes the transformational leader (Schein, 1985; Tichy & Devanna,

1987). To fully understand this new theory of leadership - the transformational leader - one must separate leadership from management and link leadership specifically to creating and changing culture (Kotter, 1990).

Leadership and management are, more times than not, thought of synonymously, or at least closely related. According to recent literature, they are not. Leadership and management have been clearly dichotomized as separate processes (Conger, 1992).

The evolution of our management practices is largely the product or result of the last 90 years and, in particular, the post World War II era. As set forth by Kotter (1990), modern management was developed to help the rapidly emerging organizations and entrepreneurs bring a degree of order and consistency to their enterprises and businesses. Over the decades, hundreds of managers, management educators, and scholars have developed and refined the processes which make up the core of modern management. These core functions are: planning and budgeting; organizing and staffing; and controlling and problem solving (Hodgkinson, 1978; Parkhouse, 1991). It is these management processes that keep a complex organization on time and on budget; this is their primary function (Kotter, 1990).

Leadership is very different. Whereas management produces order and consistency, leadership produces adaptive or innovative change through action (Bolman & Deal, 1990; Kotter, 1990; Kouzes & Posner, 1987). Good leadership produces constructive change by establishing direction (vision); aligning people (getting commitment); and motivating and inspiring people to overcome the inevitable obstacles that they will encounter along the way (Bennis & Nanus 1985; Bolman & Deal, 1990; Kotter, 1990; Tichy & Devanna, 1984). This is their primary function.

Newberry (1989) claims that "leadership is making a difference; management is maintaining things as they are" (p.1). Bennis and Nanus (1985) support the profound difference between management and leadership, and recognize that both are important. They believe the distinction is crucial and that "managers do things right, and leaders do the right thing" (p.21). Gardner (1989) suggests several other dimensions for distinguishing leadership from management - "Leaders think longer term, they look beyond their unit to the larger world, they manage relationships with all significant shareholders, they emphasize vision and renewal, and they have the skills to cope with the challenging requirements of multiple constituencies (p.14)." Bolman and Deal (1990) suggest that what distinguishes the leader from the manager is that leaders provide vision and that the task of a leader is not to get what he or she wants

but to empower people to do what they want.

Leaders do not control, they enable others to act (Kouzes & Posner, 1987). These authors go on to say that the difference between managers and leaders is the difference between night and day. The former honour stability and exercise control through systems and procedures. Leaders, on the other hand, thrive on change, and exercise control by means of a worthy and inspiring vision of what might be, arrived at jointly with their people, and understand that empowering people is the only course to sustained organizational vitality.

Peters and Austin (1985) perceive management as a mechanical discipline and leadership as a guiding vision and the ability to empower people. They go on to say that the most significant contribution leaders make is not to the bottom line but to the long term development of people and institutions who prosper and grow. As noted by Newberry (1989), leadership affects the very quality of life in the workplace.

The most oft directed missive in describing organizations today is the phrase coined by Kotter (1985), "overmanaged - underled." He states that organizations may excel in the ability to handle the daily routine, yet never question whether the routine should be done at all. Organizations that are overmanaged but underled eventually lose any sense of spirit or purpose. They lack the ability

to be creative or innovative; to successfully implement change in response to internal and external pressures; or to remain competitive in today's market (Bennis & Nanus, 1985; Kotter, 1990; Newberry, 1989; Peters & Waterman, 1986). As noted by Peters in Kouzes and Posner (1987) - the "manager-to-leader" revolution is not optional, it is absolutely necessary for the growth and survival of modern organizations.

Of all the distinctions between leadership and management, perhaps it is the concept of organizational culture that serves best to illuminate the difference, and contribute the most, to an understanding of the leadership effectiveness of the transformational leader (Schein, 1985). Kotter (1990) points out that organizational cultures are created by leaders, and one of the most decisive functions of leadership may well be the creation and management of culture. Recent qualitative studies by Peters and Waterman (1982), and Bennis and Nanus (1985), have identified organizational culture as one of the main variables in the "excellent" organizations. In addition to the preceding authors, Kotter (1990), Pettigrew (1979), and Schein (1985) see leadership as a major variable in the development of organization culture. If the concept of leadership as distinguished from management is to have any value, one must recognize the nature of this culture management function in

the leadership concept (Kotter, 1990; Schein, 1985).

Organizational Culture

Applying the term culture to organizations is not a new idea. Many decades ago Selznick (1957) and Barnard (1958) altered our traditional, rational view of organizations and suggested that a deeper, more powerful force existed in everyday organizational life. Hodgkinson (1978), Mintzberg (1973), and others continued this line of inquiry, but their work failed to capture the full attention of modern researchers or managers, who for many years continued to emphasize the rational or observable properties of organizations. However, in recent years, there has been an emerging interest and growing awareness that "culture" may be a significant measure of organizational effectiveness, and as a result, the concept of organizational culture now occupies a more powerful place in both academic and managerial discussions (Barley, 1983).

Organizational culture is a metaphor drawn from anthropology and sociology and applied to organization behaviour. It refers to "the webs of meaning that bind individuals into collectives" (Smircich, 1983, p.339). Despite the different perspectives on culture in organizations, as well as the different approaches to the definition of organizational culture, the focus on cognitive

components such as beliefs, values, and underlying assumptions as the essence of culture prevails in the literature (Barley, 1983; Smircich, 1983; Schein, 1985).

The phenomenon of organizational culture embodies the terms values, beliefs, norms and customs, underlying assumptions, and contextually shared meanings (Barley, 1983; Deal & Kennedy, 1982; Denison, 1989; Schein, 1985). These taken-for-granted underlying assumptions and understandings serve to pattern behavioral norms and contextually shared meanings assist a group in choosing situationally appropriate behaviour. In essence, a culture is viewed as an organization-specific system of widely shared assumptions and values that give rise to typical behaviour (Deal & Kennedy, 1982).

Culture is often described by its construct characteristics or descriptive metaphors rather than precise definition; following are a number of these metaphors which are in common usage in the literature. Culture is an "integrating mechanism," shared by and unique to a given group (Smircich, 1973). Culture is the "normative glue" that holds together a group of organization members (Meyerson & Martin, 1987). Culture is a "unifying force" that is based on the values and beliefs of members (Schein, 1985). Mintzberg (1988) stated that to fully understand an organization well, culture clearly emerges as a potent force

- the culture "lives" and it "infuses life" into the organization; it contributes to the atmosphere and chemistry. He goes on to say that a key feature of culture is its unifying power - it ties an individual to the organization. It generates an "esprit de corps," a sense of mission, and it encourages loyalty.

The current research not only recognizes the concept of "culture" as it exists within organizations, but also that culture has an impact on organizational life by fulfilling several important functions. Sackmann (1992) notes that despite being "soft data," organization culture still plays a potentially important role in understanding organization competency or effectiveness.

Several researchers would suggest that cultures can, in fact, be managed and changed through behavioral manipulation (Bolman & Deal, 1990; Peters & Waterman, 1985; Schein, 1985). The understanding and manipulating of culture provides an improved means for organization management. Culture offers the key to managerial control of worker commitment, productivity, and general organization effectiveness (Deal & Kennedy, 1982; Meyerson & Martin, 1987). Recent books such as those by Deal & Kennedy (1987), Kotter (1990), and Peters & Waterman (1982) argue that organizations with "strong" cultures are indeed apt to be more successful. These researchers and others argue that

organizational culture, and even the art of leadership itself, can be used to build organization commitment, convey a philosophy of management, rationalize and legitimize activity, motivate personnel and facilitate socialization.

Organizational culture cannot be seen or touched and so it has been pursued reluctantly as a line of inquiry, especially by researchers who insist on tangible measures for the phenomenon they wish to consider (Sackmann, 1992). Empirical researchers, and organizational consultants have rarely paid attention to the "value" systems of an organization; values are not "hard" like organization structures, policies and procedures, strategies, or budgets. Values, beliefs, and assumptions are difficult to observe and measure. Nonetheless, as Mintzberg (1983) stated, culture may be intangible yet it is very real, over and above all the concrete components of an organization.

The study of organizational culture needs continued qualitative studies to develop a body of knowledge, remembering that qualitative and ethnographic research may be the only way to understand certain organizational forces (Rosen, 1991). However, in studying organization culture, qualitative researchers must be able to take a small slice of organization culture and clearly **articulate** the concept that they are studying and employ sound, rigorous methodologies (Smircich, 1973; Rosen, 1991). Secondly,

culture must be related specifically to increased organization effectiveness (Sackmann, 1992).

As suggested by Smircich (1983), the future research agenda for culture as an organization variable is how to mold, shape, and change internal culture in particular ways that are consistent with managerial purposes. "Our basic knowledge of how culture works is still very fragmentary, but there is no more important research agenda for organization theory than culture dynamics" (Schein, 1985, p.187).

Leadership Development

How can leaders be educated? trained? developed? This topic has been the subject of debate and investigation for decades and a safe conclusion may be that there is no perfect predictor of leadership (Kouzes & Posner, 1987). More recently, however, researchers such as Bass (1989), Conger (1992), Kotter (1990), and Kouzes and Posner (1987, 1993a) present strong evidence to support the vital role that training can play in leadership development.

Kouzes and Posner (1987) do not view leadership as an elusive quality accessible to only a few but believe that leadership ability may be lying dormant within many of us. They go on to say that leadership is not a mystical force but rather a skill that can be developed by coaching and

through experience.

Kotter (1988), in his investigation of over 1000 top level executives, determined that those firms with a sophisticated recruiting effort and a program to develop a leadership capacity enjoyed far greater organizational success. He suggests that early identification, planned development, recognizing and rewarding initiative, and the provision of challenging opportunities that stretch and develop employees are essential practices in developing employee potential.

Bass (1989) notes that challenging assignments, delegation with guidance, good role models, and a culture that supports the "right to fail," are all ways that foster intellectual stimulation, innovation and creativity within an organization.

Proponents of transformational leadership state that it provides opportunities for enhancing an organization's success in recruitment, selection, and development of leaders. In fact, according to Bass (1989), much can be done to improve leadership in an organization and to change the presiding style from transactional to transformational; transformational leadership can be increased substantially by appropriate human resources policies. Also, a transformational leadership inventory can be used as an assessment tool to describe a CEO's current practices (Bass,

1989; Kouzes & Posner, 1987, 1993b). Responses can then be considered in hiring and/or promotion; feedback can also be used for counselling, coaching, and mentoring.

"Transformational leadership can be learned and it can - and should be - the subject of management training and development" (Bass, 1989, p.27).

Progressive companies invest in developing people's skills and competencies. Successful organizations recognize the importance of ongoing training and development and recognize that leadership skill building is part of a longer term commitment to upgrade the people portion of an organization (Conger, 1992). Kouzes and Posner (1993a) cite a recent Conference Board of Canada study that showed spending money on training and development was a profitable investment and that these days, training is at the top of the agenda in successful companies. Unfortunately, however, to seriously train individuals in the art of leadership takes enormous time and resources - perhaps more than most organizations either possess or are willing to spend (Conger, 1992). Many companies and organizations, as well as their leaders, have failed to realize that learning on the job is critical. Yet, how can your organization grow if your people don't?

