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## A Test of Bass's Model of Transformational Leadership Among Managers in the Dominican Republic

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A TEST OF BASS'S MODEL OF TRANSFORMATIONAL  
LEADERSHIP AMONG MANAGERS IN THE DOMINICAN REPUBLIC

by

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B.A. October 1989, Autonomous of Santo Domingo University

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## ABSTRACT

### A TEST OF BASS'S MODEL OF TRANSFORMATIONAL LEADERSHIP AMONG MANAGERS IN THE DOMINICAN REPUBLIC

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This study tested the generalizability of Bass's theory of transformational leadership to employees of a company in the Dominican Republic. A Spanish translation of Bass's Multifactor Leadership Questionnaire (MLQ) was used to assess the leadership styles. The factor structure for Dominican workers was not identical to the structure observed in United States samples. Nevertheless, the pattern of results followed rather closely the pattern observed in United States samples. Consistent with research conducted in the U.S., subordinates who had transformational leaders reported more satisfaction and effectiveness and greater effort and organizational innovativeness than subordinates who had transactional or laissez faire leaders. The influence of values for competition/cooperation, individualism/collectivism, family focus, masculinity/femininity and individualism was also examined. These values exerted little influence on subordinates' perceptions of their superiors.

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*A Test of Bass's Model of Transformational  
Leadership Among Managers in The Dominican Republic*

Leadership is one of the topics in management and organizational studies that has received the greatest research attention (Bass, 1990). Researchers have been concerned, for example, with how to lead in the most effective way, and how to obtain high levels of employee satisfaction, motivation, and productivity. In the last decade, a new theory of "transformational leadership" has emerged. This theory has been successful in predicting subordinates' extra effort and satisfaction (Seltzer and Bass, 1990; Yammarino & Bass, 1990). However, this theory of transformational leadership has been studied mostly in the United States (Avolio & Bass, 1989; Bass, 1985; Bass & Avolio, 1991; Hater & Bass, 1988; Seltzer & Bass, 1990; Seltzer, Numerof, & Bass, 1989; Waldman, Bass, & Einstein, 1987) and a few other countries such as Japan (Bass & Yokochi, 1991), and New Zealand and Taiwan (Singer & Singer, 1990). Although early evidence is supportive, it is necessary to examine the generalizability of this theory to other cultures. The purpose of this research was to test the applicability of Bass's theory of

transformational leadership to managers in the Dominican Republic.

The Dominican Republic is a developing country located in central Latin America where economic, political and social problems are acute. Most of the time, goals have to be achieved through power, politics, exchange and illegal procedures. There are large differences between the social classes, and there is a long and contemporary history of dictatorial leadership. The society places great importance on the family structure in all social relations (Haggerty, 1991).

There are many differences in the culture and values between the Dominican Republic and the United States. Dominican people are known for more traditional values that emphasize the importance of the family, class, and status. Personal and group interactions are considered an essential part of life. Authoritarianism, "machismo," and friendship are also important (Haggerty, 1991; Hofstede, 1980). On the other hand, those in the United States are more universalistic and democratic. Friendship and family relations after the immediate family are not considered so important (Hofstede, 1980); friendship is used more as a means of getting ahead than helping out (Lane & Distefano, 1992). These differences in values suggest



there may be a difference in the effective styles of leadership between the two countries. In fact, the transformational style may "fit" better the values of the Dominican Republic. For example, the following questions seem reasonable: Does transformational leadership apply in Latin American countries such as the Dominican Republic? Which are the most important transformational leader characteristics for this culture? Would transformational leaders demonstrate charisma, individualized consideration and intellectual stimulation? What is the interaction between leaders and subordinates? Would transformational leaders cause subordinates to exert extra effort when doing their work and to feel satisfaction? This research attempts to answer these questions by testing the applicability of transformational leadership to managers in the Dominican Republic.

### *Transactional Leadership*

Transactional leadership is the foundation upon which the transformational leadership style rests. Avolio, Waldman, and Yammarino (1991) conceptualize transactional leaders as being able to define and communicate to their followers what work must be done, how it will be done, and the rewards for successfully achieving the stated objectives. Consequently, leaders have to understand the expected goals of the top

managers of the organization as well as the weaknesses, strengths, needs, and desires of the employees who reports to them. In many ways, transactional leadership subsumes the practices of most leadership approaches such as the Path-Goal theory. Transactional leaders are more likely to appear in well-structured environments with a stable marketplace (Bass, 1985).

Employees are motivated to achieve expected performance outcomes because of the consequences of getting these outcomes. Some of these outcomes are increased salary and recognition, praise for good performance, and avoidance of threat and discipline for poor performance (Bass, 1990b). The factors that transactional leaders use to control performance are contingent reward and management-by-exception.

Contingent reward is provided when employees meet pre-established goals. Reward or positive feedback will be given to the employee contingent on the required behavior. Leaders use management-by-exception when employees do not satisfy the expected standards. Leaders can use two modalities: (a) Active--the presentation of negative feedback when standards are not met; (b) Passive--the withholding of positive feedback in order to take corrective actions. Contingent reward and management-by-exception represent

the most frequent actions in traditional theories of leadership.

Avolio, et al. (1991) describe several limitations of transactional leadership. First, it can explain only small portions of the interaction between effective leaders and followers. Second, it cannot explain adequately how leaders orient the values and commitment of followers without any promise of positive feedback. Third, it cannot explain how followers reach their optimal potential. Finally, it cannot describe why followers sacrifice their own interest for the benefit of the leader, their colleagues and the organization. These are probably the reasons why Bass (1989) describes transactional leadership as a "prescription for mediocrity" (p.20).

These limitations, coupled with the limitations of most theories of leadership, have given rise to the development of a theory of transformational leadership. Theories of transformational leadership attempt to explain extraordinary leadership in addition to more common occurrences of transactional leadership.

### *Transformational Leadership Approaches*

#### *Burns's Approach to Transformational Leadership*

Burns (1977) defines leadership as a process, not a group of separate acts, in which leaders increase the

consciousness of followers by demanding higher ideals and moral values such as liberty and justice. Followers are elevated from their "everyday selves" to their "better selves." Burns believes that transformational leadership can take place in any organization and can influence supervisors and subordinates. Transformational leaders must have positive moral values and satisfy the higher order needs of their followers. Burns conceptualized transformational and transactional leadership as one bipolar dimension. At one pole, for example, transformational leaders motivate their followers by appealing to higher ideas and values, while, at the other pole, transactional leaders motivate their followers by appealing to self-interest (Yukl, 1989). No research studies have examined these early ideas of Burns.

### *Tichy and Devanna's Approach to Transformational Leadership*

Tichy and Devanna (1986) describe the processes through which leaders transform organizations, the behaviors that facilitate the transformation of organizations, and the traits and skills that characterize transformational leaders. The phases of these transformational processes are: (a) recognizing the need for change, (b) creating a new vision, and (c) institutionalizing the changes. The success of the

transformational process rests principally on the leader's attitudes, values, and skills. The characteristics of the effective transformational leader include: (a) self-perception as a change agent, (b) prudent risk-taking, (c) faith in people and sensitivity to their needs, (d) core values that guide the leader's behavior, (e) flexibility and openness to learning experience, (f) disciplined cognitive skills and careful analysis of problems, and (g) intuition and vision. No research studies have examined Tichy and Devanna's ideas.

