

TRANSFORMATIONAL CHRISTIAN COLLEGE AND UNIVERSITY
PRESIDENTS: AN EXAMINATION OF FUNDRAISING SUCCESS

by

Keith O. Barrows

Liberty University

A Dissertation Presented in Partial Fulfillment

Of the Requirements for the Degree

Doctor of Education

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ABSTRACT

The nature of presidential leadership styles at Christian higher education institutions was examined through the lens of fundraising. There has been a growing understanding that college and university presidents are being called on to play a more significant role in the leadership of their institutions, particularly in light of the fiscal challenges facing higher education. More recently, research has begun to focus on the specific character traits and practices of transformational leaders in an attempt to discern if there are significant differences in organizational and personal outcomes in a variety of settings. By understanding what leadership practices are transformational in nature and their association with successful fundraising, Christian college and university presidents can become more effective leaders as they face the fiscal challenges of higher education. The relationship between the leadership practices of a Christian college or university president and fundraising success was studied to determine if any correlations existed between the practice of leadership and fundraising. The research utilized data collected from institution presidents and administrators through the Multifactor Leadership Questionnaire (MLQ) and institution reported data on fundraising. The data was analyzed using descriptive and inferential statistics. There was a significant correlation between the practice of individual consideration and fundraising effectiveness $r = .445, p = .049$, reaching the .05 significance level. There were differences in the grouped means of the transformational, transactional and laissez-faire presidents, but the differences were not statistically significant. Finally, the leadership practices of individual consideration and management-by-exception (passive) combined to account for 37% of the variance in fundraising success.

Keywords: presidential leadership, transformational leadership, fundraising, Christian higher education.

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Dedication

"Whatever you do, work at it with all your heart, as working for the Lord, not for men, since you know that you will receive an inheritance from the Lord as a reward. It is the Lord Christ you are serving." (Colossians 3:23-24)

Acknowledgements

Firstly, I would like to express my sincere gratitude to Dr. Kenneth D. Gossett, my Committee Chair, for his continuous support of my study and related research, for his patience, motivation, and immense knowledge. His guidance helped me throughout all the times of research and writing of this dissertation.

In addition, I would like to thank the rest of my dissertation committee: Dr. James A. Fyock, Dr. Ana Gil-Garcia, Committee Members, and Dr. David E. Holder, Research Consultant, for their insightful comments and encouragement. Without their valuable support it would not have been possible for me to conduct this research and complete this dissertation.

I thank my fellow classmates for the stimulating discussions, for the hours we spent working together during intensive classes, and for all the fun and camaraderie we had in the pursuit of our educational goals.

Last but not the least, I would like to thank my family, particularly my wife Carol, my children Susan, Victoria, and Rebecca, for supporting me spiritually throughout my doctoral studies.

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List of Abbreviations

Alumni of Record (AOR)

Association of Governing Boards of Universities and Colleges (AGB)

Multifactor Leadership Questionnaire 5X (MLQ)

Team Performance Questionnaire (TPQ)

CHAPTER ONE: INTRODUCTION

Background

Philanthropy and fundraising in higher educational institutions may be as old an enterprise as formal education itself. According to numerous scholars, philanthropy to educational institutions began with the Academy founded by Socrates and Plato (Cook & Lasher, 1996). Other early philanthropic gifts to education were made by Alexander the Great to fund the famed Alexandrian Library, and Alexander reportedly also made a large gift to Aristotle's Lyceum that may have been the first example of an institution-changing gift. Cook (1996) also notes that "throughout most of the history of education, the academic head of each institution also had the responsibility for providing its financial support" (p. 33). Moreover, Cook also concluded that "academic [chief executive officers] have been involved in raising money for their institutions in every historical period" (p. 36). The fundraising role of the college and university presidents clearly has a long history, and is becoming increasingly more important to higher education institutions.

Fundraising is a critical component of a president's leadership of the institution. Although there is very little empirical academic research on fundraising and leadership, it is generally accepted that aspects of leadership like strategic vision and charisma are important factors in fundraising. Simply put, donors seem to be motivated to make charitable gifts to an institution that has a strong vision cast by a charismatic leader. As fundraising takes on a more prominent role in the fiscal health of an institution, the responsibility for success has shifted to institution presidents. As college and university presidents play a large role in the fundraising efforts at their institution, the effort is linked to the institution's Presidential leadership practices and engagement with their alumni.

Problem Statement

Higher education presidents are being called upon more and more to be effective leaders and to be more effective in fundraising, without much of an understanding of what leadership practices and characteristics are associated with successful fundraising. The academic community acknowledged that higher educational institutions were facing a looming fiscal crisis as early as 1992 when the Association of Governing Boards of Universities and Colleges (AGB) predicted that the fiscal challenges facing educational institutions would continue to get worse over time. Since then, presidential priorities have reflected the fiscal challenges facing their institutions. Adams & Mangieri (1990) found that 93% of institution presidents ranked maintaining a proper level of funding as their most significant issue confronting higher education. They also found that two other related issues are considered important by presidents: maintaining a proper level of financial aid support and managing the costs of higher education, leading researchers to conclude that the fiscal concerns of presidents are important and permanent. Similarly, in a study addressing private college presidents' leadership on fiscal matters and fundraising, Hamlin (1990) concluded that the trend of a private college president's evolution from scholar to salesman would continue to gain importance and that mounting financial pressures would require more presidential attention in the future.

However, the issues of leadership, fiscal management, fundraising and alumni engagement are not limited to certain types of institutions, i.e., public versus private, undergraduate versus graduate, or secular versus non-secular. For example, while being organized and modeled on a religious rather than secular point of view, Christian colleges and universities face the same challenges as their often more prominent public counterparts. In fact,

one researcher has acknowledged that presidents at Christian colleges and universities face diminishing resources and growing enrollments, an interesting dichotomy (Webb, 2009).

Purpose Statement

The primary purpose of this study was to examine the nature of leadership practices of Christian college and university presidents and the effect of those practices on fundraising success. Prior research has shown the critical need for increased fundraising at higher education institutions and an increased role for presidents of those institutions in leading the effort. Further, transformational leadership has been suggested as the most appropriate leadership practices for presidents facing the fiscal challenges of today's financial realities. This research therefore sought to examine the relationship between transformational leadership practices and fundraising success at Christian higher education institutions.

Significance of the Study

The research conducted in this project extends the prior research into transformational leadership in the area of fundraising success of higher education presidents. Given the fiscal challenges facing higher education, it is critical to advance the knowledge in the fields of leadership and advancement with quantitative research that examines the relationships between transformational leadership practices and fundraising success. Moreover, there has not been any prior research into Christian higher education institutions and the leadership practices of their presidents as considered under the lens of fundraising success. The research herein sought to make a significant contribution to the academic and professional communities' knowledge and understanding of leadership of Christian college and university presidents and their fundraising success by providing a model that can be adapted by institutions as circumstances warrant. This research was intended to extend the prior research by Nicholson (2007) that considered

leadership and fundraising. The present study was also intended to provide another example of research into transformational leadership at Christian institutions following the recent research by Webb (2009).

Any conclusions reached in the course of this research project could be used in many ways. Current presidents of institutions may consider the transformational leadership model and could choose to adapt their own leadership style in an effort to become a more effective fundraiser. Institutional governing boards and search committees could use the model to discern if a presidential candidate is a good fit for their institution based on their perceived need for a transformational leader that can be an effective fundraiser.

Research Questions

The following questions guided the research project:

RQ1: How do transformational presidents' leadership practices differ from transactional and laissez-faire presidents' practices, defined by the Multifactor Leadership Questionnaire 5X (MLQ), and measured by the mean scores of the groups in fundraising success?

Transformational leadership practices are defined as those characteristics and practices that encourage one or more people to reach higher levels of motivation and morality.

Transformational practices are defined in terms of relationships, rather than power and control (Burns, 1978). Conversely, transactional leadership practices are those that lead to one person influencing another or others through an exchange of something of value. The exchange is the embodiment of the purpose of each person, leader and follower, and is temporary (Burns, 1978). Finally, laissez-faire leadership practices are those that are characterized by a lack of direction, organization or vision exerted by the leader (Bass, 1985). Common practices in laissez-faire leadership settings are a lack of taking a stand on issues, a lack of emphasis on results, non-

intervention, and a failure to follow up on progress (Webb, 2003). The initial question of what kind of leadership a president practices is an important one in that it provides the framework from which decisions and actions in fundraising matters come to fruition at a higher education institution. Prior research by Sturgis (2006), Webb (2007), Noorshahi & Sarkhabi (2008) and Webb (2009) has suggested that transformational leadership is the optimal leadership style for a higher education institution's president, and the logical question from that conclusion in terms of fundraising is whether or not transformational leadership is the optimal leadership style for the fundraising component of a president's responsibilities.

RQ2: What is the strength of the correlational relationship between transformational presidents' leadership practices and fundraising success?

Transformational leadership has been identified in prior academic research by five main components: attributed charisma, idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Bass, 1998). Prior research into the relationship between presidential leadership and fundraising by Nicholson (2007) and Sturgis (2006) did not identify which particular transformational leadership practices are associated with high levels of fundraising success at a higher education institution, so it is an important question to ask and answer. Due to the complex nature of internal and external factors that influence fundraising at higher education institutions, there may or may not be particular characteristics or practices that are associated with fundraising success. At higher education institutions and for presidents of those institutions where a primary focus is placed on transformational leadership, knowing which specific practices most affect fundraising will be an important component of successfully leading a Christian higher education institution.

RQ3: What is the strength of the correlational relationship between length of service of a transformational president and fundraising success?

The length of time of service of a transformational president may have an increased effect over time, which may correlate to an increase in fundraising success. Just as it is important to know if there are differences between transformational, transactional and laissez-faire presidents, it will be important for institutions to know if there are meaningful relationships between transformational presidents who serve for short, medium, or long periods of time as president in one position and the fundraising success reported by the institution they serve.

RQ4: What are the combinations of transformational, transaction, and laissez-faire leadership practices that are associated with high levels of fundraising success?

Bornstein (2003) has indicated that a one-size fits all approach to leadership is not required to be successful in a presidency, and in fact that some presidents use transformational and transactional approaches in different situations. Nicholson (2007) showed that some college and university presidents have employed transactional leadership as a stepping-stone into a transformational leadership posture. Nicholson ultimately concluded that transformational and transactional leadership practices worked together in fundraising, and supported by Bornstein's earlier work on transformative leadership and the research by Avolio and Bass (2004) on an augmentation model of leadership, proposed a Transformative Leadership Fundraising Model for presidents at higher education institutions. The Transformative Leadership Fundraising Model proposes that presidents employ a combination of transactional and transformational practices to lead their institutions. However, the question of whether specific transformational leadership practices or a leadership model based on transformational leadership practices of an institution president are associated with fundraising success has not been answered in the research.