Conger (1993), in his book Learning to Lead, concludes that the art of leadership development is very much in it's infancy. He acknowledges however, that researchers are

beginning to understand the processes and practices necessary to develop leaders, and suggests that organizations must "increasingly share the principal responsibility" for nurturing and developing leaders. This study may serve as a point of departure in assisting the national amateur sport community and their leaders to develop their leadership practices, strategies, and skills.

CHAPTER THREE

METHODOLOGY

In this study, the survey and interview methods were combined to explore the current state of leadership in amateur sport organizations at the national level. Two questionnaires (one on leadership practices, and one on leadership development practices) were administered to 46 Chief Executive Officers (CEOs) of national sport organizations (NSOs). From this group, five CEOs, deemed to be representative of "effective leadership", were interviewed in-depth. The interview questions were divided into two segments, representative of the two questionnaires, and were designed to provide a better understanding of what "effective leaders" (CEOs) in national amateur sport think and do with regard to both leadership and leadership development practices.

Participants

Of the 52 sport specific NSOs headquartered at the Canadian Sport and Fitness Administration Centre in Ottawa, 46 had CEOs in position during the period of data collection. The two questionnaires were sent to all 46 CEOs. This intact group represented the top professional positions in amateur sport at the national level.

The response rate for the questionnaires was 80.4%, which represented 37 returned surveys of the 46 administered. The respondents included 24 males, 11 females; 2 cases did not report demographic data. The demographics are represented in Table 1. Summarizing, 81.3% of the respondents were between the ages of 36-50, and 77.2% of the respondents had been in a senior executive position for between 6-15 years. Regarding annual budgets, 21 CEOs represented NSOs with budgets over \$1 million, 9 CEOs operated a budget between \$500,000 and \$1 million, and 5 CEOs had operating budgets under \$500,000.

For the purposes of the interview, the sample was determined by "reputational case selection" - subjects were chosen on the recommendation of a panel of experts (Delphi technique). The panel consisted of the former Director of Sport Canada, the President of the Canadian Sport and Fitness Administration Centre, the Director of the R. Tait McKenzie Leadership Institute, and the President of the Commonwealth Games Society (also served as the major organizational development consultant to the NSOs). According to Miles and Huberman (1994), this sampling method can increase confidence in the analytic findings on the grounds of representativeness. The panel was asked to name 5-10 CEOs who exemplified "effective leadership;" selection criteria included subjective considerations such as progressive contribution and demonstrated initiative in the

Table 1

Demographics of the Questionnaire Respondents

Age of Respondents							
	31-35	36-40	41-45	46-50	51-55	56-60	Total
# Res	4	9	13	6	1	2	35
Percent	11.4	25.7	37.1	17.1	2.9	5.7	100
Length of Term as a Senior Executive							
Span	0-5	6-10	11-15	16-20	Total		
# Res	5	15	12	3	35		
Percent	14.3	42.9	34.3	8.6	100		

Note. Two respondents did not provide demographic data.
 # Res = number of respondents; percent = valid percent of number responding; span = range in years.

organizational development of a NSO as well as in the national sport community, their impact as change agents, and in response to the general query as to who had "made a difference" in the development of sport in Canada. Consensus was reached on five subjects. These five individuals (three male and two female CEOs) were then invited, and agreed to participate in the interview process.

Instrumentation

A) Survey

Rationale. Questionnaires have been used extensively by researchers, incorporating both open-ended and rating scale formats, as measures of leadership behaviour. In fact, most currently accepted leadership practices have their empirical roots in studies that have relied heavily on questionnaires to measure leader behaviour and its effects on subordinates.

1) The "Leadership Practices Inventory" (LPI)

The LPI (Appendix A) was administered to 46 CEOs to describe their practices with regard to transformational leadership behaviours. This instrument, developed by Kouzes and Posner (1987), was the result of intensive research; successive administrations of the LPI involved more than 3000 managers and their subordinates. Several cross-validation procedures were carried out over time establishing its validity as an assessment instrument. Today, over 35,000 inventory respondents are included in the data base and as noted by Conger (1992), numerous doctoral dissertations have been written using the LPI as part of the research, and all report similarly strong validity and reliability (reliabilities range between .69 and .85).

Thirty questions, designed to represent a five factor structure, are scored on a 5 point Likert scale; the higher value cast represents greater use of a leadership behaviour. Five groups of six questions (factors) are totalled to yield a factor score, a maximum factor score is 30.

2) The Leadership Development Practices Questionnaire

This questionnaire (Appendix B) addressed those cultural practices that were deemed to contribute positively to leadership development. The questionnaire is scored on a 5 point Likert scale; a higher value cast represented greater use of leadership development practices. This questionnaire was derived largely from Kotter's (1988) Executive Resources Questionnaire. Questions were added or amended to reflect the research of Bass (1989) and Kouzes and Posner (1987) with regard to practices that were considered to contribute to the development of leadership potential. A Delphi panel was used to substantiate the face validity of this questionnaire as well establish a test-retest reliability (.74).

B) Interview

Rationale. Recently, both popular and scholarly leadership literature has begun to focus on the study of successful or "excellent" organizations. Through systematic

field research, primarily the case study and in-depth interview, the "best practices" of successful leaders have been identified; the value of in-depth interviews in determining aspects of effective leadership is demonstrated by Bolman and Deal (1990), Bennis and Nanus (1986), Kotter (1988, 1990), Kouzes and Posner (1987), and Peters and Waterman (1985).

In order to conduct research within the naturalistic paradigm, Lincoln and Guba (1985) suggest that a participant observation that uses purposive sampling and inductive data analysis is the mode of inquiry most suited to the qualitative method. Given the research interest of explicating variables of effective leadership behaviour as well as select cultural practices in a national sport organization, the in-depth interview was determined to be the most appropriate; the interviews were used to enhance the integrity of the survey research.

Pilot Study

In keeping with Oppenheim's (1992) recommendation, a pre-pilot was undertaken to address "interviewer difficulties" or idiosyncrasies that might detract from the efficiency of the interview process. Two interviews were conducted with CEOs outside of the target population three weeks prior to the data collection.

Two weeks prior to data collection, a pilot study was conducted with two CEOs, within the target population, to test the methodology in general, and specifically to hone interview skills and ensure that the questions that were asked elicited the type of responses that were sought. No changes to the interview methodology were made following the pilot study.

Question format. The five CEOs named as representing "effective leadership" were interviewed in-depth to determine what practices or behaviours they use that contribute to their effectiveness as leaders. The interview questions (Appendix C) were based on an slightly abridged version of Kouzes and Posner's (1987, p. 303) "Personal Best" Questionnaire. The collected data was reviewed and evaluated against the current model of leadership established by Kouzes and Posner (1987). This model of leadership is commonly referred to in the literature as transformational leadership.

These five participants were also interviewed with regard to their use of specific cultural practices that relate to the development of a leadership capacity within their organization. These interview questions (Appendix D) were based on work by Bass (1988), Kotter (1988), and Kouzes & Posner (1987, 1993a) with respect to what cultural practices are deemed to have an impact on recruitment,

selection, and development of leaders. Sample core questions that structured the interviews were: What do you do to attract and retain people with leadership potential? What do you do to develop and broaden those people? Do you recognize and celebrate success?

Data Collection Procedures

1) The questionnaires and covering letters were mailed to all CEOs. To enhance the response rate, the questionnaires were picked up by hand (by the researcher) three weeks later; personal presence provided those who had not completed the questionnaire an additional three days to do so. The response rate was 80.4%, which represented 37 returned surveys of the 46 administered.

2) The five CEOs deemed to represent "effective leadership" were asked and agreed, by phone, to participate in an interview. Follow-up by letter reiterated the nature of the study and the value of their participation as well as confirmed the dates and times of the interviews. The interviews were approximately 1-1½ hours in duration and took place in Ottawa between August 1-5, 1994. All interviews were tape recorded (with permission) and written summaries prepared.

To verify responses, the interview summaries were returned to the respondent with the request to review the

information for accuracy. The respondents were asked to initial the summary thus indicating whether the author's synopsis was a fair reflection of what they meant to say. The summaries were then returned to the researcher.

Analysis of Data

Questionnaire data is reported using descriptive statistics (the SPSS package and a significance level of .05 was used throughout). Measures of central tendency describe the reported practices of CEOs with regard to leadership vs. management behaviour as well as describe the use of cultural practices that are supportive of leadership development. Planned comparisons, using correlations and t-tests determined if relationships existed between certain demographics and the questionnaire means.

Interview data was analyzed using traditional content analysis procedures; data analysis included the iterative process of data reduction, data display, and the drawing of conclusions. Data reduction included written summaries, pattern coding, and the identifying of emergent themes.

Data are displayed in charts to identify and verify patterns and themes. Until recently, the most common method for presenting results in qualitative studies was the

"extended text." According to Miles and Huberman (1994), the format of extended, unreduced text can be a weak and cumbersome form of display; it is dispersed, sequential, can be poorly ordered and very often a bulky overload for both the analyst and the reader. Comparing cases can also be difficult. These authors suggest that the analysis of qualitative data "rests very centrally on displays that condense and order data to permit the drawing of coherent conclusions, while guarding against the overload and potential for bias that appears when one tries to analyze extended, unreduced text." (p.141)

Displays provide a focus and enable a viewing of a full set of data. The display is arranged coherently to permit careful comparisons, detection of differences, noting of patterns and themes (Miles & Huberman, 1994). The format for displaying the interview data of this study is the matrix (interviewee by question for each theme set); the data entries are a combination of short blocks of text, phrases, and quotes.

The specific matrix for the display of the interview data is the "conceptually ordered display." Miles and Huberman (1994) suggest that when a study is less exploratory and involves a fairly clearly defined set of variables (in this instance, a predetermined model of leadership), a conceptually ordered display is the best representation of the data.

CHAPTER FOUR

RESULTS AND DISCUSSION

Given the method of data collection, results and discussion are reported in four sections corresponding to the four questions that guided this study. Question 1 (questionnaire) and Question 2 (interview) address leadership practices. Question 3 (questionnaire) and Question 4 (interview) address those leadership practices that are used by CEOs specifically to develop a leadership capacity within their organization.

Question 1 - Do CEOs of National Sport Organizations report practising a greater degree of leadership or management behaviours when interacting with their organizations?

The Leadership Practices Inventory (LPI) is based on 30 questions; six questions for measuring each of the following five leadership behaviours: FAC1 -challenging the process, FAC2 - inspiring a shared vision, FAC3 - enabling others to act, FAC4 - modelling the way, and FAC5 - encouraging the heart). In Table 1, the mean and standard deviation for each factor found in the LPI are provided.

Table 2**Mean of Each Factor on the Leadership Practices Inventory**

Factor	Mean ^a	Std Dev
1-Challenging the Process	21.59	3.43
2-Inspiring a Shared Vision	19.95	3.52
3-Enabling Others to Act	23.54	3.31
4-Modelling the Way	21.68	3.19
5-Encouraging the Heart	21.16	3.93

Note. Maximum individual factor score is 30.