### *Bennis and Nanus's Approach to Transformational Leadership*

Bennis and Nanus (1985) describe the different organizational practices performed by a leader in order to adapt to environmental changes and to confirm employee confidence and mastery of new ways of doing things. Such leaders have a vision of the possible future of the organization, channeling the energy of their followers to their goal. Leaders try to foster commitment and trust to their vision in order to integrate followers into the culture of the organization. Leaders try to increase their skills, and try to learn from previous successes and failures. Skills and knowledge are obtained through not only the leader's learning but also through the learning of the

organization itself. No research studies have examined the ideas of Bennis and Nanus.

### *Bass's Approach to Transformational Leadership*

Bass's approach has been the most studied theory of transformational leadership. Bass (1990a) states that transformational leadership occurs when leaders broaden and elevate the interest of their employees, when they generate awareness and acceptance of the purpose and mission of the group, and when they motivate their followers to look beyond their own self-interest to the good of the group. The goal of transformational leadership is to activate subordinates' motivation and commitment, regardless of the consequences of these effects. Transformational leaders have three principal characteristics: (a) charisma and inspiration, (b) individualized consideration, and (c) intellectual stimulation.

Charisma and Inspiration. Charisma is a natural gift that provides vision and a sense of mission to leaders. Charismatic leaders present an image of self-confidence, self-esteem, self-determination, power, and capability. The importance of charismatic leaders is that they are able to instill in or persuade their followers of the value of their ideas. In other words, charismatic leaders are able to inspire followers to feel valued, self-confident and sure that the leader

can overcome and solve obstacles and help the development of the group.

Charisma is a necessary but not sufficient condition for transformational leadership. Charismatic leaders frequently flourish when groups, organizations, cultures and societies are in a state of stress or transition. Leaders who are only charismatic but not transformational tend to develop in their followers a sense of confidence and dependence on them. The followers know that they can depend on their leader to solve problems that the workers themselves are unable to solve.

Bass (1985) classified inspiration as a subfactor of charisma, although he states that the inspirational factor can exist by itself. Inspirational leaders use symbols and emotional appeals to increase subordinates' motivation, enthusiasm, and understanding of mutually desired goals. The changes or transformations of employees are obtained by emotional qualities, sensation, and intuition, but never by intellectual factors. Inspiration is correlated with charisma and extra effort.

Individualized Consideration. Transformational leaders devote personal attention to each individual. Leaders share and listen to each subordinate's needs and concerns. At the same time, leaders help

subordinates to build their self-confidence through coaching, advice and delegation. In this way transformational leaders remove barriers that may inhibit subordinates' development and achievement. However, not all transformational leaders demonstrate individual consideration.

Intellectual Stimulation. Transformational leaders provide ways and reasons to increase subordinates' awareness of problems and promote intelligence, rationality, and careful problem solving. They present to their subordinates new ways to think about the solution of old problems through a process of conceptualization, comprehension, and discernment.

Bass views transactional leadership as distinct from but not mutually exclusive of the process of transformational leadership. Bass considers transactional leadership to be an exchange of rewards for compliance, which includes not only the use of contingent reward to influence motivation but also clarification of the work required to obtain rewards. In this respect, transactional leadership is similar to Path-Goal theory. According to Bass (1990a), transactional leadership does not have the same impact on employees' extra effort as does transformational leadership. Transformational leaders are more



effective than transactional leaders in motivating their employees to exert more effort (Bass, 1990a).

Bass (1990a) describes the implications of having transformational leaders in organizations. These implications include the following:

- Employees do a better job and feel more satisfied with their performance appraisal system.
- Companies build a better corporate image.
- Charismatic leaders may attract people to the organization thus making the recruitment process easier. In fact, the information obtained from the Multifactor Leadership Questionnaire (MLQ), which is used to measure transformational leadership, can be used in selection, promotion and transfer procedures.
- Transformational leaders will motivate and model the development of employees.
- Both verbal and non-verbal transformational leadership characteristics can be easily transferred to other employees.
- Transformational leaders may modify job design and job assignments thus providing more challenging tasks.
- Transformational leaders are the most appropriate ones when the organization structure and environment are uncertain and unstable.

The theory of transformational leadership that has been studied most is Bass's theory of transformational leadership. I discuss this theory in more detail in the following section.

### *Research on Bass's Theory of Transformational Leadership*

Bass (1985) reports that 'world class' leaders score higher on the transformational than transactional factors, and their scores on the transformational factors such as charisma are higher than the scores of ordinary managers and professionals on these same factors. There seems to be a direct relationship between transformational leader behavior and subordinates' behavior. Bass (1985) describes the interaction between transformational leaders and their subordinates. He states that charisma leads to an almost reverent relationship with subordinates, who identify with the leader. Individual consideration allows the leader to meet the needs of individual subordinates. Intellectual stimulation shows subordinates new ways to think about old problems. Bass (1985) says that transformational leaders motivate subordinates to perform beyond initial performance expectations and to maintain high levels of commitment.

Waldman, Bass, and Einstein (1987) studied leadership and its relationship to outcomes associated with performance appraisal. Two hundred and fifty-six managers from a large business organization filled out the (MLQ) and a self-report questionnaire measuring satisfaction with the performance appraisal system. Performance appraisal ratings were obtained from the

company records. Results were consistent in displaying the strongest relationship between satisfaction and charisma, followed in magnitude by inspirational leadership, individualized consideration, and intellectual stimulation. Although weaker than transformational leadership, contingent reward and management-by-exception were significantly related to performance appraisal satisfaction. Management-by-exception was not significantly related to satisfaction, and laissez-faire (non-leadership) was negatively related to performance appraisal satisfaction. Only the aspects of leadership characterized as transformational were related to satisfaction with performance appraisal.

Another study, where not only subordinates but also superiors rated the leader, examined the relationship among performance, effectiveness, and satisfaction with the leader. Two types of leaders were in the sample: Top-performers from the first, second, and third levels of management, and ordinary performers sampled from throughout the company. The effectiveness of managers, work units and the organization, as well as satisfaction with the manager were greater among subordinates reporting to transformational leaders than among those reporting to transactional leaders (Hater & Bass, 1988).

Studying the relationship between transformational leadership and stress, Seltzer, Numerof, and Bass (1989) report that the transformational style may help to reduce burnout and stress. However, the intellectual stimulation factor, when charisma is partialled out, seems to increase burnout and stress symptoms. Also, Seltzer et al. (1989) report a positive relationship between stress and subordinates' satisfaction with the leader, rating of the leader's effectiveness, and willingness to put forth extra effort.

Seltzer and Bass (1990) state that transformational leadership factors can explain a greater proportion of the variability of subordinates' effectiveness, effort, and satisfaction than can be explained by initiating structure and consideration, factors associated with traditional behavioral theories of leadership. The initiating structure scale deals with clarifying task requirements, providing information, and structuring the task. The consideration scale deals with being sociable, participative, pleasant, and concerned about the group members' welfare.