Null Hypotheses

The null hypotheses for this study are:

H₀1: There is no statistically significant difference between transformational, transactional and laissez-faire presidents' leadership practices on fundraising success.

H₀2: There are no statistically significant correlations between the five transformational presidents' leadership practices on fundraising success.

H₀3: There are no statistically significant correlations between transformational presidents' who have served in their current position for short, medium, and long periods of time in fundraising success.

H₀4: There are no statistically significant differences between the possible combinations of the transformational, transactional, and laissez-faire leadership practices on fundraising success.

Definitions

The leadership practices of the institution presidents is the independent variable in the study, and is comprised of nine factors that are categorized as transformational, transactional, and laissez-faire practices. Fundraising success is the dependent variable in this research. Each variable is operationally defined below.

1. *Transformational leadership practices* - These leadership practices are those that are defined in terms of relationships, rather than in terms of power and control (Burns, 1978). There are five main components of transformational leadership: idealized influence (attributed), idealized influence (behavior), inspirational motivation, intellectual stimulation, and individualized consideration (Bass, 1998). Similarly, specific characteristics identified by Leithwood (1994) are present in higher education transformational leadership: "building school

vision and establishing school goals; providing intellectual stimulation; offering individualized support; modeling best practices and important organizational values; demonstrating high performance expectations; creating a productive school culture; and developing structures to foster participation in school decisions” (Stewart, 2006, p. 15).

2. *Transactional leadership* - In contrast to the relational nature of transformational leadership practices, transactional leadership occurs when one person influences another through an exchange of something of worth. The exchange is the embodiment of the purpose of each person, leader and follower, and is short-lived (Burns, 1978).

3. *Laissez-faire leadership* - Laissez-faire leadership practices are characterized by a lack of direction, organization or vision exerted by the leader (Bass, 1985). Common practices in laissez-faire leadership settings are a lack of taking a stand on issues, a lack of emphasis on results, non-intervention, and a failure to follow-up on progress (Webb, 2003).

4. *Fundraising success* - The measure of fundraising success is the amount of funds raised by an institution in gifts from donors. For purposes herein, the fundraising success variable is defined as the annual amount received in charitable donations per alumnus of record.

5. *Assumptions* - Assumptions are statements made as a reflection of knowledge about the phenomenon, which appears to be a fact but is not verifiable (Willig, 2013). A major assumption for the research is that presidential leadership at higher education institutions and effective fundraising are conceptually and theoretically linked. A secondary assumption is that fundraising success can be adequately measured and compared using the total amount of funds received per alumnus of record.

6. *Limitations* - The limitations of a study are weaknesses the researcher does not have control over and can affect the outcome of the study (Kirkwood & Price, 2013). A limitation is

related to the purposive selection of Christian institutions because the institutions, similarly situated and organized, will presumably not allow for generalization of the research findings beyond the study group.

7. *Delimitations* - Delimitations are the variables the researchers have control over and choose to study (Denzin & Lincoln, 2011). Delimitations typically include the choice of subjects to be interviewed, the location of the study, and the research and interview questions that were selected for the study.

CHAPTER TWO: LITERATURE REVIEW

Introduction

Within the framework of transformational leadership first expounded by Burns in 1978, developed by Bass through numerous research studies and refined by Leithwood's collective research in the context of higher education, a researcher can examine key constructs that can be applied to presidential leadership at Christian colleges and universities. Therefore, in light of this framework, this review examines the role of presidential transformational leadership at colleges and universities.

Theoretical Framework

No one definition or concept of leadership exists, and one has not emerged from academic research because researchers and scholars have been focused on their own specific discipline, rather than attempting to define leadership in and of itself (Burns, 1978). In his seminal work, *Leadership*, Burns laid the theoretical groundwork for the debate and research on leadership in academia by defining leadership in terms of relationships, instead of terms more commonly used like power and control. Burns stated that “[Leadership] lies in seeing that the most powerful influences consist of deeply human relationships in which two or more persons engage with one another. It lies in a more realistic, more sophisticated understanding of power, and of the often far more consequential exercise of mutual persuasion, exchange, elevation, and transformation – in short, of leadership” (p. 11). In describing his conceptualization of leadership, Burns expounded and further defined leadership as “leaders inducing followers to act for certain goals that represent the values and the motivations – the wants and needs, the aspirations and expectations – *of both followers and leaders*” (Burns, 1978, p. 19). Acknowledging that leadership behaviors take different forms, Burns identified two main

concepts of leadership in practice, transactional and transformational. He identified transformational leadership as leadership that “occurs when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality” (Burns, 1978, p. 20).

Bernard M. Bass (1998) is widely credited with extending the work of Burns (1978) in transformational leadership study by classifying the most effective form leadership as Full Range Leadership. He developed four components of transformational leadership: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. In order to more fully develop his model though, Bass also considered three aspects of transactional leadership: contingent reward, management-by-exception, and laissez-faire. Ultimately, Bass believes that all leaders exhibit some form of these leadership styles to some extent, in what he calls the Full-Range of Leadership Model (Bass, 1998). While Burns would consider transformational and transactional leadership as mutually exclusive, Bass would consider them to be at opposite ends of the leadership spectrum but not necessarily exclusive to each other (Stewart, 2006).

Transformational Leadership in Higher Education

Kenneth Leithwood and his colleagues are principally responsible for bringing the ideas of Burns and Bass into the arena of higher education administration and leadership. Leithwood, Begley, and Cousins defined transformational leadership as:

The term ‘transform’ implies major changes in the form, nature, function, and/or potential of some phenomenon; applied to leadership, it specifies general ends to be pursued although it is largely mute with respect to means. From this beginning, we consider the central purpose of transformational leadership to be the enhancement of the individual and collective problem-solving capacities of organizational members; such

capacities are exercised in the identification of goals to be achieved and practices to be used in their achievement. (Leithwood, Begley, & Cousins, 1994, p. 7).

Describing transformational leadership, Leithwood, as cited by Steward (2006), outlined seven characteristics present in higher education transformational leadership: “building school vision and establishing school goals; providing intellectual stimulation; offering individualized support; modeling best practices and important organizational values; demonstrating high performance expectations; creating a productive school culture; and developing structures to foster participation in school decisions” (p. 6). Within the framework of transformational leadership first established by Burns, developed by Bass, and refined by Leithwood in the context of higher education, key constructs may be found that can be applied to presidential leadership at Christian colleges and universities.

The underpinnings of transformational leadership theory in the higher education context have been discussed in the literature. Stewart reviewed the theory behind transformational leadership practices from its beginnings with Burns in 1978 to current scholarship on the topic. Stewart provided an excellent analysis of the development of transformational leadership thought through the contributions of Bass and Avolio, and then the application of the concepts to educational administration by Kenneth Leithwood. Stewart (2006) includes criticism of the research on transformational leadership and also includes references to research outside of higher education administration for comparison.

Transformational leadership has been explored in the context of overall university effectiveness. Pounder (2001) begins by examining transformational and transactional leadership styles. He then discusses the relationship between transformational and transactional leadership and university organizational effectiveness. Pounder reviewed several research studies completed by others that have looked at organizational effectiveness. Pounder’s research

provides a solid basis for concluding that transformational leadership practices do have an effect on organizational effectiveness, and therefore could also have an effect on the specific components of fundraising.

Transformational leadership has also been studied in specific contexts such as in advancing a diversity agenda. In 2008, Kezar and Eckel analyzed the leadership strategies of college and university presidents to determine if one style was more effective in advancing a diversity agenda. The researchers concluded that the context and culture in which the leadership exists is determinative as to which leadership style is more effective. This research is instructive; herein, in that it indicates that transformational and transactional leadership styles are not necessarily diametrically opposed to each other and that both may be utilized in certain circumstances to produce effective leadership of a higher education institution.

In another context, studying school leadership effects on school effectiveness and school improvement, Leithwood and Jantzi (1999) studied the effect of transformational leadership on organizational conditions and student engagement. The study found moderate, but statistically significant, effects on student engagement. Similarities may be drawn between student engagement and alumni engagement through donations, on both the behavioral and affective components. While there is an admitted host of differences between elementary school students in this study and the alumni of a higher educational institution, the conclusion that transformational leadership has effects on student engagement may lead to a similar conclusion when considering alumni and donors from a college or university.

Webb (2009) examined employee satisfaction at Christian higher education institutions and the degree to which transformational, transactional, or laissez-faire leadership practices were predictors of job satisfaction among employees. The research employed the Multifactor

Leadership Questionnaire 5X (MLQ) as a means to examine the relationships. Webb concluded that two specific transformational leadership behaviors, Attributed Charisma and Individual Consideration, and the transactional leadership behavior of Contingent Reward had the strongest correlation with job satisfaction among employees. Webb's research is particularly instructive to the research proposed in this study because the research was designed in a manner similar to the instant proposal, and it ultimately found a significant relationship for two transformational and one transactional leadership competency. The research begs the question of whether or not a similar relationship would be identified in terms of alumni satisfaction with their alma mater as experienced through a transformational leadership style exercised by the institution's president, leading to increased fundraising success.

Presidential Leadership and Fundraising

With respect to a president's fundraising responsibilities as the leader of the institution Cook (1997) provided a context and overview of the role of a college or university president in fundraising in light of the fiscal challenges presented by increased costs and declining government appropriations, among other factors. His comprehensive review of the trend of thought in relation to fundraising and the institution presidency confirm one of the major undercurrents of the proposed research herein, that the institution president is expected to provide the leadership necessary to successfully raise funds. Cook noted that leadership has always been in short supply in every era; and that two constants have always been present, the need for leadership and the need for resources.

Researchers have studied the relationship between the consequences of leadership and transformational leadership style at Iranian universities. The researchers ultimately found that significant positive correlations existed between transformational leadership and three

consequences of extra effort by employees, effectiveness, and satisfaction of employees (Noorshahi & Sarkhabi, 2008). While potentially distinguishable due to the cultural differences between Iran and the US, presidential leadership styles can have an effect on an institution's internal constituency (employees). A related but unanswered question then is whether the same or a similar relationship exists between a president's leadership style and the institution's external constituencies, a question that this present research seeks to answer.