^an = 37

By examining the means in Table 1, the range of factor means (19.95 - 23.54) indicates that the CEOs reported their perceptions of engaging in the solicited leadership practice "sometimes to fairly often." These results fall within the normal expectations of leadership behaviours as identified by Kouzes and Posner (1987, 1993b). In their collected normative information of over 5200 individuals who hold leadership positions, the range of factor means was 20.44 - 23.90 with standard deviations of 4.14 - 5.17. The means and standard deviations in this study are "nested" within those of Kouzes and Posner (1993b) suggesting that CEOs of

NSOs are not showing any more or less leadership than the normal population of leaders studied.

These results also support the psychometric properties of the LPI across functional fields, in this case amateur sport. The lowest factor mean reported (19.95) is for Factor 2 - "inspiring a shared vision" and the highest factor mean (23.54) is for Factor 3 - "enabling others to act." This highest-lowest ranking of factor means also corresponds to the normative information reported by Kouzes and Posner (1993b).

According to this study, the behaviours of transformational leadership as conceptually proposed by Kouzes and Posner (1987), exist "sometimes to fairly often" in amateur sport. This claim is consistent with the trend toward transformational leadership in amateur sport expressed by both McIntosh and Whitson (1990) and Slack and Hinings (1992). McIntosh and Whitson (1990), in their study of the changing nature of Canada's sport system, indicated the existence of transformational leadership in NSOs. They considered that the creation of vision/mission statements, management teams, goal setting, and volunteer involvement through committees were all evidence of actions that transformational leaders were taking in NSOs to engender commitment to the change process. According to Slack and Hinings (1992), it does appear that in some NSOs, transformational leaders have been hired and/or mandated to

manage the change process and NSOs have started to actively seek innovative leadership.

Post-hoc comparisons. Although the following comparisons were not directly related to Question 1, it was thought that the investigation of relationships between gender, age, and length of service with the questionnaire results may yield some insight into leadership behaviours.

T-tests were used for gender comparisons between the five factor means and indicated no significant differences (see Table 3). Although Kouzes and Posner (1993b) reported that females scored significantly higher than males on two factors, "modelling the way" and "encouraging the heart," their results were not supported in this study.

A Pearson correlation comparing individual factor scores with 1) the age of respondents, and 2) length of term in a senior executive position revealed no systematic variation in scores (see Table 4). As originally reported by Kouzes and Posner (1987), the process of leading is unrelated to individual differences such as functional area, ethnic background, gender, or cultural background. These results also suggest that transformational leadership behaviour is not a function of age or length of term as an executive.

Table 3

**T-test Values for Gender Comparisons of Factor Means -
Questionnaire 1**

Factor	t	p
Fac1	.04	.97
Fac2	.70	.49
Fac3	.64	.53
Fac4	1.64	.12
Fac5	.34	.74

Table 4

**Correlations and Significance Levels for Respondent Scores
with 1) Age, and 2) Length of Term in a Senior Executive
Position - Questionnaire 1.**

	Age		Length of Term	
	r	p	r	p
Questionnaire 1	.07	.68	.25	.14

Note. r = correlation coefficient; p = found value

Question 2 - Within a select sample of CEOs, what are the common practices, characteristics, behaviours or patterns that contribute to effective leadership in NSOs?

The interview questions were grouped into thematic subsets directly related to the five questionnaire factors that were representative of leadership behaviours. A sixth subset of the "Personal Best Interview" explored general information such as personal lessons learned by the leaders, and what coaching they would offer to aspiring leaders. The last subset of questions invited closing comments by the respondents on the topic of leadership. The responses are displayed as thematic subsets with the accompanying discussion provided in the text. An emergent theme was thought to exist if at least three of the five respondents reported the same behaviour, action, or comment.

To begin, the interviewees were asked to respond to the questions within the context of their "personal best leadership experience." They were asked to recall a project that best represented an extraordinary leadership experience. Four of the five respondents selected the creation of an organization; the fifth chose a major change initiative and reorganization of an NSO.

Subset one: The first set of questions (Figure 1) sought to establish behaviours which indicated the seeking out of opportunities and challenges. Responses indicated that the majority (4 of 5) of respondents were motivated by a vision of the way things could be. Vision, as addressed in the review of literature, was deemed to be a fundamental characteristic of the new leadership paradigm. Leaders experiment and take risks; they search for opportunities and look for new ways to alter the status quo (Bass, 1985; Kouzes & Posner, 1987). Without exception, the responses to question 2 indicate that the very undertaking of the project by these leaders involved a risk and challenged the status quo. Question 3 addressed challenging others to excel. Reviewing the responses, it appears that these leaders either inspired a shared vision or modelled the way. Again, these attributes fit the model of transformational leadership.

In summary, the seeking out of opportunities and challenges involved having a vision of what was possible, taking a risk by challenging the status quo, and challenging others by sharing the vision and modelling the way.

Subset two: Responses to the theme of "getting there" are represented in Figure 2. What was the ideal outcome for the venture and how did these leaders enrol and inspire others to be a part of the process?

Inter- viewee	Question 1	Question 2	Question 3
	If you were the one to initiate this project, why did you want to do it? If someone else asked you to take this project on, what made you believe you could do it?	What did you do, if anything, to challenge the status quo or the existing ways of doing things? What changes did you make? What novel or innovative things did you do? What risks, if any, did you take?	How did you challenge others to attain high levels of performance, to excel, to do better than ever before?
1.	I had a huge vision of what was possible, even though it sounded pie in the sky	This event had only been run by very large companies, this was challenged; the creation of this event challenged the entire system of what had ever been done	We were really clear about this vision, communicated this vision to staff, enrolled staff in the vision of what was possible, enrolled them in doing things that had never been done, and doing these things in the best manner possible - this pride of putting on the event show possible
2.	I had a personal belief and commitment to a collaborative vehicle for the sport community	The whole concept was a challenge to the status quo, it was by definition a risky undertaking	To lead by example, quality of work, set a standard, modeled style and confidence
3.	I saw opportunity there to create change, NSO was trapped in old era, no creative thinking about what was possible; I had a vision of what was possible; and I had the experience and knowledge to make it happen	Just undertaking the change was a risk - there were a lot of issues in the org.; shaping the process for change, the risk was that it could blow up	By modelling the way of doing things, lead by example, going the extra mile, etc. - continuing to describe the way thing could be, the vision, challenge the way they thought (i.e. is there another way that this could be done? How else might we look at this?)
4.	We had a vision of something that could be done, we believed in it, we knew that we could make it happen	The introduction of the concept of risk, it challenged the status quo of the sport community, it was grounded in equity, the risk was causing others to re-evaluate their own situation	They had to believe in the vision, what was possible based on a fundamental value of equity
5.	The vision had already been created, my previous experience and success led me to believe that I could do it	The very nature of the concept was a risk because of the build-up of expectations to solve the problem, the challenge was to satisfy the constituents, including the general public	This comes from sharing, having people do things for their own success, being associated with doing the right thing and living within the intrinsic values of pride, ethics and professionalism

Figure 1. Interviewee Responses to "Opportunities & Challenges"

Inter- viewee	Question 4	Question 5	Question 6	Question 7
	As you looked forward to the time when the project would be completed, what did you think you would accomplish? What was your ideal outcome, your vision, your fondest wish for the project?	Did you use any slogans, metaphors, catchy phrases, logos, or symbols to align or motivate either yourself or your staff? If yes, what were they?	How did you sell others on your project? What did you say to convince them that they ought to enlist and sign up?	How did you build a sense of enthusiasm and excitement for this project?
1.	That the participant felt honoured and would return to the event - creating an annual event that people attended based on quality and reputation	No, not really	Invited people to play certain roles, had very specific assignments that were hard work, but had room for fun	By continually stressing that this event would be extraordinary and their contribution was both worthy and essential
2.	That the sport community would agree to come together in a collaborative way thereby create a strong leadership voice of how sport could be in Canada	No	Constant communication to keep the vision alive	Networking, getting out and enrolling others
3.	That we would have an excellent organization that would maximally serve the membership, especially the national team, and Canada's international reputation	Not really	Communicated always the benefit of the new organization and their role in it, listened to what people were saying under their words, facilitated others in designing new ideas and of looking at things in a new way	By the picture getting clearer and clearer of what was possible, seeing the results; the vision becoming a reality
4.	That we would provide an opportunity for all disabled athletes to be integrated and to compete on an equal basis with other athletes, including eventually, the Olympics	The whole creation and operating theme was "make a difference"	The root was the value of equity for everyone in sport, the inspiration of the concept	Initially, people believed in the vision but didn't think it could be done, the task for us was to show how it could happen, here's our strategy and the reality of how it could happen - we continued to share our progress
5.	The long term vision/mission - to attain drug free sport in Canada	"Know your job, do it well, and have fun" (in that order)	By creating an environment where good people can "do their stuff and make things happen"; integrating personal and organizational success; operating by way of the concept of "meritocracy"	By challenging that "the way we've always done things around here" has no merit; constantly asking what's possible, what's never been done

Figure 2. Interviewee Responses to "Getting There"

Gardner (1989) has suggested that one dimension useful for distinguishing leadership from management is that leaders think longer term, they look beyond their unit to the larger world while emphasizing vision and renewal. With regard to outcome, all respondents viewed the ideal outcome beyond the boundaries of the individual project or organization to having a larger constituent impact. Regarding the use of catchy phrases or slogans to unite and motivate staff, only two of the interviewees recalled anything specific. These included - "make a difference," and "know your job, do it well, and have fun." Questions in the area of enlisting others did not reveal a consensual pattern, however, an underlying interpretation of the responses could be the creation of an environment that was both supportive and people oriented. Except for respondent 2, the underlying theme for generating enthusiasm was challenging others to share and live the reality of the vision. This is in keeping with Tichy and Devanna's (1986) observation that transformational leaders help the organization develop a vision of what it can be, the ability to inspire and communicate the vision, and the ability to maintain it through empowering others.

In summary, "getting there" involved an ideal outcome that lived beyond the boundaries of the project or organization, enlisting others by creating a supportive environment, and generating enthusiasm by challenging others

to share and live by the inspired vision.

Subset three: Responses to the concept of "involvement" are displayed in Figure 3. The questions posed explored how these leaders involved others in planning and decision-making, and how they generated trust, respect, and team building.

A consensual, underlying response theme in the area of planning and decision-making was involving others, inviting feedback, participation, and collaboration. Two respondents used the vision to drive team building while three others created a supportive and challenging environment necessary to build the team. With regard to developing trust and respect, these values were clearly expected in the work environment. In addition, the majority of leaders led by example or modelled the way. Modelling the way is a central tenet of transformational leadership (Kouzes & Posner, 1987).

In summary, "involvement" included participatory planning and decision-making, team building by way of either the vision as a driving force or by the creation of a supportive and challenging work environment. Lastly, trust and respect were expected with the leaders modelling the way. All of these behaviours reflect characteristics of transformational leadership (Bass, 1985; Burns, 1978).