Seltzer and Bass (1990) suggest the charisma factor operates at the leader-individual level instead of at the leader-group level. In consequence,

charismatic leaders will be able to establish a unique relationship with each one of their subordinates instead of treating all subordinates in a uniform manner. This suggestion contradicts the assumption that charismatic leaders attract the attention and support of many followers giving to each one of them the same form of relationship instead of treating each one uniquely (Bass, 1985).

Seltzer and Bass (1990) report that intellectual stimulation has an inverse relationship with unit, job, and organizational effectiveness and satisfaction with leaders' behaviors and methods. This finding contradicts previous studies (Bass, 1985; Waldman et al., 1987).

Yammarino and Bass (1990a) tested the nature of the interaction between subordinates and transformational leaders among Navy officers. They studied leader-follower interactions at multiple levels of analysis: individuals, dyads within groups, and groups. The within and between analysis suggested that variability was primarily due to individual differences in subordinates' perceptions of leadership and outcomes. Yammarino and Bass (1990a) and Bass (1990b) report greater effort, effectiveness and satisfaction with transformational leaders, thus enhancing the validity of transformational leadership theory.

Ross and Offermann (1991) report differences between the personal characteristics of transformational, transactional, and laissez-faire military leaders. The personality pattern of transformational leaders, as measured with the Adjective Checklist, was characterized by higher levels of self-confidence, creativity, nurturance, pragmatism, feminine attributes, and lower levels of criticalness and aggression.

Bass and Avolio (1991) compared male and female managers. Subordinates perceived female managers as more transformational than their male counterparts. Also, subordinates judged women leaders to employ management-by-exception and laissez-faire leadership styles less frequently.

Deluga (1991) studied the ways subordinates attempt to influence their leaders through use of reasoning and bargaining. The rational approach was used by transformational leaders and subordinates most strongly associated with higher levels of leader effectiveness and subordinate satisfaction with the leader. However, transformational and transactional factors were equally correlated to subordinates' extra effort. This result contradicts previous findings related to extra effort (Yammarino & Bass, 1990a, 1990b).

Deluga and Souza (1991) indicate that leadership and subordinate influencing patterns are related but perhaps vary as a function of the organizational environment. Transformational leadership may not be the most appropriate style in some kinds of organization such as manufacturing. However, they do not present conclusive explanations for this suggestion (Deluga and Souza, 1991). Also, they show that the rational approach is the only influence pattern associated with transformational leadership.

Recent years have been characterized by constant change, ambiguity and innovation. Bass, however, does not relate transformational leadership directly to innovation. Bass (1985) states that transformational leadership is more likely to appear in organizations located in a turbulent marketplace. Organizations in a turbulent environment require more innovative leaders. Manz, Bastien, Hostager, and Shapiro (1989) have studied the relationship between leadership and innovation. Manz et al. (1989) state that, in times of crises and uncertainty, visionary, charismatic, participative, or transformational leaders are able to generate innovation. Also, leaders with visionary, charismatic, participative or transformational characteristics are able to involve their followers in their innovative vision. They conclude that

transactional leaders are only interested in establishing a system of exchange among individuals and organizations instead of trying to integrate individuals needs and values toward innovation. There has not been any research to identify the relationship between transformational leadership and innovation.

Bass's theory of transformational leadership seems to receive consistent support across studies. However, there are still some areas of uncertainty. Virtually all studies of transformational leadership have been conducted in the United States. It is uncertain if this theory applies abroad in other countries that possess different values, culture, history and economic development. These differences may limit the generalizability of Bass's theory of transformational leadership. The purpose of the present study was to test the generalizability of Bass's theory.

### *Cross-cultural Research Testing Bass's Theory of Transformational Leadership*

Bass (1985), studying managers in New Zealand, reports that satisfaction and effectiveness are more highly associated with transformational leadership than with transactional leadership. Also, contingent reward makes a modest contribution to satisfaction and effectiveness, while management-by-exception is generally of no consequence.



Singer and Singer (1990), studying New Zealand's police officers and employees of three companies in Taiwan, report more preference for a transformational leadership style as well as a relationship between transformational leadership and higher levels of subordinate satisfaction. However, in the Taiwanese sample, a composite of transformational factors was not significantly different from the mean composite of transactional scores. Also, they report that cultural differences that are part of the external environment exert situational constraints on how the leader actually behaves as well as the style of leadership.

Bass and Yokochi (1991) interviewed seventeen CEO's from manufacturing, communication, trade and transportation companies. Bass and Yokochi found that Japanese leaders were inspirational, intellectually stimulating and considerate, but not charismatic. However, subordinates of these CEO's considered that they were charismatic.

Although results from different countries partly confirm the generalizability of Bass's theory, the cross-cultural evidence for transformational leadership is limited. No studies testing transformational leadership in Hispanic cultures have been reported. In fact, few studies of any form of leadership in Hispanic

culture could be found. This limited evidence is discussed next.

### *Leadership Research in Latin America*

Bass, Burger, Doktor, and Barrett (1979) report some characteristics of Latin American leaders. They describe Latin American leaders as being highly autocratic. They also report that subordinates are less concerned if their managers fail to demonstrate consideration for them. Bass et al. (1979) found a large discrepancy between supervisors' and subordinates' participative role; while few supervisors preferred to involved subordinates (18.6%), a majority (53.7%) of subordinates preferred participative supervisors. Comparing United States and Latin American samples, results showed that there was no difference across nationality in the preference for participative leadership style. On the other hand, there was a significant difference in supervisors' preference for involving subordinates. In this last case, the rate for United States was considerably higher (31.8%), indicating greater preference for involved subordinates than the Latin American sample.

Hofstede (1980) used four dimensions to make international comparisons of work-related values among more than 100,000 managers from 40 countries. The dimensions included power distance, which is the

acceptance of the unequal distribution of power; uncertainty avoidance, which is the belief in trust and expertise; collectivism, which is people emphasizing care of themselves and immediate family; and masculinity, which is being assertive and less caring of others.

Hofstede (1980) reports Latin American leaders prefer greater power distance, stronger uncertainty avoidance, higher collectivism and more masculinity. Hofstede's findings suggest that Latin American people in great proportion should be dependent; superiors and subordinates are considered different kind of people. There is a great concern with security in life and with written rules and regulations; faith is placed in experts and their knowledge. Also, Latin American leaders base their identity in social systems; private life is invaded by organizations, which can create emotional dependence. Successful achievers are admired, and machismo is valued among men. McCann (1964) says that Latin American leaders tend to be impatient, impulsive, emotional, and spontaneous. McCann points out the tendency of Latin American leaders toward action without conscious planning.

Latin American leaders prefer the outer world of people, things, and activities; they are more gregarious and people-oriented (Osborn & Osborn, 1986).

This characteristic supports the applicability of the individualized consideration factor of transformational leadership to Latin American leaders. Osborn and Osborn (1986) say Latin American managers are oriented toward facts, details, and reality. Their approach to problem solving is based on analysis, logical order, and rationality. They make their decisions rapidly and move on to the next item. Also, Osborn and Osborn (1986) report Latin managers may view leadership in a much more authoritarian way than managers in the United States. Latin American leaders may see the participative style of leadership as dilution of their authority.