Barling, Weber, and Kelloway studied transformational leadership with respect to financial outcomes at organizations in 1996. They researched the effect of transformational leadership practices on employee attitudes and financial outcomes at a financial institution. The study was longitudinal in nature, and featured a pretest/posttest design. The researchers noted that prior research had shown the effects of transformational leadership on organizational outcomes, and they sought to show the effect of transformational leadership training through the organization's managers. They concluded that there were significant effects, and in particular, that there was a positive correlation between transformational leadership practices and financial outcomes. Thus, transformational leadership practices can have an effect on financial considerations, an aspect that is important in the instant research into the fundraising success of transformational college and university presidents.

The leadership style of an institution's president in a fundraising context has been previously studied. Sturgis (2006) did so in the context of the teamwork between a president and advancement vice president, but it is still instructive on the modern conceptual view of the president's role in fundraising. The study was quantitative in nature, utilizing the Team Performance Questionnaire (TPQ), and it used a one-way ANOVA to compare the responses of the presidents and vice presidents. Interestingly, the researchers concluded that presidents and

vice presidents have different perspectives of presidential leadership as it relates to fundraising, the opposite of the research hypothesis. Given the nature of transformational leadership and the other research reviewed herein, that conclusion is instructive in that it helps frame the topic of leadership in the context that a president may actually have to lead, as opposed to partner with, the vice president, and advancement team in the fundraising effort.

Nicholson (2007) conducted research, the first of its kind that is published, to examine transformational leadership practices in relation to fundraising success. The research uses a mix of quantitative research through use of the MLQ and qualitative research through interviews. Nicholson concludes that presidents use both transformational and transactional leadership in their fundraising activities. Nicholson further concludes that transformational and transactional leadership styles are not exclusive, and that in the case of fundraising, they may in fact be more effectively used when employed together.

Summary of the Literature

The literature covering the study of leadership has grown immensely since James MacGregor Burns' seminal work on leadership was published in 1978. Burns' initial development of the term transformational leadership has led to an entire body of scholarly research in the effects of transformational leadership in a wide array of settings. Only recently however has the research moved into studying the specific relationships of transformational leadership practices by college and university presidents, with only a few studies on transformational leadership practices by presidents at Christian institutions. The proposed research will advance the research in the leadership and fundraising fields by quantitatively examining the relationships that may exist.

CHAPTER THREE: METHODS

Design

The researcher used quantitative methods to examine the nature of leadership practices of Christian college and university presidents and the effect of their leadership style on fundraising success. The research data was collected using the Multifactor Leadership Questionnaire 5X (MLQ), and self-reported fundraising results of the their institutions.

The proposed research employed two designs to most effectively examine the relationships between presidential leadership styles and fundraising success. First, a causal-comparative research design was used to compare the leadership practices of the institution presidents based on their scores from the MLQ. The responses were used to identify and classify the presidents according to their leadership practices of transformational, transactional, and laissez-faire. The presidents were grouped according to their leadership practices and the group fundraising mean score. Using an analysis of variance calculation for independent means it was determined if there were any significant differences in fundraising success between the three groups at the .05 alpha level. Secondly, a correlational design was used to examine what specific leadership practices most closely correlate to fundraising success. The Pearson product-moment correlation coefficient was examined and reported for each of the nine leadership practices and fundraising success. Finally, the nine leadership practices were examined through a factorial analysis, also under the category of correlational research design, to determine what combination of leadership practices lead to the greatest level of fundraising success.

The research data for leadership practices of the participants was gathered through the use of the Multifactor Leadership Questionnaire 5X (MLQ), designed by Avolio and Bass (2004). The MLQ is one of the most commonly used survey instruments for studying

transformational leadership as described in the literature, originating with Burns' seminal work in 1978 and continuing primarily through the research and writing of Bass (1985) and Leithwood (1994). The MLQ has been shown to be highly valid and reliable in multiple studies, including meta-analyses on studies of the MLQ's validity and reliability (Avolio, Bass, & Jung, 1999).

The minimum required sample size for the research is 77 participants, given a desired effect size of 0.35, an error probability of 0.05, and a desired statistical power of 0.95 or greater. The minimum required sample size was calculated using G*Power statistical analysis software, version 3.1.3.

The datum points for the fundraising success variable were calculated by dividing the total amount of charitable donations reported as received at the participant's institution by the number of alumni of record. The calculated number provided a means of comparing the participants by eliminating the relative size of each participant's alumni database as an influence on the data analysis.

The data analysis utilized the overall scaled leadership scores for each of the leadership practices measured by the MLQ, for each of the research participants. The use of the scores by leadership practice allowed the researcher to assign each participant to a group of peers based on their scored leadership style of transformational, transactional, or laissez-faire leadership. The MLQ survey results also provided scores for each of the nine leadership factors measured by the MLQ. Finally, the researcher to produce the fundraising success score compiled the fundraising success score calculated from the data, provided by the participants.

In order to confirm or reject the null hypotheses 1, 2, 3, and 4, a level of significance of .05 was used. The first null hypothesis, the leadership groups' (transformational, transactional,

and laissez-faire) mean fundraising success scores was compared to determine if there are any significant differences among the groups, utilizing an analysis of variance inferential analysis.

The second null hypothesis was considered through the use of a correlation matrix to analyze which transformational leadership factors correlated to the dependent variable of fundraising success. For each relationship, a Pearson product-moment correlation coefficient was calculated at a .05 level of significance. The p value as contrasted with the level of significance of the study allowed for rejection or confirmation of the null hypothesis for the second research question. The statistical significance of each correlation was also calculated.

The third null hypothesis was examined by comparing the fundraising success means of the three groups of transformational Presidents based on the amount of time they have served in their position. An independent t-Test across the groups of Presidents based on their length of service was used to analyze the fundraising success means.

The fourth null hypothesis was analyzed using a factorial model comprised of the nine factors of leadership measured by the MLQ to determine what combination of leadership factors contributed most to fundraising success. A multiple regression analysis was utilized to calculate the effect of each of the nine leadership practices identified by the MLQ.

Research Questions

RQ1: How do transformational presidents' leadership practices differ from transactional and laissez-faire presidents' practices, defined by the Multifactor Leadership Questionnaire 5X (MLQ), and measured by the mean scores of the groups in fundraising success?

RQ2: What is the strength of the correlational relationship between transformational presidents' leadership practices and fundraising success?

RQ3: What is the strength of the correlational relationship between length of service of a transformational president and fundraising success?

RQ4: What are the combinations of transformational, transaction, and laissez-faire leadership practices that are associated with high levels of fundraising success?

Null Hypotheses

The null hypotheses for this study are:

H₀1: There is no statistically significant difference between transformational, transactional and laissez-faire presidents' leadership practices on fundraising success.

H₀2: There are no statistically significant correlations between the five transformational presidents' leadership practices on fundraising success.

H₀3: There are no statistically significant correlations between transformational presidents' who have served in their current position for short, medium, and long periods of time in fundraising success.

H₀4: There are no statistically significant differences between the possible combinations of the transformational, transactional, and laissez-faire leadership practices on fundraising success.

Participants and Setting

The potential participants in the research were presidents, chief academic officers, chief financial officers, and chief development officers at self-identified Christian colleges and universities located in the United States. The convenience and purposeful sample of 178 institution presidents and three of their institution's top administrators considered for inclusion were asked to participate in the study via communication from the researcher, and those that consented were the study's participants.

The target sites were chosen from the broader population of accredited, four-year higher education institutions in the United States because the research is intended to study the relationship between transformational leadership and fundraising success in a distinctively Christian institution. A large number of higher education institutions in the United States claim a historical affiliation with a Christian denomination, but the affiliation is often nothing more than historical or superficial. According to the U.S. Department of Education, there are about 900 higher education institutions that define themselves as religiously affiliated, but at the time of this research, there are approximately 240 institutions that self-identify themselves as Christian, those identifying themselves as intentionally Christ-centered. These institutions have publicly stated either that they are a Christian institution or have included statements of the Christian faith in their mission, vision, or strategic planning. This makes their educational mission distinctive and unique from the larger pool of higher education institutions in the United States. The distinction provides a unique aspect to their leadership and vision, and indeed to the leadership style of the institution's president, but their technical and managerial organization is often similar to secular institutions. Therefore, it logically follows too that their fundraising efforts will be distinctively Christian in mission and vision, but the fundraising technical operation will be similar to secular organizations. For this study, it is important to note that the researcher did not make distinctions among various branches, denominations, or religious beliefs of the institutions, as that is not the point of the instant research, though the question seems on its face to be an interesting one to explore. The limitation of site selection to self-identifying Christian institutions was to provide a vehicle for examining the guiding questions of the research in a distinctively Christian setting, in so much as the term "distinctively Christian" can be defined as an institution that has adopted mission, vision, or strategic planning statements that are Christ-

centered.

Instrumentation

The Multifactor Leadership Questionnaire 5X (MLQ) is perhaps the most widely used instrument of its kind in the study of transformational leadership behaviors. Bernard Bass originally designed the MLQ in 1985. The MLQ has undergone some revisions since its inception, most notably in 1995 when Avolio, Bass and Jung developed a revised version, MLQ Form 5X, which was used in the present research. The internal constructs of the MLQ have been studied, reported, and confirmed by the academic community numerous times since it was first introduced. The MLQ has been shown to be highly consistent across academic disciplines (Bragg, 2008).

The version of the MLQ used in this study had been previously used in approximately 200 research programs, doctoral dissertations, and masters' theses globally between 1991 and 1995, when the authors originally published their data on reliability and validity (Avolio, Bass and Jung, 1999). In 2004, Avolio and Bass researched the reliability of the MLQ and found that the reliability coefficients for the nine leadership factors measured by the MLQ ranged from .74 to .94 (Avolio & Bass, 1999). Since its inception, the MLQ has been consistently used in academic research in academic institutions, financial institutions, military organizations, and many other professional settings. Written permission to use the MLQ was obtained from Bernard Bass and Bruce Avolio through Mind Garden, Inc. (Appendix B).

The MLQ-5X is comprised of 45 descriptive items that utilizes a Likert scale of 0 through 4 as possible responses. The items measure 36 specific leadership behaviors through a set of nine leadership factors categorized into three leadership styles: transformational, transactional, and laissez-faire leadership. Four items on the survey measure each leadership

factor, so there are twenty items on the survey for transformational leadership factors, twelve items for the transactional factors, and four items on the survey for the laissez-faire factor. Transformational leadership is comprised of the factors of idealized influence (attributed), idealized influence (behavior), inspirational motivation, intellectual stimulation, and individualized consideration. Transactional leadership is comprised of the factors of contingent reward, management-by-exception (active) and management-by-exception (passive). Laissez-faire leadership has only one particularized factor, laissez-faire leadership.