Inter- viewee	Question 8	Question 9	Question 10
	How did you involve others in planning and decision-making?	How did you build a team out of the individuals that worked for you? Did you use any special methods?	How did you develop trust and respect among those who worked on the project? Did you use any special methods?
1.	We essentially had a five person planning team that was involved in all the decision making; documentary planning and evaluation were ongoing by the group	What was produced was extraordinary, a sense of pride for a job well done, this was the "gel"	It was expected, that is the way they were treated
2.	Documenting all issues and inviting feedback; constant communication	Kept talking to people, kept the dream and vision alive	I expect people to respect and trust me by doing a competent job; you earn it, you do your job and do it well
3.	Constant communication and inviting feedback, always involving others in the decisions	Being supportive, being there helping them work through some of their problems, pushed them to think bigger than they thought they could, a lot of idea sharing and brainstorming, letting them take risks, contagious enthusiasm	By setting the example and expecting those qualities
4.	The design of a strategic plan/direction, participatory decision making, then implementation	Shared information, open communication, removal of rigid control, creation of supportive environment, clear expression of responsibilities and expectations, demonstrating the value of their contribution	Complete open communication and sharing of information, by living the experience
5.	A participatory, strategic planning process, a plan for the plan; collaborative partnerships	We created an environment that thrived on success; meritocracy, new ideas welcomed, strong participation; full autonomy, results orientation, rewards for achievement, peer evaluation	Leading by example, creating an environment of pride and professionalism

Figure 3. Interviewee Responses to "Involvement"

Subset four: The conceptual theme of "action" is addressed in Figure 4. What values guided everyone's actions, how did these leaders show they were serious about these values, and what structures were in place to control the project?

The guiding values expressed by the five leaders are clear; they include: quality; respect and openness; responsibility and trust; openness and honesty; and professionalism and respect. How did these leaders "lead by example?" The pattern is distinct - all five leaders lived by or were in action living their stated values. With regard to planning or control systems, responses were more varied but nonetheless indicated that all of the interviewees employed a system (such as MBO, strategic and operational plans) to handle the workload. Participants were asked if they had engaged in any dramatic actions to get people to pay attention to important aspects of the project. Only two respondents did so; these included flash card consensus when voting and group exercises/role playing.

In summary, "action" was driven by the articulation of clear and specific values that governed people's action and behaviour, leaders modelled the way by living their stated values in all interactions, some specific structure was employed to plan and control the project, and several respondents used dramatic actions to highlight important aspects of the project. Of particular importance here is

Inter- viewee	Question 12	Question 13	Question 14	Question 15
	For this project, what were the values that you believed should guide everyone's actions? What were the standards to which everyone was accountable	How did you show others, by your own example, that you were serious about these values and standards? How did you "lead by example?"	What structures and systems did you use to plan, organize or control the project?	What dramatic or unusual actions, if any, did you take to get people to pay attention to important aspects of the project?
1.	The vision - a quality product, quality and first class effort	I was constantly seen performing according to the expressed values, in action living these values, personal commitment to the quality - rally word - "better"	MBO	Can't recall anything specific
2.	Respect, openness, community values, we were trying to create empowerment, collaboration	My actions and decisions were governed by my espoused values	Communication, a specific master design provided by a consultant	Flash card consensus when voting - visual display of where there was agreement or contention
3.	Strong belief in people exercising responsibility and getting the job done, trusting people to do the job	I worked many, many, many hours and weekends and did quality work - always took on what had to be done - go the extra mile	Planning my own time, annual plans with critical flag points (defined deadlines)	No
4.	Open and honest communication, equity, making sure that values are stated and then relate them to the decision making	I practiced the values that I stated, questioned and listened, kept my promises	Strategic plan, annual plans, operational plans for the quarter which translated into individual work plans	No, not really - other than presence at an important event
5.	High professionalism, personal conduct in keeping, business ethics, a sense of what is morally right, an organization that led by example, respect for other individuals and athletes	I lived by my values in all dealings, complete open door policy	Strategic plan, quarterly operation plans, translated into individual work plans	Group exercises, role playing to communicate essential aspects, especially what defines us, who we are as an org, how we interact - strong culture/corporate philosophy for guiding behaviour

Figure 4. Interviewee Responses to "Actions"

the clear expression of leadership as a value-driven art (Hodgkinson, 1978; Peters & Waterman, 1985).

Subset five: The questions in Figure 5 elicited responses to any specific methods that leaders employed to provide "encouragement." These included celebrating accomplishments, individual recognition, and communicating the project's success.

This area appeared to be the weakest in supporting the conceptual framework of transformational leadership. With four of the respondents, there were no scheduled celebrations, festive events or formal recognition of achievements. Several respondents informally recognized individual contributions. These leaders did, however, express a recognition for the value of this type of encouragement and were verbally committed to improving in this area in the future. Interviewee 5 was committed 100% to encouraging, recognizing and rewarding his employees both formally and informally. In summary, "transformational" leadership behaviours in the area of formal recognition/encouragement were not engaged in by the majority of these five leaders.

The review of literature identifies central themes of transformational leadership. It is suggested that leaders thrive on change. They exercise control by means of an inspiring vision of what might be, arrived at jointly with

Inter- viewee	Question 16	Question 17	Question 18	Question 19
	How did your team celebrate its accomplishments, its milestone achievements?	What festive events, if any, did you have?	How did you recognize individual contributors? Did you use any special incentive systems, recognition programs, etc.	How did you get the word out to the rest of the organization about your group's accomplishments?
1.	Maybe a little weak here; compensatory time off	Would do it more the next time	Again, didn't do this part particularly well	The proof was in the pudding, greater business and greater attendance
2.	Through personal recognition but nothing formal; unscheduled time off, social activity, i.e. golf, etc.	None	Presentations, verbal recognition of achievements	Newsletter
3.	No, not really	No	Recognition at the Annual General Meeting	Not very well
4.	Not done enough, but this is extremely important regardless of big or small accomplishments	No	Lunch, time off, travel perks, social activity	Generally, this isn't done well in sport community
5.	Our culture has a minimum threshold for that - high fives, lot of vibrant communication - "yes!"; about good things, always an informal show and tell of accomplishments	No	Absolutely! Both monetary and non-monetary rewards based on the commonwealth principle, lots of recognition of individual contributors, bonus incentives, etc.	A testimonial file, inclusion in the newsletter, AGM recognition; an annual review of successes - incredible pride and team building

Figure 5. Interviewee Responses to "Encouragement"

their people, and understand that empowering individuals is fundamental to organizational growth and effectiveness (Kouzes & Posner, 1987; Tichy & Devanna, 1986). The interview data indicate that the sample of CEOs who were deemed to represent "effective leadership" do, in fact, practice the actions and behaviours of transformational leadership. Furthermore, the interview data is consistent with the questionnaire data in supporting the reported practice of leadership behaviours by CEOs in amateur sport.

Subset six: Leadership lessons that were experienced by the respondents during this "personal best experience" are summarized in Figure 6. Interviewees were asked to identify four or five key actions that enabled this project to be a personal best experience. All the responses indicate valuable leadership actions. There were, however, three themes (at least three of five respondents) that emerged: 1- vision, 2- the establishing of values, and 3- a way of relating to people, specifically with trust, respect, and a supportive, enabling environment.

In question 21, the leaders were asked what they had learned from this experience. While no specific themes emerge, all comments speak to various characteristics of transformational leadership. Some of these include creating a "magic," making things happen, building trust, belief in the vision, communication, empowerment, and creating the

Inter- viewee	Question 20	Question 21	Question 22
	in summary, what would you say were the four or five key leadership actions that you took that enabled this to be a personal best leadership experience?	What did you learn about leadership style and practice from this "personal best leadership experience?"	If you were going to teach someone else about leadership on the basis of your own personal best experience, what lessons about leadership would you pass along? What would you tell others to do to be an effective leader?
1.	Vision, a picture of where one is going; creative thinking, creative planning - stand in the future and work backwards to make it happen; communication to all constituents; enrollment of staff, invite people to play the game; trusting your staff, acknowledge their greatness	A validation that when the essential qualities as expressed in the last question exist, a "magic" occurs, the project takes on a life of it's own, it's a recipe that can't fail	Leadership happens in stages and the first one is formulation (i.e. vision), gotta do all the little pieces (attention to detail), breaking down project into manageable chunks, leaders have to get out of peoples way once the project has gained momentum of its own
2.	Doesn't see himself as a leader, however...people skills, negotiating skills, seeking resolution; setting values	That I have an ability to move things in a certain direction, make things happen	Know as much as you can about the area in which you are exercising leadership; be yourself; decisions have to be made within context of environment; your style must be consistent with your values
3.	To offer pictures of other possibilities, let people see that there is another way of doing things; getting the job done, making sure that things happen; good relationships with other key leaders and team; being really clear about where you are going or what needs to be done	That you need to have or create momentum for ideas, and do it best by a long fermentation period, that ideas take a while to catch on, and that you can't do things by yourself - that you have to contribute your strengths and get others to shore up with their strengths	That you need to be really clear about the values you have, you can't lead if you don't know what those are, you can't make decisions, this is fundamental; have to be clear about what it is that you are trying to make better; the art of getting people to do what it is that needs to be done - empowerment; I think that you can lead from anywhere, there is a huge power in disrupting the status quo
4.	Setting vision; creating a supportive, open environment so that peoples' contributions are invited and considered worthwhile - this evokes so much more; standing in your values	The need to build trust with the people you are working with, this is how you generate belief in the vision; how to deal with people to get the most, communicating with people, assisting them with skill development, empowering people	Listen and observe, pay attention to other competent leaders; be aware of how others can contribute to you, listen well, have people believe in themselves
5.	Creating a vision, pioneering, what is possible; making it happen; recruitment of the right and best possible people and letting them do their stuff; establishing a set of beliefs that govern performance, a way of relating to people, and creating an environment that respects both people and the value of change; team building, advocacy, consensus, meritocracy	By making things happen, recruiting excellent people with a good organizational fit; creating an environment where these people can do their stuff, and by integrating personal and organizational success	The need for certain skills and the need for the absence of certain traits; each according to their gifts; treating power, responsibility, authority with an understanding and respect - it's not about control or manipulation, but must be consistent with certain principles, especially how you treat and deal with people; a knowledge of what motivates people

Figure 6. Interviewee Responses to "Summing Up: Leadership Lessons"

Inter- viewee	Question 23	Question 24	Question 25
	If you were going to contribute one quotation of your own, one personal saying, to a book about leadership, what would that quotation be?	As a leader, how is it that you would most like to be remembered?	How have you learned to lead? Just how have you gained the skills to lead? Please select and rank order the three ways that have contributed most to your leadership development.
1.	"Leadership is the action of creating space into which peoples genius is invited"	As someone that made things happen - as ruthlessly compassionate	<ol style="list-style-type: none"> 1. experience and team work - when I was willing to give up "my way" for "our way" the result was better, the world wasn't always going to go my way, that "we" is more important than "I" 2. formal training - seminars, workshops 3. on the job training
2.	"Act as if"	I don't know that I want to be remembered as a leader	<ol style="list-style-type: none"> 1. trial and error 2. role models 3. self education (i.e. reading)
3.	"Dare to think differently"	As someone who had the ability to help people see things in a different way and "unstick them"	<ol style="list-style-type: none"> 1. personal experience, trial and error 2. from other leaders, exceptional mentors and co-workers, tremendous role models 3. formal education
4.	"Make a difference" (as a person, in what you do, by enabling others to make a difference)	As having a good perspective on life, of having made a difference to the Canadian sport community, of equity participation, as a person who values and appreciates others, having contributed to enriching people's lives	<ol style="list-style-type: none"> 1. personal participation in sport (as an athlete) 2. other leaders, excellent role models 3. trial and error
5.	"Make it happen"	As someone who made it happen, but had fun doing it	<ol style="list-style-type: none"> 1. self-discovery of leadership skills - hey, I'm good at this and I like it; - self education (reading) 2. opportunities created by others who saw potential; learned invaluable skills 3. role models 4. formal education (courses and workshops) 5. trial and error

Figure 6 (continued). Interviewee Responses to "Summing Up: Leadership Lessons"

right environment in which people could excel.