Habron (1965) describes how modern Latin American industrialists are in conflict with old fashioned leaders, especially *latifundistas*, owners of agrarian empires or ancient family companies whose political influence provokes changes inside the society and companies. This explanation supports the idea that top managers are seen as people able to be trusted and followed. Most large companies in the Dominican Republic are owned by *latifundistas*. These leaders, because of their political and social influence, present an image of self-confidence, self-determination, and power. Their followers feel protected, creating a sense of dependence and

confidence in their leaders. The combination of these characteristics make followers feel respectful and loyal to their leaders, not essentially for their individual characteristics, but for their social and economical position. These characteristics support the idea that Latin American leaders may have charisma and demonstrate a transformational style.

We see in Latin American countries that leaders are considered to be better people than subordinates; leaders have high social status. Leaders gain power just because of their position. People trust the ideas of the leader because the leader represents accepted authority. Cultural values emphasize charisma in the leader. Leaders are the ones who can motivate and inspire subordinates to achieve personal and organizational goals. These characteristics of Latin American leaders relate to the individualized consideration factor of transformational leadership. Finally, because Latin American leaders are interested in solving problems without planning, it is necessary to be more pragmatic than intellectual. We can infer, based upon these characteristics, that Latin American leaders should show charisma, inspirational leadership and individualized consideration, but less intellectual stimulation.

## *Hypotheses*

The chief purpose of this study is to examine the generalizability of Bass's theory of transformational leadership to managers in the Dominican Republic. Hypotheses represent the expected results based on research involving leaders in the United States. I expect further that some components of transformational leadership may be affected by cultural factors.

(1) A Spanish translation of the MLQ will duplicate the factors measured in the original, English version of the MLQ. This will demonstrate generalizability of the measurement model underlying the MLQ.

(2) There will be a larger proportion of transformational leaders than transactional leaders. This difference is expected because Latin American culture encourages managers to act in a manner consistent with factors representing transformational leadership, particularly charisma and individualized consideration.

(3) The pattern of relationship between leadership factors and group and individual outcomes obtained with United States leaders will also be seen among Dominican managers. At the group level of analysis, subordinates of transformational leaders will report greater job, work group, and organizational effectiveness than

subordinates of transactional and laissez-faire leaders. We also expect to find that subordinates reporting to supervisors who display a transformational leadership style should report greater innovativeness. Transformational leadership factors, therefore, should be more strongly related to organizational innovativeness than transactional or laissez faire factors of leadership. At the individual level of analysis, subordinates reporting to leaders who have a transformational leadership style will report greater job satisfaction, and they will perform with greater effort than subordinates reporting to leaders who have transactional or laissez faire leadership styles.

(4) In an elementary attempt to understand the cultural influences on leadership style, I will examine the impact of several attitudes and values in explaining the effectiveness, satisfaction, extra effort, organizational innovativeness, and participative decision making of leaders.

## *Method*

### *Subjects*

The sample consisted of employees and managers from *Editora Listin Diario*. This newspaper company has two divisions: One is *Listin Diario*, the other is *Ultima Hora*. *Listin Diario* is a daily morning newspaper founded in 1890. *Ultima Hora* publishes an afternoon daily newspaper and was founded in 1974. Both newspapers share most of their physical resources, and there are departments whose employees perform work for both companies. Analysis of variance was used to determine if there were any differences in responding between the companies. Since there were no significant differences, all subjects from both companies were combined into a single sample for all data analysis.

Table 1 shows the return rates for the questionnaires along with population and sample sizes. Completed, usable questionnaires were received from 45 *Ultima Hora* employees and 357 *Listin Diario* employees for a total of 402. The return rate was 33% for *Ultima Hora* employees and 57% for *Listin Diario* employees. The overall response rate was 53%.



Table 1.

Response Rates by Company

Company	Population Size	Actual Sample	Return Rate
Ultima Hora	137	45	33%
Listin Diario	621	357	57%
Total	758	402	53%

*Measurement*

This research used a Spanish version of Form C (rater form) of the MLQ. The MLQ uses a 5 point agreement-type scale to measure four transformational factors, two transactional factors, one nonleadership factor, three outcome variables, and biographical data. The Spanish version of the MLQ used in this research is included in Appendix A. An English version is included in Appendix B to facilitate discussion since readers of this thesis are presumed not to know Spanish.

The item order of the English version is different from the Spanish version. The item numbers referred to in this chapter correspond to the English version. A list of the corresponding English and Spanish items is

Table 2.

Mean, Standard Deviations and Coefficient Alpha for  
Leadership Factors, Outcomes and Values for the Dominican  
Sample

Scale	Mean	S.D.	Alpha
Transformational			
Charisma	3.36	0.76	0.94
Inspiration	2.82	0.70	0.86
Individualized			
Consideration	3.28	0.59	0.81
Intellectual			
Stimulation	3.12	0.64	0.89
Transactional			
Contingent			
Reward	2.66	0.57	0.82
Management by			
Exception	3.16	0.40	0.52
Laissez Faire	2.40	0.37	0.57
Values			
Competition			
Cooperation	3.64	0.93	0.71
Individualism	3.64	0.93	0.41
Family focus	1.66	0.47	0.41
Collectivism			
Individualism	1.69	0.46	0.51
Masculinity			
Femininity	1.59	0.54	0.61
Outcomes			
Effectiveness	3.67	0.66	0.86
Satisfaction	3.71	0.84	0.92
Extra Effort	3.03	0.76	0.73
Organizational			
Innovativeness	3.68	0.50	0.73
Participative			
Decision Making	2.36	1.00	(a)

(a) single item scale.

included in Appendix C. The response formats in the Spanish version were in reverse order compared to the English version. Also, the number of choices in the English version range from 0 to 4 while in the Spanish version choices range from 1 to 5. No explanation for the changes on the item order and number of choices are presented in the literature.

Bass and Avolio (1990) report that the alpha reliability coefficients for the MLQ subscales of the rater form range from 0.77 to 0.95. This range in the size of the coefficients was also seen in this sample (see Table 2). They report test-retest reliabilities of 0.52 to 0.85 for the rater form.

#### *Transformational Leadership Factors*

Charisma. Leaders who have charisma have a vision and a sense of mission. Followers identify with and want to emulate such leaders. Items 1, 8, 15, 22, 29, 36, 43, 50, 57, and 64 measure the charisma factor, e.g., "Makes me proud to be associated with him/her" (see Appendix B). The mean, standard deviation, and coefficient alpha for all measurement scales used in this study are included in Table 2.

Inspiration. Leaders who are inspirational increase optimism and enthusiasm among their followers. They use symbols and emotional appeals to increase their subordinates' understanding of mutually desired

goals. Items 2, 9, 16, 23, 30, 37, and 44 measure the inspirational factor, e.g., "Uses symbols and images to focus our efforts" (see Appendix B).

Individualized Consideration. Leaders may give personal attention to all members, thus making each individual feel valued and that their contribution is important. Items 4, 11, 18, 25, 32, 39, 46, 53, 60, and 67 measure the individualized consideration factor, e.g., "Gives personal attention to members who seem neglected" (see Appendix B).