In the research conducted, a nine-factor model was used to determine the leadership behaviors of the presidents: five transformational leadership factors (attributed charisma, idealized influence, inspirational motivation, intellectual stimulation, and individual consideration), three transactional leadership factors (contingent reward, active management-by-exception, passive management-by-exception, and one laissez-faire leadership factor).

Bass and Riggio (2006) reported that the MLQ has gone through repeated revisions and refinements over the years in order to strengthen its reliability and validity. They asserted that the MLQ has been proven to be both a valid and reliable tool to measure the leadership dimensions of transformational leadership. Researchers regard the MLQ as the best validated measure of transformational leadership (Avolio & Bass, 2004; Bass & Riggio, 2006; Walumbwa, Avolio, & Zhu, 2008). The MLQ has been the primary means by which transformational leadership researchers have been able to distinguish between effective and ineffective leaders in studies involving leadership in the military, government, industrial, education, church, hospital, and other organizations (Avolio & Bass, 2004; Bass & Riggio, 2006; Chin, 2007; Walumbwa et al., 2008). Avolio and Bass (2004) reported that generally, the pattern of results has been consistent and that the psychometric properties of the MLQ are comparable for direct reports and for peers

rating their leaders. The effectiveness of transformational leadership, as measured by the MLQ, has been demonstrated in many studies and in diverse settings (Bragg, 2008).

In 1999, Avolio, Bass and Jung undertook a study into the constructs of the MLQ in an effort to determine the best-fit factor structure for the MLQ and to confirm the validity and reliability of the MLQ (Avolio, Bass, & Jung, 1999). They found that the best-fit model for the MLQ was a nine-factor model based on the original model proposed by Bass in 1985 (Avolio, Bass, & Jung, 1999). The validity and reliability of the MLQ were confirmed in the same research (Avolio & Bass, 2004); Avolio, Bass, & Jung, 1999).

The validity of the MLQ was confirmed through validity testing by Avolio, Bass and Jung in 1995 using a Confirmatory Factor Analysis with LISREL VII utilizing the maximum likeliness estimation method and adjusted modification indices. The analysis tested the convergent and discriminate of the leadership styles to determine which statements did not fit the model parameters (Avolio, Bass and Jung, 1995). The results confirmed the nine-factor leadership model with five factors of transformational leadership, three factors of transactional leadership, and one factor of laissez-faire leadership. The validity testing was based on more than 2,000 subjects collected from nine independent sample groups ranging from 66 to 475 participants (Avolio, Bass and Jung 1995). Alpha coefficients for each of the nine leadership factors and three job-related elements are found in Table 3.1 (Avolio and Bass, 1999).

TABLE 3.1 Alpha Coefficients for Multifactor Leadership Questionnaire (5X)

TOTAL SAMPLE (N=2154)			
FACTOR	MEAN	STD. DEV.	RELIABILITY
Attributed Charisma	2.56	0.84	0.86
Idealized Influence	2.64	0.85	0.87

Inspirational Motivation	2.64	0.87	0.91
Intellectual Stimulation	2.51	0.86	0.90
Individual Consideration	2.66	0.93	0.90
Contingent Reward	2.20	0.89	0.87
Management-by-Exception (active)	1.75	0.77	0.74
Management-by-Exception (passive)	1.11	0.82	0.82
Laissez-Faire	0.89	0.74	0.83
Job Satisfaction	2.57	1.28	0.94
Extra Effort	2.60	1.16	0.91
Perceived Effectiveness	2.62	0.72	0.91

The validity of the MLQ has also been confirmed by researchers Avolio and Bass (2004) who analyzed two independent sets of data comprised of a total of 23 samples that were used to validate and cross-validate the MLQ. According to their research, reliabilities for all of the leadership practices examined by the MLQ and for each individual leadership factor ranged from .74 to .94, signifying a very high degree of internal consistency. The reliabilities within each independent data set signaled that the MLQ reliably measured each leadership practice throughout the analyzed data sets. Additionally, Bass and Riggio (2006) researched the internal consistency of the MLQ and reported that they found excellent internal consistency for the MLQ with alpha coefficients above .80. These researchers found correlations of the MLQ rate – rater follower ratings ranged from .66 to .79 for the transformational leadership practices. Therefore there is considerable evidence that the MLQ is both a valid and reliable instrument to measure the four factors of transformational leadership (Bass & Riggio, 2006).

Procedures

The research described herein used quantitative methods to examine leadership characteristics and practices of Christian college and university presidents and to describe the relationships between transformational, transactional, and laissez-faire leadership practices and fundraising success. Quantitative measures were employed throughout the study in order to provide an objective measurement of the relationships rather than a qualitative measure, which is significantly different from the most recent published research in the area.

Leadership Practices

The quantitative research into the leadership practices of the institution presidents took place through the participants' completion of the Multifactor Leadership Questionnaire to examine how frequently and to what degree higher education institution presidents practice transformational, transactional, or laissez-faire leadership. The higher education institution presidents were initially contacted via email from the researcher. Follow up emails were sent at predetermined intervals as reminder invitations to presidents as necessary. Once a president consented to participate in the survey by indicating their consent online, the researcher contacted the chief academic officer, chief financial officer, and chief advancement officer at each institution inviting them to participate in the survey. The names and emails of the administrative officers at each institution to be invited was obtained from data voluntarily submitted by each institution to the Higher Education Directory, a publicly available directory of higher education institutions and administrators in the United States.

The institution administrators were contacted via email with an individual link to the secure survey site. Each potential participant received an initial email inviting him or her to

participate in the survey. Follow up emails were sent to the institution administrators at predetermined intervals as necessary.

Fundraising Success

The quantitative data on fundraising at each participant's institution was gathered from the participants as part of the survey the participants complete. The participants who were presidents were asked to provide the total amount of funds received from donations in the prior fiscal year, based on industry standard reporting methods. The participants who were presidents were also asked to provide the Alumni of Record (AOR) number for each institution that represents the number of living alumni of the institution at the close of the last fiscal year. The fundraising total reported by the participants who were presidents was divided by the Alumni of Record number, resulting in a "per alumni" number or the fundraising success number, a comparable data point across the participant's institutions.

Data Analysis

The data analysis procedures used for the study employed descriptive statistics to describe the leadership behaviors of the institution presidents and inferential statistics to determine the relationship between transformational leadership practices and fundraising success. For the descriptive statistics in particular, means and standard deviations were calculated for the five transformational factors, three transactional factors and one laissez-faire factor. For the inferential statistics, a t-Test for independent means was used to determine the differences between means of transformational, transactional and laissez-faire practices at a .05 level of significance. The Pearson product moment correlation was used to determine the association between the each of the five transformational leadership practices and fundraising success.

A multiple regression analysis was used to determine which of the nine leadership factors are associated with the dependent variables of fundraising success. Multiple regression analysis was used because of its ability to analyze the relationship between nine independent variables (the nine leadership factors) and the dependent variable. Multiple regression analysis also provided an added benefit of standardized coefficients (betas), which assisted the researcher in determining the amount of variance in each dependent variable accounted for by each of the independent variables. The resulting analysis allowed the researcher to determine what combination, if any, of leadership styles most closely related to fundraising success.

CHAPTER FOUR: FINDINGS

Research Questions

RQ1: How do transformational presidents' leadership practices differ from transactional and laissez-faire presidents' practices, defined by the Multifactor Leadership Questionnaire 5X (MLQ), and measured by the mean scores of the groups in fundraising success?

RQ2: What is the strength of the correlational relationship between transformational presidents' leadership practices and fundraising success?

RQ3: What is the strength of the correlational relationship between length of service of a transformational president and fundraising success?

RQ4: What are the combinations of transformational, transaction, and laissez-faire leadership practices that are associated with high levels of fundraising success?

Null Hypotheses

The null hypotheses for this study are:

H₀1: There is no statistically significant difference between transformational, transactional and laissez-faire presidents' leadership practices on fundraising success.

H₀2: There are no statistically significant correlations between the five transformational presidents' leadership practices on fundraising success.

H₀3: There are no statistically significant correlations between transformational presidents' who have served in their current position for short, medium, and long periods of time in fundraising success.

H₀4: There are no statistically significant differences between the possible combinations of the transformational, transactional, and laissez-faire leadership practices on fundraising success.

Descriptive Statistics

There were 178 individual invitations issued to presidents of self-identifying Christian higher education institutions, but only 13 presidents agreed to participate in the survey and submitted data, a 9% response rate. As planned, the administrators at each of the president's institutions who agreed to participate in the survey were then invited to participate as well, with 42 invitations sent via email to administrators. Only six administrators agreed to participate in the survey and subsequently completed the survey, for a response rate of 14%. The overall response rate for both presidents and administrators was 20 responses out of 220 invitations, for a response rate of 9%. All of the survey data was collected online via an individualized, secure website for each respondent. The findings that follow include a descriptive analysis of the sample and respondents, as well as an analysis of factors that may have led to the low response rate for the survey.

Demographic Profile of the Respondents

The one key demographic question asked of the presidential respondents was the length of service in years they had served at their present position. The demographic data gleaned from their responses was intended to allow the researcher to determine if there were any significant differences between presidents who had served for short, medium or long periods of time at their institution. However, the presidents who participated in the survey were all in the first five years of their presidency, with a clear majority of them having only served three years or less, which all were categorized as short-term for purposes of the research.

Analysis of the Low Survey Response Rate

The research was not designed to ask potential presidents and respondents to identify any particular reasons why they choose to participate in the survey or not. However, in an effort to

further explore the potential causes of the low survey response rate, the researcher undertook a post-survey review of communication received from participants and non-participants during the formal research collection process to examine whether any common patterns or discernible factors were present in the communications received by the researcher. Additionally, the researcher conducted three post-research informal interviews with current higher education institution presidents to examine and explore the potential causes of the low survey response rate in the research study. The current higher education institution presidents were not included in the sample in the research. Through both the review of communications and the interviews, several common patterns and discernible factors became apparent to the researcher as possible causes of the low response rate in the study.

Demands of the Presidential Position

Three institution presidents chose not to participate and communicated via email to the researcher that their schedules were too busy for them to participate in the research. None of the three utilized their individualized survey site to indicate their unwillingness to participate in the survey. The first of the sample indicated that at their institution, there were simply too many doctoral candidates and that they had made a decision as an institution to focus on their own candidates, electing to not participate in research being conducted by other doctoral candidates from other institutions. The second of the two communicated that he and his staff were too busy with their respective administrative duties at their institution to participate in a research survey during the academic semester, and that perhaps they might be able to participate at a future time when the academic semester was not in session. The third individual indicated that he was feeling over-surveyed and therefore could not participate. The extent to which these three

factors are indicative of a larger pattern among institutions and academia was not studied further in this research.