The interviewees were asked what they would tell others about effective leadership, and again, while the responses were both varied and valuable, several salient lessons that were offered to aspiring leaders were 1) establishing values and 2) the concept of empowerment, or enabling others to act.

Leaders were asked to contribute a personal quote on leadership. The quotes speak clearly for themselves and are repeated here as follows:

1. "Leadership is the action of creating space into which peoples' genius is invited"
2. "Act as if"
3. "Dare to think differently"
4. "Make a difference" (as a person, in what you do; enable others to make a difference)
5. "Make it happen"

How would these leaders like to be remembered? Two as someone who made it happen, one as someone who made a difference, one as helping people see things differently, and one who didn't particularly want to be remembered as a leader.

The last question attempted to determine how these five people learned to lead, what methods contributed to their leadership development. All respondents named "trial and error" as one method of learning leadership skills, although this response was assigned varying degrees of importance by the respondents. Four of the five subjects indicated that role models were of great influence in their development, and three of five noted some form of formal training such as workshops and seminars contributed to their leadership development. Two commented on self education (such as reading) as having contributed to their learning about leadership. It would appear that role modelling and the provision of training are opportunities that can be provided within the sport community to assist with leadership development. The above noted methods of learning about leadership are all supported in the literature as effective means of enhancing leadership potential (Bass, 1985; Conger, 1992).

Further to the "Personal Best Interview," several additional questions were posed and the interviewees were then asked if they had any closing comments on leadership that they would like to make. First, the subjects were asked if they distinguished between managership and leadership. Without exception, they were all quite clear on the distinction and were able to provide both definitions and examples, such as "managership is a way of doing,

leadership is a way of being," and "leadership is an art, managership is a science - you can run an organization with management principles, but you may not get extraordinary things done."

Second, they were asked if their roles (leadership and management) were ever in conflict. No one found their roles to be in conflict; however, one respondent would have liked more time to envision and create the ideal versus the time constraints of getting the job done.

Closing comments are noted in Figure 7 and are included for two reasons. Firstly, they augment and contribute to the understanding of leadership, and secondly, because several noteworthy issues unfolded and are presented for consideration. What is noteworthy, by virtue of 3 of 5 consensual comments, are the following perceptions: that leadership can be found throughout an organization; as such it should be recognized and fostered. Secondly, in the opinion of the respondents, there appears to be a general lack of appreciation for the value of leadership in the sport community. Lastly, that there are deterrents or constraints imposed by organizations that limit the expression of, or development of leadership.

<p>Interviewee 1</p> <ul style="list-style-type: none"> • Leadership is not static, but a dynamic way of being and interacting with your organization; • You have to get out of people's way once the "synergy" is created; • Facilitating enrolment is critical; • Leadership shows up in all places, it is not exclusive, you have to "mine" for it.
<p>Interviewee 2</p> <ul style="list-style-type: none"> • Learning to lead yourself is fundamental; leadership is a value driven art; • The whole sport community is coming of age - individuals who can take leadership roles should be doing so. However, only some organizations here in the sport centre want their CEO to be a leader; unfortunately, there are many individuals who have the skills to be effective leaders, but their organization won't let them exercise them or be more than administrators; • Leadership is not apart from your organization but is an integral part of it, it should exist throughout the association.
<p>Interviewee 3</p> <ul style="list-style-type: none"> • I have learned a new respect for chaos and turbulence; • Leadership is not only about vision and values but having a clear sense of direction and being really clear about what needs to be done; • You can really lead from lots of places; leadership must be valued throughout an organization; • I don't believe that leadership is sufficiently valued in the sport community.
<p>Interviewee 4</p> <ul style="list-style-type: none"> • Leadership is a way of living and relating to people; • There is a lack of understanding in the sport community of the value of a good leader, appreciating the need and its contribution to organization effectiveness; • There is a lack of opportunities for leaders to develop their skills; most don't take the time, they are too comfortable with the way things are; • We need to increase the awareness of leadership and its value to collective sport development.
<p>Interviewee 5</p> <ul style="list-style-type: none"> • There are environmental deterrents to leadership development in sport, starting with a strongly embedded culture; many NSOs have Boards who are into operations and not governance. As a result, they hire CEOs who are content to maintain the status quo and culture with little autonomy for change; they are not into vision, change, etc.; • Sport is in a survival mode, fighting for a slice of bread - it would be an incredible job to transform the current culture by introducing the concept of truly effective leadership; • Sport can't retain the young turks or the change agents; • We need to create the right conditions for leadership and change; • Does the critical mass want to change? Probably not!

Figure 7. Interviewees Final Comments on Leadership

Question 3 - What cultural practices, suggested by the literature as contributing positively to leadership development, are used by CEOs to develop leadership capacity within their organization?

The mean scores of the Leadership Development Questionnaire are depicted in Figure 8. The overall questionnaire mean was 2.74 with a standard deviation of .63. Thirty of the thirty-seven respondents were included within ± 1 standard deviation. Eighty-one percent of the respondents scored below 3.5 on the Likert scale.

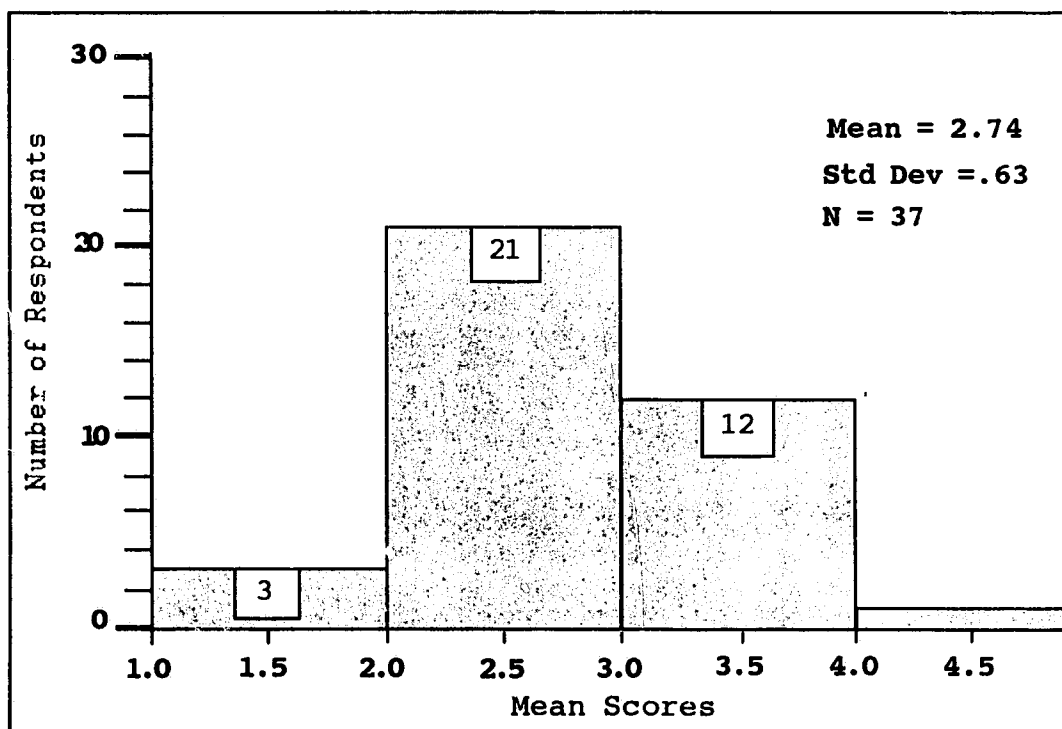


Figure 8. Range of Respondent Mean Scores on the Leadership Development Practices Questionnaire

The questionnaire mean falls just above the midpoint of the 5 point Likert scale and would indicate, that on the whole, cultural practices that contribute to leadership development are not commonly practised in NSOs. This result supports Kotter's (1988) investigation of over 1000 top level executives wherein over 96% of respondents believed that the majority of current practices of leadership development were less than adequate in their organization.

Post-hoc comparisons. T-tests indicated a significant difference between male ($M=2.84$) and female ($M=2.40$) scores on the questionnaire, $t=2.21$, $p<.05$; males reported greater use of leadership development practices. A review of relevant literature failed to uncover research to support or negate these findings.

A Pearson correlation comparing individual questionnaire scores with 1) the age of the respondents, and 2) length of term in a senior executive position revealed no systematic variation in scores (see Table 5).

Item analysis. Reported performance of leadership development practices by CEOs, determined by the highest individual question means (greater than 3.5), was strongest in the area of 1) regular performance appraisals; 2) adding responsibilities to the current jobs of high potential people for development purposes; and 3) discussing and

Table 5

Correlations and Significance Levels for Respondent Scores with 1) Age, and 2) Length of Term - Questionnaire 2

	Age		Length of Term	
	r	p	r	p
Questionnaire 2	.10	.59	.08	.65

Note. r = correlation coefficient; p = found value

initiating developmental needs with subordinates. It appears that in many NSOs, the fundamentals of performance appraisal and work plans do exist for employees. It may be, however, that this area reflects basic "Human Resources" requirements as opposed to a conscientious effort to develop individuals with leadership potential.

Individual question means indicated that the two questions with the lowest means (below 2.0) asked about the existence of recruiting plans to identify people with potential. According to Bass (1989) and Kotter (1988), recruiting plans are instrumental in the successful, leadership driven organization. Traditionally, according to Kotter (1988), organizations hire people based on technical competence or speciality in some particular area with little emphasis or concern for future managerial or leadership potential. As a result, organizations hire individuals who

can do entry-level jobs well, but not enough candidates with long term potential. According to the results of this study and the literature, NSOs could consider recruitment plans as a basis for initiating leadership development within their organizations.

Question 4 - What specific strategies (cultural practices) are used by a select sample of successful and effective NSO leaders to influence the emergence and development of leadership capacity within their organizations?