Intellectual Stimulation. Leaders provide intellectual stimulation by showing subordinates new ways to approach old problems, thus causing rethinking and reexamination of assumptions. Items 3, 10, 17, 24, 31, 38, 45, 52, 59, and 66 measure the intellectual stimulation factor, e.g. "His/her ideas have forced me to rethink some of my own ideas which I have never questioned before" (see Appendix B).

#### *Transactional Factors*

Contingent Reward. Leaders exchange rewards for effort and agreed upon levels of performance from subordinates. Leaders clarify to their subordinates what is expected from them and what they will receive in return. Items 5, 12, 19, 26, 33, 40, 47, 54, 61 and 68 measure the contingent reward factor, e.g. "Tells me

what to do if I want to be rewarded for my efforts"  
(see Appendix B).

Management-by-exception. Leaders intervene in the work process only if standards are not met or if something goes wrong. Items 6, 13, 20, 27, 34, 41, 48, 55, 62, and 69 measure the management-by-exception factor, e.g., "Takes action only when a mistake has occurred" (see Appendix B).

Nonleadership factor (Laissez-faire). Leaders do not execute any action. There is no attempt to motivate followers or to identify their needs. Items 7, 14, 21, 28, 35, 42, 49, 56, and 70 measure the non-leadership factor, e.g., "Doesn't tell me where he or she stands on issues" (see Appendix B).

### *Cultural Factors*

Cultural factors were measured with a Spanish translation of the Values Survey Model (VSM) developed by Hofstede and several items developed by Laurent (Hofstede, 1982). The Spanish version of this questionnaire is included in Appendix D; an English version of this questionnaire is included in Appendix E.

Factor analysis was used to examine the measurement model represented by the items measuring cultural values. Only the collectivism\ individualism and masculinity\femininity scales from the Hofstede

questionnaire were reproduced in the data. Two other scales, family focus and participative decision making, were created from other items in the Hofstede Questionnaire. Scales constructed from the Laurent items included: competition\cooperation and individualism.

Collectivism\Individualism. Collectivism means that group accomplishment determines pleasure and satisfaction. Individuals sacrifice their personal interest to ensure that group outcomes are obtained. Individualism is the social framework in which people are supposed to take care only of themselves and their immediate family. Individualism is the opposite of collectivism. Collectivism/individualism is measured in questions 1, 4, 8, and 13 of part I, e.g. "Work with people who cooperate well with one another" (see Appendix E). High scores indicate greater collectivism. The means, standard deviations, and coefficients alpha for this and other measures of cultural values are included in Table 2.

Masculinity\Femininity. Masculinity expresses the prevalence of values in the society for assertiveness, the acquisition of money and things and not caring for others, the quality of life or people. Masculinity is measured in items 6, 8, 11, and 14 of part I, e.g.

"Have security of employment" (see Appendix E). High scores indicate greater masculinity.

Family Focus. The scale measures how much concern the employee has for his family. This scale includes items 1, 13, and 14 of part I, e.g. "Have sufficient time left for your personal or family life" (see Appendix E). High scores indicate greater focus in the family.

Competition\Cooperation. This scale measures if employees have a competitive or cooperative attitude. Competition\cooperation includes items 3, 4, 10, 12, and 23 of part II, e.g. "Competition between employees usually does more harm than good" (see Appendix E). High scores indicate greater cooperation.

Individualism. Subordinates high in individualism take care only of themselves and their immediate family. Item 6 and 18 of part II measures individualism, e.g. "Decisions made by individuals are usually of higher quality than decisions made by group" (see Appendix E). High scores indicate greater individualism.

#### *Outcome Measures*

Effectiveness. This scale from the MLQ measures the effectiveness of the leader in relation to the job, work group, unit, and organization. Items 71, 72, 73, and 74 measure effectiveness, e.g., "How effective is

your superior in meeting the requirements of the organization" (see Appendix B). The means, standard deviations, and coefficients alpha for this and all other outcome measures are included in Table 2.

Satisfaction. This scale from the MLQ measures how satisfied subordinates are with the supervisor's leadership style and methods. Items 75 and 76 measure satisfaction, e.g., "In all, how satisfied are you that the methods of leadership used by your superiors are or were the right ones for getting your unit's job done" (see Appendix B).

Extra Effort. This scale from the MLQ measures the extent to which leaders motivate subordinates to surpass their own and their group's performance expectations. Items 51, 58, and 65 measure extra effort, e.g., "Motivates me to do more than I originally expected I would do" (see Appendix B).

Organizational Innovativeness. The scale was adapted from Payne and Phesey (1971) and Siegel and Kaemer(1979). This scale was back-translated by the experimenter and a group of English/Spanish speaking students at Old Dominion University. This scale includes six items, from 81 to 86, that measure perceptions of innovativeness, e.g., "Goals in this work group tend to be venturesome" (see Appendix B).



Participative Decision Making. This scale has one item from Hofstede's questionnaire. Item 20 asks subordinates to judge the degree of participative decision making implemented by their supervisor from a given list of managerial style descriptions (see Appendix E).

### *Procedures*

Pretesting Procedures. Questionnaires were administered to two Spanish speaking undergraduates at Old Dominion University. They expressed no difficulty in completing the questionnaire. Six employees from Muebleria Varona and the top manager of the human resources department from Editora Listin Diario also filled out the questionnaire and made suggestions for change.

Questionnaire Administration Procedures. The human resources department provided facilities and arranged for all employees to complete the questionnaire. The top manager of the human resources department sent a letter asking supervisors and employees to cooperate in this research. The immediate subordinates of each supervisor used the MLQ to rate the leadership style of their supervisor. Two procedures were used to administer the questionnaire. One method of administration required that the questionnaires were distributed by the experimenter to

groups of employees gathered together at a central facility. In the employee group session, the experimenter explained the purpose of the research and provided instructions to fill out the questionnaire. The experimenter stayed in the room during the questionnaire completion. The experimenter collected all questionnaires upon their completion.

The second method of administering the questionnaire required that the experimenter explain the purpose of the research and provide instructions for questionnaire completion to each individual in his or her personal work area. Employees then took the questionnaire away with them. Completed questionnaires were deposited in closed envelopes at the reception desk of the company or at the human resources department. Subordinates were assured that their individual ratings would remain anonymous and confidential. The questionnaires were kept in sealed envelopes. In order to protect confidentiality, no one from the sponsoring organization was involved in questionnaire administration. A debriefing sheet was posted on the information board in the company after collecting all the data.

## *Results*

### *Data Aggregation*

Data were analyzed at both the individual and group level of analysis. Individual responses to each questionnaire item were aggregated to provide all group level perceptions. These aggregated items were then combined into the appropriate scales to represent group level variables. Group level scales include all measures of leadership style, leader outcomes measured with the MLQ, participative decision making and organizational innovation. Individual level scales include individualism, competition/cooperation, family focus, collectivism/individualism, and masculinity/femininity. The justification for such aggregation procedures is provided by Roberts, Hulin, and Rousseau (1978).