Competing Leadership Research

Two institution presidents chose not to participate because their institutions had recently completed an internal leadership review. The leadership reviews were presumably of a professional, consultative nature, and likely precluded the president from desiring to participate in an academic, research based leadership survey. The prevalence of leadership study and research has increased over time since Burns first published his work on transformational leadership in 1978. In particular, the MLQ has been used in academic research in numerous studies since it was first published in 1985, so much so that it has been the subject of several meta-analytic studies covering the MLQ as a whole, as well as many of its components. Lowe, Kroeck and Sivasubramaniam (1996) noted the use of internal and consultative leadership reviews, many of which are known as 360-degree leadership reviews in their meta-analysis of transformational leadership literature that used the MLQ (Lowe, et al., 1996). Lowe (1996) in particular noted that internal leadership reviews had gained interest as a means to overcome perceived deficiencies in more traditional leadership surveys and research. The possibility that competing forms of research like internal leadership reviews have displaced more traditional, academic research was not studied further in this research.

An additional consideration where competing leadership research is concerned is that some academic research projects directed at institution presidents or other administrators are sponsored or otherwise endorsed by academic associations or other professional groups. Given a choice to participate in research that is somehow supported by an academic association or a professional group or in research that is not so aligned, institution presidents may be more likely

to participate in research that is aligned with an academic association or other professional group, and therefore less likely to participate in research that is not. The concept of sponsored research being a preferred method of research over non-sponsored research was not further investigated in this study.

Declined Invitations to Participate

There were a small number of respondents who clicked into the survey, but opted to not participate via the online survey instrument. Eight invited presidents clicked into their individualized data collection site, but choose not to participate and opted out of the survey by selecting the option provided. The researcher was notified of the respondents' election to not participate in the survey through the data reporting process. The research design did not include an option for the respondents to indicate why they did not complete the survey once they had viewed their individualized survey site.

Participation by Subordinates

The research design included participation by institution president subordinates in order to examine the president's actual leadership practices. However, the inclusion of the subordinates in the research was deemed to be objectionable for some presidents. The post-survey interviews that were conducted indicate that the very nature of the research topic, i.e. the impact of presidential leadership practices on fundraising success, is of a sensitive nature to presidents and institutions. There is a palpable sense in the interviews and communications received that Presidents are sensitive to the examination of their leadership practices and any possible connection to a financial outcome like fundraising dollars received. Moreover, there has been a consistent and growing emphasis on the financial challenges facing higher education institutions for decades (Cook, 1997; Hamlin, 1990), and the resulting pressure may cause some

presidents to hesitate to participate in a survey that connects their leadership practices to a significant challenge like fundraising, even if their survey responses were anonymous.

Non-Academic Leadership Reviews

As leadership research has grown as a topic of interest in the last thirty years, two inter-related forms of study and research have proliferated: academic research and consultative leadership reviews. The consultative leadership reviews have often taken the form of internal reviews by boards of trustees, and one particular subset of internal reviews known as 360-degree reviews have become more popular among higher education institutions. One particular aspect of an internal 360-degree review is that responses and findings are generally shared internally with participants and boards of trustees in an effort to have an open dialogue about the institution and the president's leadership, which is in direct contrast to the general premise of quantitative academic research that responses are anonymous. While the research conducted herein was in fact academic research, the characteristic of including subordinate participation may have caused some potential respondents to consider the research more akin to an internal review, and therefore be concerned about confidentiality and anonymity of responses. Additionally, the use of 360-degree reviews has been noted in academic literature to be considered a substitute for traditional hierarchical and accounting based research and performance measures (Lowe, 1996).

Non-Responses

In addition to those who responded by either participating in the survey or communicating to the researcher that they could or would not participate, there were one hundred fifty (150) presidents who were invited to participate in the survey. They did not access their survey and submit their election to participate or not participate, nor did they individually communicate their participation or non-participation to the researcher via email or other means.

Grouping of Respondents as Transformational, Transactional, or Laissez-Faire

Each respondent was assigned to a leadership style group of transformational, transactional, or laissez-faire based on their calculated scores for each leadership factor. There are no predominantly accepted methods to assign groups based on data from the MLQ, so the researcher used a combination of three methods to assign each respondent to a leadership group. The first method was to assign groups based on the respondents' scaled scores being above or below the midpoint on the MLQ's Likert scale. Those respondents who had a transformational leadership score greater than the midpoint of 2.0 on the Likert scale from the MLQ were categorized as transformational; those that had a transactional leadership score greater than the midpoint of 2.0 on the Likert scale from the MLQ were categorized as transactional; and those that had a laissez-faire score greater than the midpoint of 2.0 from the MLQ were categorized as laissez-faire. The second method employed was totaling the raw score for each leadership factor and determining whether the score was in the high, middle, or lower ranges of the total possible score. Those respondents that scored in the high response range with scores that ranged from 75% to 100% of total points possible for leadership factors were categorized according to their raw scores for each leadership style. Finally, the researcher compared the respondents' scaled scores to the normative scores reported for each leadership factor measured by the MLQ. Those respondents whose scaled scores were in the high response range of the 75th percentile or greater were placed in the appropriate grouping. The researcher compared the results of all three methods, and assigned each respondent to a group where either all three methods agreed or where two of the three methods agreed on the group assignment. The result of this assignment process was that thirteen respondents were categorized as transformational, four as transactional, and three as laissez-faire. In order to facilitate data analysis in SPSS, each group was then

assigned a value of 1.00 for the transformational group, 2.00 for the transactional group, and 3.00 for the laissez-faire group.

Results

Null Hypothesis One

The first null hypotheses in the study states that there are no statistically significant differences between transformational, transactional, and laissez-faire leadership practices as measured through fundraising success. The raw scores for each institutional president were examined against the ranges of all the scores to discern where each president's scores placed them in terms of a presidential grouping of transformational, transactional, or laissez-faire leadership. The mean fundraising success scores of the groups were then calculated to determine if the leaders grouped together as transformational presidents differed significantly from the leaders grouped together as transactional presidents or laissez-faire presidents. An analysis of the descriptive statistics based on the fundraising success scores for the total sample and each leadership group are reported in the following table.

TABLE 4.1 Descriptive Statistics For Fundraising Success Scores in Dollars

Group	N	Mean	Standard Deviation	Standard Error	Minimum	Maximum
Total Sample	20	402.53	202.42	45.26	49.80	822.08
Transformational	13	420.75	175.71	48.73	176.05	746.45
Transactional	4	388.61	326.34	163.17	49.80	822.08
Laissez-Faire	3	342.15	190.36	109.90	232.25	561.96
Fixed Effects			211.78	47.35		

The descriptive statistics raw values do show that the mean fundraising score for the group of transformational presidents was higher ($M= 420.75$, $SD=175.71$) than the fundraising scores for

the transactional ($M=388.61$, $SD=326.34$) and laissez-faire ($M=342.15$, $SD=190.36$) presidents. However, the transformational presidents' mean was within one standard deviation of the mean score of the total sample and was also well within the calculated standard error.

The standard deviation for the total sample and each of the leadership groups were large, reported above in Table 4.1. In any data set, the standard deviation is the measure of how far apart the data points are from each other, reported as a value away the mean. Stated another way, the standard deviation is a reflection of how tightly grouped the data is around the mean, a smaller standard deviation indicates a close grouping around the mean, and a large standard deviation indicates a distant grouping around the mean. Generally, 68% of the data points will be within one standard deviation from the mean in a given set of data, and approximately 95% of the data points will be within two standard deviations from the mean in a data set. The large standard deviation in the study sample is reflective of the dispersion and lack of homogeneity of the fundraising success scores reported. The range of fundraising success scores from \$49.80 per alumnus to \$822.08 per alumnus is indicative of the large range of the scores and the dispersion of the data reported.

The large standard deviation found in the transactional group ($SD=326.34$) was due to the fact that the transactional group included both the minimum and the maximum fundraising success scores found in the study, with a very small number of samples in the transactional group. Therefore presence of both the minimum and maximum scores in one group resulted in the large standard deviation, because standard deviation by definition is the measure of the spread of data points in a set of data from the mean value. Standard deviation can also be described as a measure of variability in the set of numbers examined, and in this case, the small

set of data points coupled with the large dispersion of values resulted in the large standard deviation for transactional presidents' fundraising success scores.

An independent t-Test was used to further examine the relationship between the transformational, transactional, and laissez-faire groups' mean fundraising success scores. The specific purpose of the independent t-Test was to determine if the differences in fundraising success as measured by the leadership group means were significant. The resulting calculation of the differences in the group mean fundraising success scores was not significant, as shown in Table 4.2.

TABLE 4.2 t-Test of Means of Leadership Practices & Fundraising Success

Groups	N	X	SD	df	t	Significance (2-tailed)
Transformational vs. Transactional	17	420.75	175.71	15	.262	.797
Transformational vs. Laissez-Faire	16	388.61	326.34	14	.690	.502
Transactional vs. Laissez-Faire	7	342.15	190.36	5	.217	.837

Null Hypothesis Two

The second null hypotheses in the study states that there are no statistically significant correlations between the five transformational leadership practices and fundraising success. A correlational analysis was conducted to determine if any of the transformational leadership practices of the institutional presidents were associated with fundraising success. The analysis included all of the president participants, regardless of which group the researcher, transformational, transactional, or laissez-faire, had assigned them. A Pearson product moment was calculated for each transformational leadership factor and the fundraising success score.

The first four transformational factors of individualized influence (attributed), individualized influence (behavior), inspirational motivation, and intellectual stimulation did not have a significant correlation with the fundraising success score. Interestingly, two of the transformational leadership factors, individualized influence (attributed) and inspirational motivation had negative correlations, though the correlations were not significant. The fifth transformational leadership factor, individualized consideration, was found to have a positive and significant correlation with fundraising success score. The results of the analysis are shown in Table 4.3.

TABLE 4.3 Relationship Between Transformational Practices & Fundraising Success

	Individualized Influence (Attributed)	Individualized Influence (Behavior)	Inspirational Motivation	Intellectual Stimulation	Individual Consideration
Fundraising Score					
Pearson Corr.	-.348	.023	-.132	.239	.445
Sig. (2-tailed)	.132	.923	.579	.311	.049*

*. Correlation is significant at the 0.05 level (2-tailed).