The interview responses to leadership development practices (culture) are displayed in matrix form in Figure 9. All respondents had a clear understanding of the concept of organizational culture; their responses reflect the generic terms that are used in the literature to describe culture such as values, beliefs and norms, and unwritten or informal rules. They also commented on culture as an influence on organization effectiveness. Despite this awareness and understanding of organizational culture as an engaging means of enhancing organizational effectiveness, only two respondents were actively engaged in specific, formal methods of developing leaders. Both reported that they created an environment or culture that attracted and retained people with leadership potential. These leaders

Inter- viewee	Question 1	Question 2	Question 3	Question 4
	Are you aware of the concept of organizational culture? What does this mean to you?	Is leadership development important to this organization? Are you actively engaged in it?	What do you do to attract and retain people with leadership potential?	What do you do to develop and broaden those people?
1.	The unwritten rules or way of being/performing that hold a company together; an unconscious way of improving organizational effectiveness	I believe that it is an important concept but we are not actively engaged in it. Personally, I continue to "mine" for leaders within the organization and attempt to provide opportunities for their development	N/A	Nothing formal except a personal commitment to their growth by challenging them and when possible providing opportunities
2.	The norms, values, informal rules that allow organization to operate and attain its goals	Yes, it's very important; we are moving towards the completion of a formal plan in this area. We are very active in seeking out and hiring "leaders" as part of our image building	Provide an environment in which they can excel	We provide training opportunities, increased responsibility, the opportunity for committee work, both inside and outside of the organization, and mentoring
3.	It means the values, beliefs and norms that are at play in an organization that give it an unmeasurable quality of being	No	N/A	Not very much
4.	An organizational way of doing things, values that are inherent in an organization, how those values affect decision making	It is to me, but there is a wide gap between principle and practice, we are not actively engaged in it	N/A	We have made an attempt in our recent hiring, but development is not currently a planned activity
5.	The norms, values and beliefs that not only hold together an organization, but have an impact on how people behave as well as on organizational effectiveness	Absolutely! We seek out person-organization fit and create an environment that is very attractive to both potential employees and to newcomers	We developed a conscious plan to develop; a culture with people who had leadership skills; we have an active recruiting plan based on person-organization fit	Opportunities within and outside the association to develop skills, you reward those skills, acknowledge them for their contribution to the organization

Figure 9. Interviewee Responses to "Cultural Practices"

Inter- viewee	Question 5	Question 6	Question 7
	Do you recognize and celebrate success? How?	If you were aware of practices that would develop leadership potential in your organization, would you implement them?	Are there any restraints or limitations in your work environment that may prevent the development of leadership?
1.	No, this is a weak area that I would improve on in the future	Yes, absolutely	Awareness and education
2.	Presentations, verbal recognition of achievements, unscheduled time-off	Already engaged	Not at this time
3.	Not really	Yes, I would now	Education, awareness, the value of leadership; possibly time constraints The sport community, over time, might be able to embrace the concept of culture, but not from a culture concept but by approaching it from a sense of understanding of the value of leadership in your organization We need the awareness of values that translate into leadership development throughout the organization - that would require a huge transformation in the way things are There is, in many instances a gap between principles vs. practice
4.	Not as much as could be done	Absolutely	Financial resources; there is an awareness but lack of commitment by organization; principle vs. practice
5.	Yes - our culture demands it. We provide both monetary and non-monetary rewards based on the commonwealth principle, there is lots of recognition for individual contributors as well as bonus incentives. During our annual staff retreat, we review and celebrate successes, this builds incredible pride and team cohesion	Actively engaged, leadership development is embedded in our culture	Not in our organization, but I see constraints in the sport community; culture is shaped by the hierarchical rules and nature of sport; that has kept us boxed in, so much energy goes into maintaining the status quo. It appears that there is little time, awareness of or perhaps importance placed on fundamental issues such as culture or leadership development

Figure 9 (continued). Interviewee Responses to "Cultural Practices"

were also actively engaged in developing and broadening people with potential and employed those practices that are considered to be both essential and fundamental to leadership development within an organization. These include training opportunities, increased responsibility, committee work both inside and outside of the organization, mentoring, reward and recognition, and the creation of an environment that thrives on success (Bass, 1985; Conger, 1992; Kotter, 1990). Those respondents who were not actively engaged in leadership development all indicated that if they were aware of specific practices that would develop leadership potential that they would implement them.

Lastly, with regard to environmental limitations to leadership development, the following themes emerged. First, an expressed need for awareness and education in the value of leadership development in the sport community. Second, there appeared to be a gap between the awareness and appreciation of the principle of leadership development and the practice of this principle. Kotter (1988, p.73) suggests that "short term economic pressures and parochial politics clearly play some role in creating inadequate practices."

This set of interview data is generally consistent with the reported results of the second questionnaire - those practices that are deemed to contribute to the development of a leadership capacity in organizations are not commonly

practised by CEOs.

The managing of organizational culture is considered to be a fundamental and distinguishing characteristic of transformational leadership (Kotter, 1990; Schein, 1986). Whereas the results of this study indicate that CEOs report using practices of transformational leadership, the results also suggest that the managing of culture specific to developing a leadership capacity within their organization is not generally undertaken.

It is worth noting that in the interview questions soliciting leadership behaviours, subset five, the area addressing recognition and reward of employees, indicated the weakest "fit" to the model of leadership used in this study. The interview questions eliciting responses on leadership development practices indicated that those practices contributing to a leadership development capacity in organizations are not commonly utilized. It is suggested that there may be a conceptual similarity between the lack of leadership behaviours in recognizing and rewarding subordinates and those cultural practices that recognize, promote, and nurture potential leadership talent. This observation invites CEOs of NSOs to consider initiating these practices.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Limitations

Inventory. Construct validity and common method variance (the variance attributable to the measurement method rather than to the construct under study) are the most often criticized aspect of survey research in the social sciences (Bagozzi & Phillips, 1991). Although this study employed questionnaires with established validity, the limitation of construct validity and common method variance is recognized.

The qualitative model has been criticized on the basis that the researcher influences the behaviour that is being studied (Babbie, 1990). It has also been suggested by Borg and Gall (1989) that the imposition of a model in organizational analyses (in this instance the transformation leadership model) may force observations into inappropriate categories.

Sample size. Given the small sample of CEOs interviewed, generalizations are difficult. However, the five CEOs selected by the Delphi panel as representative of effective leadership do fit the conceptual framework of leadership as suggested by Kouzes and Posner (1987), and

therefore, there is a strong likelihood that they represent true leadership in amateur sport.

Interpretation. Caution must be used when interpreting the results of this study. In the questionnaire responses, it must be noted that the CEOs reported their "perceptions" of their leadership behaviour, not necessarily what is so; their perceptions have not been checked against actual behaviour.

Summary

The study of leadership has captured the attention of both scholars and practitioners alike for centuries. Despite this interest, there has been little consensus with regard to defining the concept of effective leadership. Recently however, a new paradigm of leadership - the "transformational leader" - has emerged and has gained much popularity for describing what constitutes effective leadership.

The call for leadership and leadership development in amateur sport has never been greater (Fitness and Amateur Sport, 1992). Leadership pundits argue for leaders with "the ability to recognize the need for change and more importantly, the ability to make it happen" (Schein, 1985, p.8). Amateur sport is in need of the same type of leaders (Slack & Hinings, 1992). Despite this acknowledgement,

little research on leadership has been conducted in amateur sport settings. This study was designed to explore the current state of leadership in National Sport Organizations.

At the macro level, amateur sport in Canada is entering a new and exciting era. It is an era of growth and change; a time of new beginnings. Although the Canadian sport system has developed and matured during the past 25 years, recent events have made it clear that the time has come for major change initiatives (Fitness and Amateur Sport, 1990). In the last five years in particular, there have been continued pressures in NSOs to change and adapt. These pressures have come about largely as a response to changes in government mandates as well as continually shrinking financial resources (McIntosh & Whitson, 1990). As NSOs continue to structurally reorient, the importance of effective leadership and the relationship of leadership to the role of managing organizational change is critical (Slack & Hinings, 1992).

Contemporary researchers have suggested that in major organization transitions, a type of leadership is needed that is different from the leadership required for periods of relatively little change (Bennis & Nanus, 1985; Tichy and Devanna, 1987). As noted by Bass (1985), transformational leaders are particularly important when organizations are in transition and where traditional values and beliefs are being challenged. Tied inextricably to the role of the

transformational leader is the development and management of organizational culture (Schein, 1985). This study examined those cultural practices related specifically to the development of leadership within organizations.

The survey and interview methods were combined to explore both leadership and leadership development practices in national sport organizations. Forty-six NSOs were surveyed and five CEOs deemed to represent "effective leadership" were interviewed.

Conclusions

The following four conclusions address the four research questions of the study:

1. According to the LPI questionnaire results, the CEOs of NSOs reported their perceptions of engaging in the solicited leadership practice "sometimes to fairly often." These results fall within the normal expectations of leadership behaviours as identified by Kouzes and Posner (1993b).
2. The behaviours, patterns, characteristics, and actions of the select sample of "effective leaders" appeared to fit the conceptual model of transformational leadership as proposed by Kouzes and Posner (1987).

3. Leadership development (cultural) practices that contribute to leadership development within an organization were not commonly practised in the NSOs studied.

4. Only two respondents interviewed were actively engaged in specific methods of developing leaders. Although all five leaders appeared to provide supportive and enabling environments for their staff in general, three of the five were not involved in a formal plan of recruiting, hiring, and providing specific broadening experiences for leadership development. It appears that environmental constraints such as time, resources, Board of Director awareness and Board commitment prevent the practice of this principle in certain NSOs.

Recommendations

A) Research

1) There appears to be a discrepancy between the LPI questionnaire results - that reported CEO practices tend toward leadership versus the perception of three interviewees that there was a lack of effective leadership or appreciation for the value of leadership in the sport community. It would be interesting to re-survey the CEOs

using Kouzes and Posner's (1987) LPI Observer (both a self and observer form of the LPI were developed; individuals completing the LPI Self also request five or six other people familiar with their behaviour to complete the LPI Observer). Administration of the LPI Observer would both validate the results and indicate any significant self-report bias. Kouzes and Posner (1987, 1993b) however, have shown that there were no statistically significant differences between self and observer reports on three leadership practices - inspiring a shared vision, modelling the way, and encouraging the heart. For the factors of challenging the process, and enabling others to act, LPI Self scores were significantly higher than those reported by LPI Observers.

The survey could also be conducted with a different instrument, perhaps Bass' (1985) Multi Factor Leadership Questionnaire. This would not only confirm the results but comparisons of both leadership measuring instruments could be analyzed.

2) It was interesting to note that several of these "effective leaders" who so aptly fit the model of transformational leadership were not actively engaged in the use of cultural practices to develop leaders. It was suggested that environmental constraints, in many instances, limited the practice of this principle. It was also

suggested by a number of the respondents that there were environmental deterrents to the hiring of leaders or the expression of leadership in NSOs. Further study might explore these limitations, bringing them to light so that the sport community could evolve in the area of leadership and leadership development. This, of course, presumes that the sport community is interested in improving their leadership skills and abilities.

3) Investigating how leaders learn to lead could prove beneficial. Training and development could be based on the provision of those specific opportunities that develop leadership. For instance, role modelling opportunities and training workshops/seminars could be developed and implemented specifically for the sport community to develop leadership skills. This may have to be preceded by a massive marketing campaign on the value of leadership and it's relationship to increased organizational effectiveness. How can your organization grow if your people don't?

4) To further investigate the effectiveness of the current model of leadership used in this study, specifically the relationship linking transformational leadership to enhanced organizational performance, a future research design might include outcome measures.

B) Practical

1) As suggested in the introduction, the challenge for national sport organizations is to become aware of and understand what leadership is, why it is important, how it differs from management, and how it can be created and developed. This perception is supported by the majority of leaders interviewed. It is recommended that either through the Tait McKenzie Leadership Institute (a resident association at the Canadian Sport and Fitness Administration Centre) or through an existing national structure, a massive education/awareness campaign be undertaken to impart the value of leadership in amateur sport, both in NSOs and the sport community. This awareness and understanding could contribute to the selection of leaders, and in particular, to the selection of organization leaders who can then develop, through cultural practices, a leadership capacity within their own organizations.