### *Testing the Cross-Cultural Fit of Leadership Constructs*

Testing the cross-cultural generalizability of Bass's model of transformational leadership was one of the purposes of this study. The first step was to examine the ability of responses from Dominican managers to replicate the factor structure of the MLQ. A principal components analysis with varimax rotation was used to test the fit of the measurement model

represented in the MLQ. The factor structure from the Dominican data does not resemble the factor structure published by Bass and Avolio (1990). In general, the items represented more and different factors; nineteen factors were retained by the minegien criteria (see Appendix F). Across all factors, the higher loadings were represented in the first factor. The first factor accounted for 24% of the variance, while the other factors accounted for variance that range from 3.0 to 1.6. These results suggest that Dominican managers didn't interpret the MLQ items in the expected manner. Nevertheless, in order to be able to compare the results in the present study with data collected by others using the same instrument, the measurement model of the MLQ was used to combine items into scales.

### *Number of Transformational Leaders*

Frequencies of the leadership style demonstrated by Dominican supervisors confirm the second hypothesis. There were more transformational (N=75) than transactional (N=17), and more transformational than laissez faire (N=12) leaders. The chi-square was  $\chi^2$  (2, N = 104) = 70.88,  $p < .05$  showing a significant difference between the frequencies. Also, as expected, the mean values for charisma (M=3.36) and individualized consideration (M=3.28) were greater than

the mean values for the other leadership factors (see Table 2).

Comparing mean values for Dominican managers with the average score for managers from the United States, we find that, in most cases, U.S. managers score higher on the contingent reward factor, transformational factors, and outcome variables (Bass & Avolio, 1990, p.22). On the other hand, Dominican managers score higher on the management-by-exception and laissez faire factors than U.S. managers(see Table 3).

### *Testing the Pattern of Relationship among Leadership Factors*

Hypothesis 3 stated that the pattern of relationship between the leadership factors and outcomes seen in U.S. managers would also be obtained with Dominican managers. This pattern of relationships shows that the transformational factors of charisma, inspiration, individualized consideration, and intellectual stimulation should yield higher correlations. The correlations between the transactional factors of contingent reward and management-by-exception and outcomes was expected to be slightly lower. Finally, the laissez faire factor was not expected to be related to any of the outcomes. This was the pattern of correlations obtained with the data, providing some support for Hypothesis 3 (see Table 4). Dominican leaders resemble their United

Table 3.

Means, Standard Deviations, and T-values for Leadership  
Factors for Dominican and United States Managers

	Dominican		United States <sup>(a)</sup>		t <sup>(b)</sup>
	Means	S.D.	Means	S.D.	
TRANSFORMATIONAL FACTORS					
Charisma	3.36	.76	3.46	.89	9.09
Inspiration	2.82	.70	3.17	.79	38.88
Individualized					
Consideration	3.28	.59	3.35	.77	7.77
Intellectual					
Stimulation	3.12	.64	3.43	.72	34.44
TRANSACTIONAL FACTORS					
Contingent					
Reward	2.66	.57	2.75	.72	11.25
Management-by					
Exception	3.16	.40	3.11	.51	6.25
Non-Leadership Factor	2.40	.37	2.26	.56	23.33
OUTCOME VARIABLES					
Effectiveness	3.67	.66	3.76	.76	11.11
Satisfaction	3.71	.84	4.03	1.03	26.66
Extra Effort	3.03	.76	3.35	.93	29.09

(a) United States sample from Bass and Avolio (1990); values were increased by one in order to be comparable.

(b) The difference between all means in both samples was significantly different at  $p < .05$ .

Table 4.

Correlation Coefficients with the Leadership Factors, Outcomes, and Values

Scale	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1. Charisma																	
2. Inspiration	84*																
3. Individualized Consideration	81*	84*															
4. Intellectual Stimulation	83*	82*	81*														
5. Contingent Reward	71*	74*	74*	72*													
6. Management by-Exception	40*	48*	51*	48*	47*												
7. Laissez Faire	-12	04	-02	06	27*	27*											
8. Competition/Cooperation	05	06	04	05	08	01	04										
9. Individualism	-09@	-15*	-05	-08	-12*	-10@	-20*	06									
10. Family Focus	-07	-08	-10@	-13@	-06	-08	-12*	-13*	-07								
11. Collectivism/Individualism	-17*	-14*	-19*	-20*	-14*	-15*	-12*	-19*	-12*	-11@							
12. Masculinity/Femininity	-13*	-08	-14*	-15*	-08	-15*	-08	-18*	-09@	-06	-22*						
13. Effectiveness	73*	73*	65*	71*	60*	46*	03	09	03	11*	29*	34*					
14. Satisfaction	82*	78*	75*	76*	61*	42*	-05	-01	-00	11	24*	29*	82				
15. Extra Effort	77*	81*	79*	72*	69*	49*	06	08	06	05	20*	20*	69*	73*			
16. Organizational/Innovativeness	48*	47*	48*	44*	31*	22@	-14	-23	-26	-06	-04	13	42*	43*	46*		
17. Participative/Decision Making	-19@	-21@	-21@	-24*	-31*	-24*	-16	-06	01	-09	-10	-12	-10	-17	-24*	08	

Variables 8 to 12 are measured at the individual level of analysis; all other variables are measured at the group level of analysis. Decimal points are removed from all correlations. @  $p < .05$ , \*  $p < .01$

States colleagues with one exception, the contingent reward factor was more strongly related to all outcomes than expected. In fact, the size of the correlations between the contingent reward factor and all outcomes approaches the size of the correlation between the transformational factors and outcomes. Contrary to U.S. samples, the contingent reward and management-by-exception factors were positively related to the nonleadership factor. Leaders who were transformational and used the contingent reward and management-by-exception factors had subordinates who reported greater satisfaction, effectiveness, and effort.

Hierarchical multiple regression was used to test the ability of the leadership factors to predict the outcome variables. Transformational characteristics were able to explain a greater proportion of the variance than transactional or laissez faire characteristics at both individual and group levels of analysis. At the group level of analysis, results show that each set of leadership factors explained significant increments in variance in each of the outcomes (see Table 5). This pattern of transformational leadership factors building upon transactional factors is consistent with Bass's theory. The nonsignificance of the laissez faire factor is also



Table 5.

Hierarchical Regression of Effectiveness, Organizational Innovativeness and Participative Decision Making with the Leadership Factors at the Group Level of Analysis

	Effectiveness			Org. Innovativeness			Participative Decision Making		
	$\beta$	R <sup>2</sup>	$\Delta R^2$	$\beta$	R <sup>2</sup>	$\Delta R^2$	$\beta$	R <sup>2</sup>	$\Delta R^2$
Step 1		.00			.00			.02	
Laissez Faire	.01			.00			.16		
Step 2		.44	.44**		.18	.18**		.11	.09**
Contingent Reward	.51**			.37**			.24*		
Management-by Exception	.29**			.09			.10		
Step 3		.60	.16**		.32	.14**		.12	.01
Charisma	.33*			.24			-.03		
Inspiration	.31*			.26			-.04		
Individualized Consideration	-.14			.08			-.13		
Intellectual Stimulation	.18			.13			.15		

\*  $p < .05$ , \*\*  $p < .01$ ,

N=105

consistent with Bass's framework. Among the transformational factors, only the standardized regression coefficients for charisma and inspiration were significant predictors of effectiveness. Only the contingent reward factor was able to predict participative decision making style and organizational innovativeness.