A second correlational analysis was conducted to determine if the leadership practices of the transformational presidents were associated with fundraising success, with the results reported in Table 4.4. A Pearson product moment was calculated for each transformational leadership factor and the fundraising success score. The first four factors of individualized influence (attributed), individualized influence (behavior), inspirational motivation, and intellectual stimulation did not have a significant correlation with fundraising success. The first four of the transformational leadership factors, individualized influence (attributed), individualized influence (behavior), inspirational motivation and intellectual stimulation all had

negative correlations, though the correlations were not significant. The fifth transformational leadership factor, individualized consideration, had a positive, significant correlation.

TABLE 4.4 Transformational Practices & Fundraising Success – Transformational Group

	Individualized Influence (A)	Individualized Influence (B)	Inspirational Motivation	Intellectual Stimulation	Individual Consideration
Fundraising Score					
Pearson Corr.	-.327	-.515	-.474	-.069	.695
Sig. (2-tailed)	.275	.072	.101	.822	.008**

** . Correlation is significant at the 0.01 level (2-tailed).

Null Hypothesis Three

The third null hypothesis is that there are no statistically significant correlations between transformational presidents who have served in their leadership positions over short, medium, or long periods of time. The limited response in the survey does not allow for an adequate grouping of the respondents by length of service in their presidency. As noted above, all of the president respondents were in the first five years of their presidency at their institution, and there were therefore no respondents who had served as president for more than five years, and also there were no respondents who had served as president for more than ten years.

Null Hypothesis Four

The fourth null hypothesis is that there are no statistically significant differences between the possible combinations of transformational, transactional, and laissez-faire leadership practices that are associated with high levels of fundraising success. The researcher conducted a regression analysis on a model that included all nine leadership factors investigated by the MLQ. The analysis for the nine factor model utilized the enter method, where all nine factors were included in the analysis. The results showed that the nine leadership factors accounted for

approximately 66% of the variance in the fundraising success variable. The full results of the nine-factor regression analysis are reported in Table 4.5 below.

TABLE 4.5 Nine Factor Enter Regression Analysis

Nine Factor Model	Beta	Significance
P (Model) ≤ 0.122 , Adj. $R^2 = .661$		
Idealized Influence (attributed)	-0.98	.066
Idealized Influence (behavior)	.252	.461
Inspirational Motivation	.132	.290
Intellectual Stimulation	-.770	.155
Individualized Consideration	.712	.025*
Contingent Reward	.283	.419
Management by Exception (active)	-.126	.399
Management by Exception (passive)	1.062	.030*
Laissez-Faire	-.439	.332

* Significant at the 0.05 level.

The researcher also conducted a multiple stepwise regression analysis on all nine factors of leadership measured by the MLQ to determine what, if any, combination of transformational, transactional, and laissez-faire leadership factors were associated with the dependent variable of fundraising success. The results from the stepwise regression analysis, shown in Table 4.6 below, showed that the combination of individual consideration, a transformational leadership factor, and management by exception (passive), a transactional leadership factor, were positively correlated with the dependent variable of fundraising success. As shown in Table 4.6, the combination of the two leadership practices accounted for approximately 37% of the variance in fundraising success. The stepwise regression analysis results also showed that there were no other combinations of higher education presidential transformational practices, transactional

practices, or laissez-faire leadership practices which were associated with the dependent variable of fundraising success.

TABLE 4.6 Stepwise Multiple Regression Analysis

Individual Consideration and Management by Exception (passive) P (Model) \leq 0.007, Adj. R^2 = .374		
	Beta	Significance
Individual Consideration	.512	.012
Management by Exception (passive)	.496	.015

CHAPTER FIVE: DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

Discussion

The primary purpose of this study was to investigate the relationships between transformational, transactional, and laissez-faire leadership practices of institution and fundraising at Christian higher education institutions. The study was based on the assumption that presidential leadership impacts fundraising, and that a transformational leadership practices would positively impact fundraising success. A secondary assumption was that presidents who practiced transformational leadership more than transactional or laissez-faire leadership would achieve higher levels of fundraising success. The research study also assumed that there would be a combination of leadership factors, whether transformational, transactional or laissez-faire, would account for a significant portion of the association between leadership practices and fundraising.

Conclusions

The leadership practices of presidents at distinctively Christian higher education institutions within the United States were selected as the primary subject of the research. Along with the presidents, the chief academic, financial, and advancement officers for each institution were potential participants. The process of securing permission from the presidents first, prior to inviting the chief administrative officers to participate, limited the potential population of respondents to only those whose president affirmatively consented to participation in the research. The result was that only twenty (20) responses to the survey were received out of a possible 224, an overall response rate of 9%.

The Multifactor Leadership Questionnaire 5X (MLQ) was the survey instrument selected for the research because of its position as the leading instrument in the field of transformational

leadership. The MLQ has consistently been shown to be a valid and reliable tool for measuring transformational, transactional, and laissez-faire leadership practices across a multitude of academic and professional disciplines. The demographic information for each president and institution participating in the research included the number of alumni of record, the amount of dollars raised by the institution in the last fiscal year, and the number of years the president has served at the institution. The demographic information was gathered in order to determine if the amount of dollars raised (fundraising success) was associated with a president's leadership practices, whether transformational, transactional, or laissez-faire. The low response rate to the survey greatly limits the findings of this study and their applicability outside of the instant research, but the findings do point to a need for future research on presidential leadership and fundraising effectiveness.

Research Question One

How do transformational presidents' leadership practices differ from transactional and laissez-faire presidents' practices, defined by the Multifactor Leadership Questionnaire 5X (MLQ), and measured by the mean scores of the groups in fundraising success?

The mean fundraising success raw scores from each of the three groups were reported in Table 4.1 above. The overall sample mean fundraising success score expressed in dollars was 402.53 raised per alumnus of record, the transformational group mean was 420.75, the transactional group mean was 388.61 per alumnus of record, and the laissez-faire group mean was 342.15 raised per alumnus of record. The mean fundraising success scores by group have a range of 342.15 to 420.75.

The leadership group mean scores fall into a discernible pattern where the transformational group mean score is higher than the overall mean for the sample, and the

transactional and laissez-faire group scores are below the overall mean for the sample. Also, the group scores fall into a hierarchy where the transformational group score was highest, the transactional group mean score was below the transformational group, and the laissez-faire group means score was lower than the transactional group. However, statistical analysis by means of an independent t-Test showed that the differences between the group mean scores in fundraising success per alumnus were not statistically significant.

The low response rate greatly limits the applicability of the findings herein because there were not enough responses to achieve a statistical power that is generally accepted for academic research. Moreover, the raw score differences found in the study may not be indicative of the true nature of the circumstances surrounding a president's leadership at any one particular institution, and applying the results from the study herein cannot be done with any statistical confidence.

Assigning a particular leadership stance to a higher education institution president for purposes of academic research is a relatively simple task via the use of an instrument like the MLQ, but the research then is a snapshot of that president's leadership at that particular time and in the particular set of circumstances. Further, it is also entirely possible that presidential leadership may in fact be a reflection of the needs of the moment or circumstance, and that presidents may affirmatively and purposefully employ different leadership practices in different circumstances. Bass (1999) argued that "the best leaders are both transformational and transactional" (p 21), and that there are valid reasons to use transactional leadership practices, including that a foundation of transactional leadership practices might serve as a foundation for transformational leadership (Bass, 1998). Bornstein proposed a transformative leadership as a

new term to describe presidential leadership at higher education institutions. Her transformative leadership model

“is meant to suggest a continuum of behaviors available to all presidents. The concept accepts leadership as contextual and responsive to the needs, opportunities, and challenges confronting an institution at varying points in its history.” (p. 99).

Bornstein also determined that the authority or influence of the president did not rise or fall on the question of transformative leadership, noting that a president’s authority or influence is a fungible asset, adapting to changing circumstances at higher education institutions. (Bornstein, 2003).

Therefore, the nature of the study design of grouping the respondents by leadership practices of transformational, transactional, and laissez-faire allows for a conclusion that the leadership practices are different, but it does not allow for a conclusion that the difference results in a statistically meaningful difference in fundraising, at least as measured in this study.

Research Question Two

What is the strength of the correlational relationship between transformational presidents’ leadership practices and fundraising success?

As noted above in the discussion on the findings for the research, each transformational leadership practice measured by the MLQ was examined to determine if any of the factors were correlated to fundraising effectiveness. The leadership factors of individualized influence (attributed), individualized influence (behavior), inspirational motivation, and idealized influence were not significantly correlated with fundraising effectiveness according to the data collected in the survey. However, individual consideration was significantly correlated with fundraising effectiveness for all respondents with a reported significance of 0.049 (two-tailed). A secondary analysis of just those respondents that were categorized as transformational by the researcher

found that individual consideration was significantly correlated with a reported significance of 0.008 (two-tailed).

Individualized influence (attributed) means that certain leadership traits or qualities are attributed to the leader, such as a leader possessing high levels of energy, self-confidence, strong convictions and personal beliefs. Such leaders often have a need and a desire for positions of power and they often display high levels of assertiveness toward others (Webb, 2007).

Transformational leaders that display characteristics of individualized influence are often charismatic and they are role models and are respected and typically admired by others, particularly their subordinates. Many followers tend to identify with these kinds of leaders, and they want to emulate them (Stewart, 2006). Owing to their high levels of confidence and assertiveness, leaders that display a high level of attributed individualized influence have a clear sense of vision, purpose and mission, and they tend to take risks to achieve success.

Individualized influence (behavior) is different from attributed individualized influence in that the leadership characteristics have less to do with the leader's particular attributes and are more focused on their behaviors. Leaders with high levels of behavioral individualized influence often display personal conviction and trust. In relationship to their followers, these kinds of transformational leaders are known for their emphasis on personal values and morals and they demonstrate high levels of purpose, commitment and ethics (Webb, 2007).

Inspirational motivation describes the leader-follower relationship having a deeper meaning based on shared beliefs. Inspirational transformational leaders behave in ways that motivate others to reach higher and they generate enthusiasm for shared responsibilities and challenge followers. These kinds of leaders clearly communicate their expectations for followers and they demonstrate a commitment to the goals and a shared vision. (Stewart, 2006). Further, inspirational motivation refers to motivating followers by articulating a compelling vision of the

future (Avolio et al., 1999; Shin and Zhou, 2003; Sosik, Avolio, & Kahai, 1998). Some particular practices that these leaders demonstrate are optimism, enthusiasm, and encouragement of followers (Webb, 2007).

Intellectual stimulation focuses on excitement, inspiration and support. Transformational leaders that employ practices that are intellectually stimulating for followers actively solicit new ideas from them and encourage innovation (Stewart, 2006). More specifically when leaders provide intellectual stimulation to followers, the result is that followers tend to be more interested in and focused on their work, they try to use their imagination and be creative, and they tend to avoid maintaining the status quo (Shin and Zhou, 2003). They feel challenged to change for the better. Intellectual stimulation is concerned with creation of an environment that permits and convinces followers to explore self-evaluation of their own attitudes and values, as well as how they approach relationships (Webb, 2007).