2) Generic recruitment, interviewing, and selection protocols and procedures could be developed (then adapted for specific NSO needs) for use by the search committees of NSOs to assist in the hiring of individuals with leadership potential.

3) Through the Tait McKenzie Institute, the five CEOs deemed to represent "effective leadership" could conduct topical seminars on leadership practices. Further, workshops on leadership development practices could be offered. This would include both an orientation to the value of leadership development as well as provide very practical methods for developing leadership capacity within NSOs.

Given today's turbulent times and instability as well as the current pressures on NSOs to adapt, change, and renew, effective and innovative leadership is essential for organization survival. The "manager to leader" evolution is not optional; it is critical. Nor is leadership limited to the CEO, but should be recognized and fostered throughout the organization.

REFERENCES

- Babbie, E. (1990). Survey research methods. California: Wadsworth.
- Bagozzi, B. & Phillips, J. (1991). Assessing construct validity in organization research. Administrative Science Quarterly, 36, 421-458.
- Barley, S. (1983). Semiotics and the study of occupational and organizational cultures. Administrative Science Quarterly, 28, 393-413.
- Barnard, C. (1958). Organization and management: Selected papers. Cambridge, MA: Harvard University Press.
- Bass, B. (1985). Leadership and performance beyond expectations. New York: Free Press.
- Bass, B. (1989). From transactional to transformational leadership: Learning to share the vision. Organization Dynamics, 18, 19-31.
- Bennis, W. (1989). On becoming a leader. New York: Addison-Wesley.
- Bennis, W. & Nanus, B. (1985). Leaders: The strategies for taking charge. New York: Harper & Row.
- Borg, W.R. & Gall, M.D. (1989). Educational research: An introduction. White Plains, NY: Longman Inc.
- Bolman, L. & Deal, T. (1990). Reframing organizations: Artistry, choice and leadership. San Francisco: Jossey-Bass.
- Bryman, A. (1993). Charisma and leadership in organizations. London: Sage.
- Burns, J.M. (1978). Leadership. New York: Harper & Row.
- Chelladurai, P. (1985). Sport Management. London, Ont.: Sport Dynamics.
- Conger, J. (1992). Learning to lead. San Francisco: Jossey-Bass.

- Conger, J. & Kanungo, R. (1988). Towards a behavioural theory of charismatic leadership in organizational settings. Academy of Management Review, 12, 637-647.
- Deal, T. & Kennedy, A. (1982). Corporate cultures: The rites and rituals of corporate life. Reading, Mass.: Addison-Wesley.
- Denison, D.R. (1989). Corporate culture and organizational effectiveness. New York: Wiley & Son.
- Drucker, P.F. (1973). Management: Task, responsibilities, practices. New York: Harper & Row.
- Fiedler, F. (1967). A theory of leadership effectiveness. New York: McGraw-Hill.
- Fitness and Amateur Sport. (1988). Toward 2000: Building Canada's Sport System. Ottawa: Queen's Printer.
- Fitness and Amateur Sport. (1992). Sport: The Way Ahead. Ottawa: Queen's Printer.
- Gardner, J. (1989). On leadership. New York: Free Press.
- Gibb, C.A. (1947). The principals and traits of leadership. Journal of Social Psychology, 42, 267-284.
- Herzberg, F. (1966). Work and the nature of man. New York: Thomas Crowell.
- Hickling Corporation Report. (1991). Conclusions: Sport Forum 1. Ottawa: Hickling 4042.
- Hodgkinson, C. (1978). Towards a philosophy of administration. Oxford: Basil Blackwell.
- House, R., Spangler, W. & Woyke, J. (1991). Personality and charisma: A psychological theory of leader effectiveness. Administrative Science Quarterly, 36, 364-396.
- Jackson, J.J. (1981). Sport Administration. Springfield: Charles C. Thomas.
- Kanter, R. (1983). The change masters. New York: Simon & Schuster.
- Katz, R. The influence of group conflict on leadership effectiveness. Organization Behaviour and Human Performance, 20, 265-286.

- Keller, R. (1992). Transformational leadership and the performance of research groups. Journal of management, 18, 489-501.
- Kotter, J. (1988). The leadership factor. New York: The Free Press.
- Kotter, J. (1990). A force for change: How leadership differs from management. New York: The Free Press.
- Kouzes, J. & Posner, B. (1987). The leadership challenge. San Francisco: Jossey-Bass.
- Kouzes, J. & Posner, B. (1993a). Credibility. San Francisco: Jossey-Bass.
- Kouzes, J. & Posner, B. (1993b). Psychometric properties of the leadership practices inventory - updated. Journal of Educational and Psychological Measurement, 53, 191-199.
- Kuhnert, K. & Lewis, P. (1987). Transactional and transformational leadership: A constructive developmental analysis. Academy of Management Review, 12, 648-657.
- Lincoln, Y.S. & Guba, E.G. (1985). Naturalistic inquiry. Newbury Park, CA: Sage.
- Mann, R. (1959). A review of the relationship of personality and performance in small groups. Psychological Bulletin, 56, 241-270.
- Manz, G. & Sims, G. (1991). Superleadership: Beyond the myth of heroic leadership. Organization Dynamics, 19, 18-35.
- Maslow, A.H. (1943). A theory of human motivation. Psychological Review, 50, 370-396.
- McIntosh, D., & Whitson, D. (1990). The game planners: Transforming Canada's sport system. Montreal: McGill-Queen's University Press.
- Mintzberg, H. (1973). The nature of managerial work. Englewood Cliffs, N.J.: Prentice Hall.
- Mintzberg, H. (1983). Power in and around organizations. Englewood Cliffs, N.J.: Prentice Hall.
- Miles, M.B. & Huberman, A.M. (1994). Qualitative data analysis. CA: Sage

- Meyerson, D. & Martin, J. (1987). Cultural change: An integration of three views. Journal of Management Studies, 24, 623-667.
- Naisbitt, J. (1984). Megatrends. New York: Warner Books.
- Newberry, A. (1989). A decimal measure of effective leadership. The Canadian School Executive, April.
- Oppenheim, A.N. (1992). Questionnaire design, interviewing, and attitude measurement. New York: Pinter.
- Parkhouse, B. (1991). The management of sport. St Louis: Mosby-Year Book.
- Peters, T. & Austin, A. (1985). A passion for excellence: The leadership difference. New York: Random House.
- Peters, T. & Waterman, R. (1982). In search of excellence. New York: Warner Books.
- Pettigrew, A. (1979). On studying organizational cultures. Administrative Science Quarterly, 24, 570-581.
- Rosen, M. (1992). Understanding and doing organizational ethnography. Administrative Science Quarterly, 37, 1-23.
- Sackmann, S. (1992). Cultures and subcultures: An analysis of organizational knowledge. Administrative Science Quarterly, 37, 140-161.
- Schein, E. (1985). Organizational culture and leadership. San Francisco: Jossey-Bass.
- Selznick, P. (1957). Leadership in administration. New York: Harper & Row.
- Slack, T. & Hinings, B. (1992). Understanding changes in national sport organizations: An integration of theoretical perspectives. Journal of Sport Management, 6, 114-132.
- Slack, T. & Kikulus, L. (1989). The sociological study of sport organizations: Some observations on the situation in Canada. International Review for the Sociology of Sport, 28, 179-199.
- Smircich, L. (1983). Concepts of culture and organizational analysis. Administrative Science Quarterly, 28, 339-358.

- Stodgill, R.M. (1948). Personal factors associated with leadership: A survey of the literature. Journal of Psychology, 25, 35-71.
- Stodgill, R.M. (1974). Handbook of leadership: A survey of theory and research. New York: Free Press.
- Thomas, J. & Velthouse, T. (1990). Cognitive elements of empowerment: An interpretive model of intrinsic task motivation. Administrative Science Quarterly, 15, 666-688.
- Tichy, N. & Devanna, M. (1986). The transformational leader. San Francisco: Jossey-Bass.
- Tichy, N. & Ulrich, D. (1984). The leadership challenge: A call for the transformational leader. Sloan Management Review, Fall.

APPENDIX A

Questionnaire 1 - Leadership Practices Inventory (LPI)

DEMOGRAPHICS

93

- ◆ **Annual Budget:**
 - a) under \$500,000
 - b) under \$1 million
 - c) over \$1 million

- ◆ **Length of Term in a Senior Executive Position:**
(not limited to current employment)

- ◆ **Age:**

- ◆ **Gender:**

LEADERSHIP PRACTICES INVENTORY (LPI)

On the next two pages are thirty descriptive statements about various leadership behaviors and activities. Please read each statement carefully, then rate *yourself* in terms of how *frequently* you engage in the practice described. Record your responses by drawing a circle around the number that corresponds to the frequency you have selected. You are given five choices.

1. If you **RARELY** or **NEVER** do what is described in the statement, circle the number one.
2. If you do what is described **ONCE IN A WHILE**, circle the number two.
3. If you **SOMETIMES** do what is described, circle the number three.
4. If you do what is described **FAIRLY OFTEN**, circle the number four.
5. If you do what is described **VERY FREQUENTLY** or **ALWAYS**, circle the number five.

In selecting the answer, be realistic about the extent to which you actually engage in each behavior. Do *not* answer in terms of how you *like* to see yourself or in terms of what you *should* be doing. Answer in terms of how you *typically behave*. For example, the first statement is "I seek out challenging opportunities that test my skills and abilities." If you believe you do this "once in a while," circle the number two. If you believe you seek out challenging opportunities fairly often, circle the number four.

LEADERSHIP PRACTICES INVENTORY (LPI)

To what extent do you engage in the following actions and behaviors? Circle the number that applies to each statement.