At the individual level of analysis, hierarchical multiple regression was also used to predict the satisfaction and extra effort of employees. Once again, changes from the laissez faire to the transactional factors were the most significant, but changes from the transactional to the transformational factors were also significant, as predicted by Bass (see Table 6). Contingent reward and charisma were the best predictors of employee satisfaction, followed by inspiration, intellectual stimulation and management-by-exception. Extra effort was predicted by contingent reward, management-by-exception, charisma and inspiration factors. The individualized consideration factor was not related to any of the outcome measures, contrary to assumptions based on previous research in Latin American leaders.

### *Testing the Influence of Cultural Values*

Hypothesis 4 concerned the influence of cultural values. Most cultural variables were negligibly to the

Table 6.

Hierarchical Regression of Satisfaction and Extra Effort  
with the Leadership Factors at the Individual Level of Analysis

	Satisfaction			Extra Effort		
	$\beta$	$R^2$	$\Delta R^2$	$\beta$	$R^2$	$\Delta R^2$
Step 1		.00			.05	
Laissez Faire	.02			.23		
Step 2		.39	.39**		.58	.53**
Contingent Reward	.60**			.71**		
Management-by Exception	.11*			.12**		
Step 3		.65	.26**		.74	.16**
Charisma	.56**			.22**		
Inspiration	.15*			.40**		
Individualized Consideration	.04			.06		
Intellectual Stimulation	.14*			.04		

\*  $P < .05$ , \*\*  $P < .01$ ,  $N=402$

outcome measures and to leadership style (see Table 4). Means from the cultural values show that subjects from this sample emphasized the following values: cooperation more than competition, individualism more than collectivism, femininity more than masculinity, and less family focus (see Table 2). Cultural characteristics are not positively related at a significant level to any of the leadership styles. However, it is interesting to note that all the transformational and transactional factors are negatively correlated with the individualistic, femininity, less family focus, and participative decision making. I used hierarchical multiple regression to examine the influence of cultural values on group and individual outcomes after controlling for the influence of leadership factors. We can see in Table 7 that cultural values produced significant increments in the explained variance in all the group level outcomes, with the largest increment seen for organizational innovativeness and participative decision making. The influence of individualism on organizational innovativeness was the strongest cultural affect on the group outcomes. The cultural variables had a negligible impact on satisfaction and extra effort, suggesting leadership is most important for producing these outcomes (see Table 8).

Table 7  
Hierarchical Regression of Effectiveness, Organizational Innovativeness, Participative  
Decision Making, Leadership Factors, and Individual Values at the Group Level of Analysis

	Effectiveness			Org. Innovativeness			Part. Dec. Making		
	$\beta$	R <sup>2</sup>	$\Delta R^2$	$\beta$	R <sup>2</sup>	$\Delta R^2$	$\beta$	R <sup>2</sup>	$\Delta R^2$
Step 1		.00			.00			.00	
Laissez Faire	.02			.09			.02		
Step 2		.35	.35**		.06	.06**		.08	.08**
Contingent Reward	.50**			.20**			.33**		
Management-by Exception	.22**			.07			-.11		
Step 3		.51	.16**		.12	.06**		.12	.04**
Charisma	.41**			.29*			.16		
Inspiration	.16**			-.17			-.02		
Individualized Consideration	.07			.13			.13		
Intellectual Stimulation	.18**			.15			.01		
Step 4		.53	.02**		.21	.09**		.21	.09**
Competition/ Cooperation	.07*			.05			.06		
Individualism	.01			.18**			-.02		
Family Focus	-.05			.01			.00		
Collectivism/ Individualism	-.04			.01			-.07		
Masculinity/ Femininity	.07			-.17			.06		

\*p < 0.5, \*\* p < .01, N=402

Table 8.

Hierarchical Regression of Satisfaction and Extra Effort with the  
Leadership Factors and Values at the Individual Level of Analysis

	Satisfaction			Extra Effort		
	$\beta$	$R^2$	$\Delta R^2$	$\beta$	$R^2$	$\Delta R^2$
Step 1		.00			.05	
Laissez Faire	.02			.23		
Step 2		.39	.39**		.58	.53**
Contingent Reward	.60**			.71**		
Management-by Exception	.11*			.12**		
Step 3		.65	.26**		.74	.16**
Charisma	.56**			.22**		
Inspiration	.15*			.40**		
Individualized Consideration	.04			.06		
Intellectual Stimulation	.14*			.04		
Step 4		.65	.00		.75	.01**
Competition/ Cooperation	-.01			.05		
Individualism	-.04			.00		
Family Focus	-.04			-.04		
Collectivism/ Individualism	.04			.06		
Masculinity/ Femininity	.00			.01		

\*  $p < .05$ , \*\*  $p < .01$ ,  $N=402$

## *Discussion*

The purpose of this study was to test the generalizability of Bass's theory of transformational leadership to managers in the Dominican Republic. It was expected that Dominican managers would resemble leaders from the United States. I expected that subordinates reporting to transformational leaders would report more effectiveness, innovativeness, participative decision making, and satisfaction. I also expected that they would perform with greater effort than subordinates reporting to transactional or laissez faire leaders.

Hypothesis 1 assumed that the Dominican responses would reproduce the same factor structure measured with the MLQ in U.S. samples. Hypothesis 1 was not confirmed. Some possible explanations for this failure to reproduce the factor structure of the MLQ include: (a) presence of a different cognitive process among the subjects, (b) unfamiliarity with filling out questionnaires, (c) unfamiliarity with rating supervisors in any manner, (d) use of a questionnaire that does not consider the specific cultural values of Dominican people. The Spanish version of the MLQ provided by Bass and used in this study requires further psychometric refinement.

Hypothesis 2 predicted that there would be more transformational than transactional leaders, and more transformational than laissez faire leaders. It was also predicted that transformational leaders would have higher ratings on the charismatic and individualized consideration factors. Hypothesis 2 was confirmed. This result corroborates previous findings in transformational leadership (Bass, 1985; Hater & Bass, 1987; Seltzer & Bass, 1990; Yamarino & Bass, 1990a). However, there is not a fixed rating pattern among the transformational factors. The prevalence of one or other factor of transformational leadership may be due to individual differences which are influenced by cultural, historical, and environmental characteristics. It is important to remember that individual differences continue to operate within cultural differences.

Subordinates of transformational leaders report more satisfaction, effectiveness, and greater effort than subordinates of transactional or laissez faire leaders, confirming hypothesis three. However, results also show that transactional factors significantly relate to the outcome variables. These findings support Bass's assumption that transformational and transactional factors are not mutually exclusive. Also, the consistently stronger relationship of the



contingent reward factor with the outcome variables was unexpected. Previous studies of Bass's transformational leadership have not reported this finding. The importance of the transactional factor, especially contingent reward, may be understood if we recognize that subordinates in Latin American countries create dependent, paternalistic relationships with their leaders (Hofstede, 1980). The contingent reinforcement, the lack of reinforcement, or the punishment from their leader conveys to subordinates knowledge of whether their actions are satisfactory or unsatisfactory to the leader and to the organization. Employees from this sample seem to respond better to positive transactions with their leader.