Individual consideration focuses on a follower's growth and development, and as a construct finds its origins in the Burns' work in 1978. Burns originally described transformational leadership as a relationship where focusing on the needs of the follower makes a leader accountable to followers, in addition to the overall goals of the organization (Crawford, 2003). Individualized consideration is a dimension of transformational leadership that particularly describes a relationship between the leader and follower that is specifically limited between the two of them, as opposed to inspirational motivation for example, which is more commonly expressed toward the entire group or organization (Simic, 1998). When a transformational leader expresses individualized consideration toward a person, they are impacted individually and differently than others and distinct from the group on the basis of their individual talents, knowledge, and competencies (Shin & Zhou, 2003). Research has shown that when transformational leaders motivate followers by utilizing practices that are indicative of

individualized consideration, it can lead to increased intrinsic motivation to achieve individual and organizational goals (Shin & Zhou, 2003). Thus, individualized consideration is a means by which leaders ensure that individuals are specifically motivated and engaged in the transformation process at the organizational level (Hay, 1995). Moreover, individualized consideration has been cited as the one transformational leadership dimension that may work in tandem with transactional leadership practices to produce positive impacts on individual motivation and performance (Avolio, Bass & Jung, 1999).

As the overarching theory of transformational leadership and its dimensions have been examined, particular leadership practices have been categorized into one or more of the dimensions of transformational, transactional, and laissez-faire leadership. In developing the MLQ in 1985, Bass laid out the four main dimensions of transformational leadership and the initial set of leader behaviors that were associated with each dimension. For individual consideration, Bass described how leaders dealt with people as individuals, they considered their individual needs, abilities and aspirations, they listened attentively, furthered their development, and advised, taught, and coached people (Bass, 1997). Individual consideration has been described as a leadership dimension that encompasses both a developmental and supportive orientation, comprised of aspects of individual attention that promotes familiarity with followers' as a means to develop the followers' interests, to aspects of leadership that show support for followers' efforts. (Avolio & Bass, 2002; Rafferty & Griffin, 2006).

The researcher asked respondents specific questions that relate to each particular leadership dimension through the use of the Multifactor Leadership Questionnaire 5X (MLQ). The MLQ asks four questions that inquire about a leader's practice of individualized consideration, that cover the leadership practices of teaching and coaching, treating others as

individuals instead just as members of a group, considering individuals' different needs, abilities and aspirations, and helping others develop their strengths (Avolio & Bass, 2004). Other authors have delineated example statements from followers and leader behaviors that are indicative of individualized consideration.

TABLE 5.1 Leadership Behaviors of Individual Consideration

<u>MLQ-5X Description</u>	<u>Identified Leadership Behaviors</u>	<u>Source</u>
Teaching followers	Teaches to identify needs & capabilities of others	(Bass, 1997)
	Professional development activities	(Bass, 1997; Hay, 1995; Shin & Zhou, 2003)
Coaching followers	Provides advice	(Bass, 1997)
	Acts as a mentor for followers	(Bass, 1985; Homrig 2001)
	Provides empathy & support	(Avolio & Bass, 1995)
Consideration as individual vs. group	Gives personal attention to group members	(Boyett, 2006)
	Assures individuals can meet their goals	(Simic, 1998)
	Ensures open communication among group members and individuals	(Hay, 1995)
Consideration of individual needs	Recognizes intrinsic motivation group goals	(Simic, 1998)
Consideration of individual abilities	Respects and celebrates individual contributions to the group	(Hay, 1995)
	Encourages individual performance & accountability	(Avolio, et al., 1999; Bass 1985; Shin & Zhou, 2003)
Consideration of individual aspirations	Listens to individual concerns	(Bass, 1997)

	Individual career counseling	(Hay, 2009)
Developing individual strengths	Focuses on developing strengths	(Boyett, 2006)
	Promotes self-development	(Shin & Zhou, 2003)
	Empowers individual action	(Shin & Zhou, 2003)

Individual consideration leadership practices may closely resemble the kinds of relationships established with donors and fundraising prospects at both an individual and organizational level. According to Homrig, individual consideration “not only educates the next generation of leaders, but also fulfills the individuals need for self-actualization, self-fulfillment, and self-worth. It also naturally propels followers to further achievement and growth” (Homrig, 2001, p. 6). The ideas of self-actualization, self-fulfillment, and self-worth are related to what a donor feels when they make a gift. Thus, a president who leads by individual consideration may be impacting fundraising by calling donors to fulfill their individual needs for self-actualization, self-fulfillment, and self-worth (Bass, 1998, Homrig, 2001). To the extent fundraising depends on a higher motive from an individual perspective that rises above the simple transaction of transferring funds from an individual to an organization for its charitable purposes, transformational leadership may provide the means to fulfill that higher motive.

Contingent reward is a transactional component of leadership that describes a relationship where the leader defines a follower’s goals, and then provides a reward when the goal is met (Burns, 1978). Howell and Avolio (1993) described contingent reward as a reciprocal process where both the leader and follower work to achieve a specified result in order to receive the reward. Prior research has found a positive correlation between contingent

rewards and organizational results (Blanchard and Johnson, 1985; Howell and Avolio 1993; Lowe, Kroeck & Sivasubramaniam, 1996).

Management by exception (active) seeks to manage a set of behaviors of followers on an ongoing, often proactive basis. For example, quality control in a manufacturing setting, monitoring compliance with rules and regulations in a professional industry, or in educational fundraising, day-to-day monitoring of staff activities are all examples of active management-by-exception. Management-by-exception (active) is characterized by leadership involvement in follower activity by examining processes and actions for potential deviations from the norm or desired result (Hater & Bass, 1988).

Management-by-exception (passive) is differentiated from active management-by-exception because it is a set of leadership practices that waits for a specified event to occur before acting (Hater & Bass, 1988). The passive form of management-by-exception is typically associated with the correction of errors or undesired activity on the part of the followers (Stewart, 2006).

In the context of higher education fundraising, management-by-exception (passive) would be found where a specific fundraising campaign goal was set, and then leadership simply measured results against the goal. Additionally, specific milestones of progress on a set of communication tasks would be tracked, and leadership would only become involved in the work of the followers when milestones were not reached in the expected time or manner.

The management-by-exception leadership practices of presidents in the research study were not significantly correlated with fundraising success with a reported two-tailed significance of 0.060. However, when considered in the stepwise multiple regression analysis performed in the research, management-by-exception (passive) was significantly correlated with fundraising

success at a reported level of .030 (Table 4.5). Management-by-exception (passive) was also significantly correlated with fundraising success in the Enter Multiple Regression analysis, shown in Table 4.6.

Laissez-faire is the final component of the transformational leadership continuum described in the full range leadership model, and is characterized by the absence of leadership behaviors or practice of non-leadership behaviors (Stewart, p. 12). The absence of leadership behavior between the leader and follower in a laissez-faire environment results in a lack of a leader-follower relationship, and no interactions take place. However, the resulting performance by followers is often negatively correlated with laissez-faire practices, as first noted by researchers such as Lewin, Lippitt & White (1939) and Bradford and Lippitt (1945). Webb (2003) identified failure to take a stand on issues, a lack of emphasis on results, non-intervention, and a failure to follow-up on progress as common practices of laissez-faire leaders.

Examining fundraising success and laissez-faire practices of leaders in the present study, the researcher found that there was not a positive significant correlation between laissez-faire and fundraising success. However, there was a negative correlation between laissez-faire practices and fundraising success of -0.103, in effect confirming prior research findings that laissez-faire practices result in negative correlations rather than positive ones (Webb, 2009). A negative correlation indicates that the laissez-faire leadership practices have a negative effect on fundraising success, meaning fewer dollars are raised per alumnus of record where laissez-faire practices are employed. Therefore, while not significant, the research indicates that leaders who wish to produce positive results yielding higher results in terms of dollars raised per alumnus of record, particularly in higher education fundraising, should avoid laissez-faire leadership practices.

Research Question Three

What is the strength of the correlational relationship between length of service of a transformational president and fundraising success?

The strength of the relationship between the length of service of a transformational president and fundraising success could not be adequately studied due to the limited number of respondents in the study. The research design contemplated categorizing each president by length of service in their role as 1 to 5 years, 6 to 10 years, or more than 10 years. However, the presidential respondents were all in the category of 1 to 5 years of length of service, making a comparison across groups impossible. The statistical analysis that would have been performed if there were an adequate number of responses would have required that each group contain at least 30 or more respondents, which would have allowed for independent t-Tests to be performed on the mean fundraising scores for each group. Further research could be conducted on the question of whether or not a correlation exists between the length of service of a president and fundraising success, but it would require much higher numbers of participants than the present survey. Moreover, a longitudinal study that spanned over a multi-year timeframe may be a better vehicle to determine if any correlation exists, assuming a study could be designed that captures changes in leadership style over time should they occur, and corresponding fundraising results as the changes occur, if any. An alternative method to answering the question of a correlation between length of service of a president and fundraising would be to design and implement a research study that follows a large sample of respondents over time, perhaps for as long as three to five years. Such a study would presumably be large enough to compare independent means across the groups, and would also allow for the study of any changes over time.

The risk of other intervening factors outside of the scope of the research like communication styles, economic conditions, and intensive fundraising campaigns could increase with the length of time for the study, potentially further limiting the reliability of the results.

Research Question Four

What are the combinations of transformational, transaction, and laissez-faire leadership practices that are associated with high levels of fundraising success?

A standard multiple regression analysis was conducted to evaluate how well any combinations of the leadership practices measured by the MLQ predict fundraising success. The linear combination of individualized consideration and management by exception was significantly related to fundraising success, $F(2,18)=6.671$, $p<.007$. The multiple coefficient was .66, indicating that approximately 37% of the variance in the fundraising success score (PERALUM) can be accounted for by the linear combination of individualized consideration and management by exception.

Individual consideration practices and management by exception (passive) practices could readily combine to result in higher fundraising success for an organization. Management by exception (passive) equates to an empowerment type model of leadership where individuals feel empowered to succeed or act within a set of values, and the only time leadership really impacts individual actions is when there is an exception to the organization's values in a negative connotation.