	1 Rarely	2 Once in a while	3 Sometimes	4 Fairly Often	5 Very Frequently
1. I seek out challenging opportunities that test my skills and abilities	1	2	3	4	5
2. I describe to others the kind of future I would like for us to create together	1	2	3	4	5
3. I involve others in planning the actions we will take ..	1	2	3	4	5
4. I am clear about my own philosophy of leadership	1	2	3	4	5
5. I take the time to celebrate accomplishments when project milestones are reached	1	2	3	4	5
6. I stay up-to-date on the most recent developments affecting our organization	1	2	3	4	5
7. I appeal to others to share my dream of the future as their own	1	2	3	4	5
8. I treat others with dignity and respect	1	2	3	4	5
9. I make certain that the projects I manage are broken down into manageable chunks	1	2	3	4	5
10. I make sure that people are recognized for their contributions to the success of our projects	1	2	3	4	5
11. I challenge the way we do things at work	1	2	3	4	5
12. I clearly communicate a positive and hopeful outlook for the future for our organization	1	2	3	4	5
13. I give people a lot of discretion to make their own decisions	1	2	3	4	5

	1	2	3	4	5	95
	Rarely	Once in a while	Sometimes	Fairly Often	Very Frequently	
14. I spend time and energy on making certain that people adhere to the values that have been agree upon.....	1	2	3	4	5	
15. I praise people for a job well done	1	2	3	4	5	
16. I look for innovative ways we can improve what we do in this organization	1	2	3	4	5	
17. I show others how their long-term future interests can be realized by enlisting in a common vision.....	1	2	3	4	5	
18. I develop cooperative relationships with the people I work with.....	1	2	3	4	5	
19. I let others know my beliefs on how to best run the organization I lead.....	1	2	3	4	5	
20. I give the members of the team lots of appreciation and support for their contributions	1	2	3	4	5	
21. I ask "what can we learn?" when things do not go as expected.....	1	2	3	4	5	
22. I look ahead and forecast what I expect the future to be like.....	1	2	3	4	5	
23. I create an atmosphere of mutual trust in the projects I lead	1	2	3	4	5	
24. I am consistent in practicing the values I espouse.....	1	2	3	4	5	
25. I find ways to celebrate accomplishments.....	1	2	3	4	5	
26. I experiment and take risks with new approaches to my work even when there is a change I might fail	1	2	3	4	5	
27. I am contagiously excited and enthusiastic about future possibilities.....	1	2	3	4	5	

	1	2	3	4	5	
	Rarely	Once in a while	Sometimes	Fairly Often	Very Frequently	96
28. I get others to feel a sense of ownership for the project they work on	1	2	3	4	5	
29. I make sure we set clear goals, make plans, and establish milestones for the projects I lead	1	2	3	4	5	
30. I make it a point to tell the rest of the organization about the good work done by my group	1	2	3	4	5	

APPENDIX B

Questionnaire 2 - Leadership Development (Cultural)
Practices

DEMOGRAPHICS

98

- ◆ **Annual Budget:**
 - a) under \$500,000
 - b) under \$1 million
 - c) over \$1 million

- ◆ **Length of Term in a Senior Executive Position:**
(not limited to current employment)

- ◆ **Age:**

- ◆ **Gender:**

LEADERSHIP DEVELOPMENT PRACTICES

On the next two pages are fifteen statements about various leadership development practices. Please read each statement carefully, then rate *your organization* in terms of how *frequently* it engages in the practice described. Record your responses by drawing a circle around the number that corresponds to the frequency you have selected. You are given five choices.

1. If your organization **RARELY** or **NEVER** do what is described in the statement, circle the number one.

2. If your organization does what is described **ONCE IN A WHILE**, circle the number two.

3. If your organization **SOMETIMES** does what is described, circle the number three.

4. If your organization does what is described **FAIRLY OFTEN**, circle the number four.

5. If your organization does what is described **VERY OFTEN** or **ALWAYS**, circle the number five.

In selecting the answer, be realistic about the extent to which your organization actually engages in each behavior. Do *not* answer in terms of how you *like* to see your organization perform or how you think it *should* perform. Answer in terms of how your organization *typically engages in these practices*. For example, one statement is, "Does your organization provide training/educational opportunities for new employees?" If you believe your organization does this "once in a while," circle the number two. If you believe your organization provides training opportunities "fairly often," circle the number four.

LEADERSHIP DEVELOPMENT PRACTICES

To what extent do you engage in the following actions and behaviors? Circle the number that applies to each statement.

	1 Rarely	2 Once in a while	3 Sometimes	4 Fairly Often	5 Very Frequently
1. Does your organization have a recruiting plan to identify new high potential employees?	1	2	3	4	5
2. Does your organization provide training/educational opportunities to new employees?	1	2	3	4	5
3. Does your organization provide promotional opportunities to employees?	1	2	3	4	5
4. Does your organization have a regular performance appraisal process?	1	2	3	4	5
5. Does your organization offer opportunities to people that provide exposure to higher level management?	1	2	3	4	5
6. Does your organization have a program or policy to recruit and identify people with potential?	1	2	3	4	5
7. Does the management of your organization have the capacity to identify the developmental needs of high potential people	1	2	3	4	5
8. Does your organization add responsibilities to the current jobs of high potential people for development purposes?	1	2	3	4	5
9. Does your organization offer management training programs to your employees?	1	2	3	4	5
10. Does your organization provide lateral transfers for developmental purposes?	1	2	3	4	5
11. Does your organization provide mentoring, role modelling, or coaching for your employees?	1	2	3	4	5

	1 Rarely	2 Once in a while	3 Sometimes	4 Fairly Often	5 Very Frequently
12. Are organization managers rewarded for developing subordinates?	1	2	3	4	5
13. Does your organization provide feedback to subordinates regarding developmental process?.....	1	2	3	4	5
14. Does your organization discuss developmental needs with subordinates and initiate joint plans about what and how to improve?	1	2	3	4	5
15. Does your organization offer incentive plans?	1	2	3	4	5

APPENDIX C

Interview Questions - Leadership

PERSONAL BEST" LEADERSHIP PRACTICES INTERVIEW

BACKGROUND: "PERSONAL BEST"

A "**personal best**" experience is an event (or series of events) that you believe to be your individual standard of excellence. It is your own "record-setting performance," a time when you did your very best. It is something you use to measure yourself by, a time you look upon as your peak performance experience. A useful and simple guide to the selection of your "personal best" is "When I think about this, it makes me smile a lot."

You have, no doubt, been involved in many experiences in your career. For the purposes of this interview, please focus your thinking on only those experiences in which you were the leader.

Your experience does not need to be restricted to a time when you were an appointed or selected leader. It can be either a time when you emerged as the informal leader or a time when you were the official leader or manager.

It can be any functional area, in a service or manufacturing organization, in a public or private institution, in a staff or line position. It can be the start-up of a new business, a new product or service development program, a quality or productivity improvement project, and so on.

The experience does not need to have occurred in your present organization; it could be a past work experience. It could also have occurred in a club, a professional organization, a school, or any other setting. Let it be any time when you felt you performed at your very best as a leader.

INSTRUCTIONS:

Think about all the leadership experiences that you have had. Let them pass by in your mind, as if you were viewing a movie of your leadership career or hearing a tape recording of your personal leadership history. A few of these experiences will undoubtedly look, sound, or feel like personal best experiences. **Select one of these experiences.** Spend some time getting a clear mental picture of this extraordinary experience. See, hear, and feel it again as intensely as you can. Get as vivid an image as possible.

PROJECT:**OPPORTUNITIES AND CHALLENGES**

1. If you were the one to initiate this project, why did you want to do it? What drove or motivated you? If someone else asked you to take this project on, what made you believe you could do it?
2. What did you do, if anything, to challenge the status quo or the existing ways of doing things? What changes did you make? What novel or innovative things did you do? What risks, if any, did you take?
3. How did you challenge others to attain high levels of performance, to excel, to do better than ever before?

GETTING THERE

4. As you looked forward to the time when the project would be completed, what did you think you would accomplish? What was your ideal outcome, your vision, your fondest wish for the project?
5. Did you use any slogans, metaphors, catchy phrases, logos, or symbols to align or motivate either yourself or your staff? If yes, what were they?
6. How did you sell others on your project? What did you say to convince them that they ought to enlist and sign up?
7. How did you build a sense of enthusiasm and excitement for this project?

INVOLVEMENT

8. How did you involve others in planning and decision-making?
9. How did you build a team out of the individuals that worked for you? Did you use any special methods?
10. How did you develop trust and respect among those who worked on the project? Did you use any special methods?

ACTIONS:

12. For this project, what were the values that you believed should guide everyone's actions? What were the standards to which everyone was accountable?
13. How did you show others, by your own example, that you were serious about these values and standards? How did you "lead by example"?
14. What structures and systems did you use to plan, organize or control the project?
15. What dramatic or unusual actions, if any, did you take to get people to pay attention to important aspects of the project?

ENCOURAGEMENT:

16. How did your team celebrate its accomplishments, its milestone achievements?
17. What festive events, if any, did you have?
18. How did you recognize individual contributors? Did you use any special incentive systems, recognition programs, etc.?
19. How did you get the word out to the rest of the organization about your group's accomplishments?

SUMMING UP: LEADERSHIP LESSONS

20. In summary, what would you say were the five or six key leadership actions that you took that enabled this to be a personal best leadership experience?
21. What did you learn about leadership style and practice from this "personal best leadership experience?"
22. If you were going to teach someone else about leadership on the basis of your own personal best experience, what lessons about leadership would you pass along? What would you tell others to do to be an effective leader?
23. If you were going to contribute one quotation of your own, one personal saying, to a book about leadership, what would that quotation be?

24. As a leader, how is it that you would most like to be remembered?
25. How have you learned to lead? Just how have you gained the skills to lead? Please select and rank order the three ways that have contributed most to your leadership development.

APPENDIX D

Interview Questions - Leadership Development (Cultural)
Practices

INTERVIEW QUESTIONS**CULTURAL PRACTICES**

1. Are you aware of the concept of organizational culture? What does this mean to you?
2. Is leadership development important to this organization? Are you actively engaged in it?
3. What do you do to attract and retain people with leadership potential?
4. What do you do to develop and broaden those people?
5. Do you recognize and celebrate success? How?
6. If you were aware of practices that would develop leadership potential in your organization, would you implement them?
7. Are there any restraints or limitations in your work environment that may prevent the development of leadership?

VITA

Surname: GIBSON

Given Names: Gail Heron

Place and Date of Birth: Irvine, Ayrshire, Scotland
February 25, 1951

Education Institutions Attended:

University of Victoria	1990-1994
Dalhousie University	1973-1974
Queen's University	1969-1973

Degrees Awarded:

M.Sc.	Dalhousie University	1974
B.A.	Queen's University	1973
B.P.H.E	Queen's University	1973

Honours and Awards:

Social Sciences and Humanities Research Council of Canada (S.S.H.R.C.) Fellowship	1992-1994
President's Scholarship (University of Victoria)	1992-1994
Dean's Scholarship (University of Victoria)	1991
Graduate Scholarship (Dalhousie University)	1974
Selected by the Canadian Olympic Academy to represent Canada at the International Olympic Academy in Greece	1974

Publications:

Gibson, G. & Holt, L. (1975). A cinema-computer analysis of selected starting techniques in competitive swimming. Swimming Technique, 13, (3).

Gibson, G. & Holt, L. (1975). A cinema-computer analysis of varsity vs. age group swimmers. Swimming World, Fall.

Gibson, G. & Holt, L. (1975). A biomechanical analysis of equestrian jumping techniques. American Horseman, Sept./Oct.

Gibson, G. (1974). Biomechanical analysis of the bump pass in volleyball. Volleyball Technique, Fall.

Conference Presentations:

"Managerial Competencies of Amateur Sport General Managers," presented at the annual conference of the North American Society of Sport Management, Ottawa, May, 1991.

PARTIAL COPYRIGHT LICENSE

I hereby grant the right to lend my dissertation to users of the University of Victoria Library, and to make single copies only for such users or in response to a request from the Library of any other university, or similar institution, on its behalf or for one of its users. I further agree that permission for extensive copying of the dissertation for scholarly purposes may be granted by me or a member of the University designated by me. It is understood that copying or publication of this dissertation for financial gain shall not be allowed without my written permission.

Title of Dissertation: THE LEADERSHIP CHALLENGE
IN AMATEUR SPORT

Author

GAIL HERON GIBSON

Jan 9, 1995