Implications

Presidents who practice transformational leadership may end up raising more money than those who practice transactional and/or laissez-faire leadership most often. This is based solely on the raw means of the groups, so it is not significant. More research is needed to determine if a meaningful difference exists. A meta-analysis by Lowe and others in 1996 concluded that

transformational leadership ratings do have a consistent relationship with effectiveness measured as both organizational effectiveness measures and subordinate perceptions of leader effectiveness, but that transactional rating scales do not. (Lowe, et al., 1996). Lowe found that individual consideration is positively correlated with effectiveness across multiple studies in his meta-analysis. (Lowe, et al., 1996).

While further research is needed to confirm results in a more powerful and comprehensive manner, implication is that individual consideration is an important leadership practice for presidents involved in fundraising. Of all the five transformational factors, individual consideration is the one factor that positively correlates to fundraising success on its own. Avolio found that individual consideration, coupled with transactional models of leadership may provide a base for higher levels of transformational leadership to have a positive impact on performance. (Avolio, Bass & Jung, 1999). Discussing the relationship between transformational and transactional leadership, Avolio stated

...transformational leadership can and should be observed at all organizational levels. Transactional models of leadership simply do not go far enough in building the trust and developing the motivation to achieve the full potential of one's workforce. Yet, coupled with individualized consideration, they may potentially provide the base for higher levels of transformational leadership to have positive impact on motivation and performance. The level of integration and interdependencies that are needed for the new work environment will require leadership that goes beyond the more basic transactional style to styles that are more intellectually stimulating, inspirational and charismatic. Based on the cumulative evidence thus far, such leadership will likely result in higher levels of cohesion, commitment, trust, motivation and performance being observed in those organizational environments. (Avolio, Bass, & Jung, 1999, p. 460-461).

Individual consideration, when combined with management by exception (passive) results, has a greater likelihood of increased fundraising success because the two factors were positively correlated with fundraising success and accounted for 37% of the variance in the fundraising success variable. So, presidents that want to positively impact their fundraising numbers should practice more individual consideration and management by exception (passive) activities.

Presidents may lead different divisions of the institution with different leadership styles, which would confirm what Bornstein (2003) and others found in studying leadership at higher education institutions. If true, then leaders would need to be aware of what specific leadership practices and style they are exhibiting when dealing with different aspects of their organization and constituencies.

Limitations

The first and most obvious limitation to this research study is that the response rate was too low to allow for confidence in the statistical analysis, a limitation on the statistical power. In order to have had a statistically meaningful analysis with an adequate power associated with it, the study needed to have more than 77 responses. While some statistically significant relationships were found, they could ultimately be found to be non-normative through further research that includes a larger sample size.

The second limitation on the study is that it was limited to distinctively Christian institutions of higher education. The selection of only Christian institutions was intentional in an attempt to provide a sample of some homogeneity in terms of institution and fundraising practices. The relationship, if any, between the fact that an institution was self-described as distinctively Christian, leadership practices and fundraising was not studied. Therefore, application of any of the results or conclusions herein beyond distinctively Christian institutions is not possible.

Recommendations for Future Research

One recommendation for further research would be to conduct the same basic analysis herein—a study using the MLQ and a fundraising number that is comparable across institutions like the dollars raised per alumnus—but with a much larger sample size that has an appropriate number of respondents in order to provide greater confidence in the results. While it is certainly interesting to note that one specific leadership practice, individual consideration, was correlated to fundraising

success in this study, it remains to be seen if that correlation would be found in a larger sample. Prior research that has examined presidential leadership practices and styles has been successful in garnering large sample sizes when the research has been supported by, or endorsed by, one or more academic or professional organizations. While an affiliation or endorsement with a professional educational association could presumably provide the necessary support for participation in a survey, it should not be considered as a requirement by future researchers in this area.

One way to increase sample size for this research in the future would be to conduct a study that includes a more varied participant sample beyond Christian institutions. There are several more inclusive and expansive groupings that could be utilized, including those that are well known in academia like including institutions of a certain size by student population, categorization according to type of degrees awarded, etc. One prime example of such categorization would be to use the well known Carnegie classification system for institutions, which has well defined categories of academic institutions that are commonly used in research.

The academic research into presidential leadership practices might be bolstered by research that follows presidential leadership over time and compares fundraising results over a multi-year period. Future research might be interesting that examines the multi-variate combinations that could be analyzed to determine if there is a relationship between how a president's leadership practices change over time (or do not change) and how the fundraising results change at the same time. In a similar vein, it would be interesting to examine whether a change in presidential leadership affects fundraising year over year at a particular institution. A study of this sort might be best conducted as a qualitative study instead of quantitative, as it would allow for a more nuanced approach to variations in the language of leadership of a particular president.

Further research into the subject might also be bolstered by research that baselines fundraising success at a particular institution and makes assumptions for future fundraising growth or decline from industry wide data, and then analyzes presidential leadership practices. For example,

future researchers could examine data from the Council on Support of Education's annual Voluntary Support of Education (VSE) report to determine what a typical institution of a certain category might annually expect in terms of fundraising growth. Then once the expected growth rate was determined, a researcher could study whether or not a particular institution or set of institutions achieved the baseline number and whether or not a president's set of leadership practices or leadership style was correlated to the over-achievement, achievement, or under-achievement of the institution. This kind of analysis might also allow for elimination of other environmental factors that might affect fundraising success like culture, history, and institutional success in other areas like academic programs, athletics, or student life.

A final recommendation for future research would be to conduct a study that quantitatively looks at presidential leadership and donors. There are examples of qualitative research that exists on presidents and donors, but not quantitative. Such a study would presumably look at the effects of presidential leadership on only a select group of individual donors that the president interacts with over time on a regular basis, such as a particular leadership group or segment of an institution's alumni body. A major consideration to be dealt with for this kind of research would be that the president might not have enough interaction with a particular set of donors to effectively measure or quantify any impact or relationship.

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APPENDICES

APPENDIX A

President Email Invitation

Dear President _____,

My name is Keith O. Barrows, and I am currently a doctoral candidate in the Educational Leadership program at Liberty University in Lynchburg, Virginia. I am seeking your assistance in completing my research for my doctoral dissertation.

I am conducting a study that examines the nature of the relationship between transformational leadership characteristics and practices of presidents at Christian higher education institutions as they relate to fundraising effectiveness. If you have any questions about the purpose of my study or the research procedures, please feel free to ask or consult the information provided in the attached Consent Form. If you decide to participate in the survey, you will be asked to confirm your consent after reviewing the Consent Form online as the first step in the research process.

In order to fully investigate the specific leadership practices you employ as President, I would like to ask you, along with your institution's Chief Academic Officer, the Chief Financial Officer, and the Chief Development Officer, to complete an online survey called the Multifactor Leadership Questionnaire (MLQ), which asks questions regarding your specific leadership practices. Given the potentially sensitive nature of asking your subordinates to complete a survey on your specific leadership practices, I will not contact your subordinates or ask them to participate until I have received confirmation that you have agreed to participate in the study and have given me permission to contact your subordinates.

All of the data collected will be kept confidential, and therefore will not be shared or individually attributed to participants or their institution, in any manner. While the MLQ survey itself is located on a secure website hosted by Mindgarden, Inc., a company that retains the intellectual property rights to the survey instrument, only the researcher will have access to the data collected. Please take this opportunity to assist me in this important research by participating in the study.

To participate, please enter the survey site by clicking on this link:

_____.

If you have any questions or concerns, please do not hesitate to contact me via email at _____ or at _____ or you can contact my research supervisor – Dr. Ken Gossett at _____ or by email at _____.

Best regards,

Keith O. Barrows

Rater Email Invitation

Dear _____,

My name is Keith O. Barrows, and I am currently a doctoral candidate in the Educational Leadership program at Liberty University in Lynchburg, Virginia. I am seeking your assistance in completing my research for my doctoral dissertation.

I am conducting a study that examines the nature of the relationship between transformational leadership practices of presidents at Christian higher education institutions as they relate to fundraising effectiveness. Prior to inviting you to participate, your institution's President has affirmatively consented to participate in the research, and has given me permission to contact you and invite you to participate. Your participation however remains strictly voluntary, and your participation or lack thereof will not be disclosed by the researcher. If you decide to participate in the survey, you will be asked to confirm your consent after reviewing the Consent Form online as the first step in the research process.

In order to fully investigate the specific leadership practices employed by your President, I would like to ask you to complete an online survey called the Multifactor Leadership Questionnaire (MLQ), which asks questions regarding your President's specific leadership practices.

All of the data collected will be kept confidential, and therefore will not be shared or individually attributed to participants or their institution, in any manner. While the MLQ survey itself is located on a secure website hosted by Mindgarden, Inc., a company that retains the intellectual property rights to the survey instrument, only the researcher will have access to the data collected. Please take this opportunity to assist me in this important research by participating in the study.

Please take this opportunity to assist me in this important research by participating in this research!

To participate, please enter the survey site by clicking on this link:

_____.

If you have any questions or concerns, please do not hesitate to contact me via email at _____ or at _____ or you can contact my research supervisor – Dr. Ken Gossett at _____ or by email at _____.

Best regards,

Keith O. Barrows

APPENDIX B

Survey Instrument Approval of Use

For use by Keith Barrows only. Received from Mind Garden, Inc. on January 16, 2012



www.mindgarden.com

To whom it may concern,

This letter is to grant permission for the above named person to use the following copyright material;

Instrument: *Multifactor Leadership Questionnaire*

Authors: *Bruce Avolio and Bernard Bass*

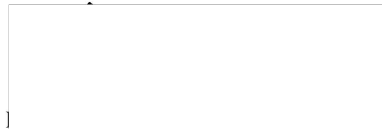
Copyright: *1995 by Bruce Avolio and Bernard Bass*

for his/her thesis research.

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

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

Sincerely,



Mind Garden, Inc.
www.mindgarden.com

APPENDIX C**Institutional Review Board Approval**

The Graduate School at Liberty University

June 15, 2012

Keith O. Barrows

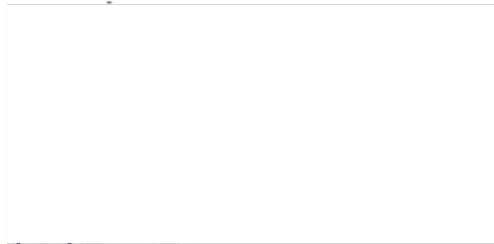
IRB Approval 1300.061512: Transformational Leadership Practices and Fundraising Success

Dear Keith,

We are pleased to inform you that your above study has been approved by the Liberty IRB. This approval is extended to you for one year. If data collection proceeds past one year, or if you make changes in the methodology as it pertains to human subjects, you must submit an appropriate update form to the IRB. The forms for these cases were attached to your approval email.

Thank you for your cooperation with the IRB and we wish you well with your research project.

Sincerely,



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