Transformational leader characteristics significantly correlated with organizational innovativeness. Once again, the contingent reward factor also seems to influence ratings of innovativeness. Leaders have to reinforce the innovative behaviors of their subordinates in order to be perceived as innovative. Also, groups with leaders considered as charismatic and individualistic are perceived as more innovative. This finding concerning organizational innovativeness and transformational leadership has not been studied by other researchers.

Analysis of the influence of cultural values fails to confirm Hypothesis 4. Values of subordinates and leaders were in most cases not related to effectiveness, satisfaction, extra effort, organizational innovativeness, and participative decision making. Leaders may follow a general pattern of behavior that is independent of the values of their subordinates. An alternative explanation is that Dominican leaders have made a change from the values of their culture and have developed the use of a new managerial style and technology (Hofstede, 1980). In support of this idea, Ferguson (1992) related that the economy of the Dominican Republic has changed. He said that a new generation of foreign business operators and investors has emerged to challenge the traditional land-owning oligarchy. The old icons of status now have to compete with U.S. inspired technology and values. This transformation does not mean a change in all aspects of society. The political characteristics of the Dominican Republic still show prevalence for authoritarianism and personalism (Ferguson, 1992).

There was a clear tendency to prefer individualistic values, contrary to previous research. This pattern has been found in previous research in Peru (Williams, Whyte, & Green, 1966). Williams et al. (1966) explained that the U.S. meaning of

individualism, the taking of individual initiative and identification with a group, should be distinguished from the meaning of individualism of other countries. In the Peruvian sample, the authoritarianism of leaders in relation to their workers tended to isolate individuals from their peers and deny the psychological identification of the individual with a group. Also, the presence of the individualistic values may be due to the emphasis of individualism values at the workplace through the establishment of individual performance evaluation and division of work. However, people have different roles as employees or as a member of a society. Davis (1972) reported a similar individualistic value in a Latin American sample. Davis said that this individualistic value is related to the unique worth of each individual that is not related to his\her social position. It is probable that the collectivist value corresponds to interaction within larger society and the individualistic value pertaining more to the culture of the company.

Other authors have agreed upon the different meaning given to the individualistic and collectivist values. Triandis, Botempo, Villareal, Assai and Lucca (1988) said that there are different kinds of collectivism. People may be collectivist in relation to one ingroup, but not in relation to other groups.

Triandis et al. (1988) and Wagner and Moch (1986) conclude that it is inaccurate to make a global characterization of collectivism because it can take many different forms.

### *Measurement Issues*

Several measurement issues concerns in this study. The MLQ was chosen because it is the best questionnaire to measure Bass's theory of transformational leadership. A problem with the MLQ is the possibility of method bias arising from use of the same questionnaire to measure both predictors and outcomes. This is a common practice in industrial/organizational psychology and survey research in general. Nevertheless, independent measures of outcomes such as group effectiveness should be sought. Another concern with the MLQ is its Spanish translation. The Spanish translation of the MLQ does not accurately correspond to the Spanish spoken in the Dominican Republic for some items. There was not an exact translation to the phrase "if it ain't broke, don't fix it" in the Spanish spoken in the Dominican Republic.

Dominican employees are not used to thinking about and understanding constructs such as motivation, satisfaction and the evaluation of their leaders. These constructs may not be part of their mental schema. Consequently, the Dominican respondents may

not have interpreted the constructs in the same way as other national groups more familiar with such concepts. The fact that we obtained different factor structure scores forces us to be cautious about the generalizability and validity of the findings involving the MLQ.

There were also limitations in using the VSM despite its popularity as a measure of cultural values. First, only two of the original scales demonstrated acceptable reliability. Other scales could not be reproduced in the Dominican data. Moreover, some of the items don't seem to measure what they are supposed to measure. For example, Item 4, "have good physical working conditions (good ventilation and lighting, adequate work space...)" is supposed to indicate collectivism, yet it seems more likely to represent work conditions. Also, Wagner and Moch (1986) said that Hofstede's questionnaire fails to distinguish among beliefs, values, and norms, and that it is insensitive to subtle differences in samples drawn from a single culture.

Triandis, McCusker and Hui (1990) state that the measurement of constructs across cultures is not identical to the measurement of constructs within cultures. Future cross-cultural research should try to create instruments that correspond to the culture in

question. Translation of the questionnaire is not a sufficient condition to obtain accurate measures of any construct. Also, subordinates should be trained to understand constructs in order to be able to perform accurate evaluation of their leaders, subordinates or peers.

Research should be done in a more representative sample of the Dominican Republic population. Future research should select subjects from different companies and from different regions of the country. The sample of this research comes from only one company in the Dominican Republic. Consequently, it is impossible to generalize the results to the entire population of the country.

Theories of leadership have to contemplate modifications of the implementation of their conceptual framework as they move from one culture to another. Differences across culture and within culture should be considered for each construct. Research should try to identify possible variables able to explain why leaders behave the way they do in each specific culture and avoid inferences from geographical cultural groups.

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## ***APPENDIX A***

### ***Spanish Version of the Multifactor Leadership Questionnaire***

### Cuestionario Multifactorial de Liderazgo

El objetivo de este cuestionario es adquirir información acerca del estilo de liderazgo de la empresa ó de tu departamento. Necesitamos la sinceridad y honestidad de tus respuestas. Tus respuestas serán estrictamente confidenciales. Una vez llenados los cuestionarios serán guardados en un lugar seguro. Un reporte general será emitido, más nadie tendrá acceso a la información de manera individual. Constate todas las preguntas del cuestionario.

¡GRACIAS POR SU COOPERACION!!!!

Modelo C.

Departamento al que pertenece \_\_\_\_\_

Nombre del supervisor inmediato \_\_\_\_\_

#### DATOS BIOGRAFICOS

Delante de cada pregunta hay una línea en blanco.  
Seleccione la opción mas apropiada y escriba el número en el espacio en blanco.

Ejemplo:    ---1-- 1.Sexo  
                                 1-masculino  
                                 2-femenino  
( el "1" indica que el que responde es hombre)

\_\_\_\_\_ 1. Sexo  
                 1-masculino  
                 2-femenino

\_\_\_\_\_ 2. Antigüedad en la empresa  
                 1-menos de 1 año.  
                 2-De 1 a 4 años.  
                 3-De 5 a 9 años.  
                 4-De 10 a 15 años.  
                 5-De 16 a 20 años.  
                 6-Más de 20 años.

\_\_\_\_\_ 3. Educación  
                 1.Sin estudios.  
                 2.Primarios, graduado escolar.  
                 3.Bachillerato.  
                 4.Formación técnica.  
                 5.Formación profesional.  
                 6.Carrera de grado superior.

\_\_\_\_\_ 4.¿Cuál es la principal actividad de su departamento, división o unidad:

- |                            |                              |
|----------------------------|------------------------------|
| 01- producción             | 06- dirección editorial      |
| 02- gerencia general       | 07- administración general   |
| 03- relaciones públicas    | 08- contraloría              |
| 04- mercadeo, pub., ventas | 09- otras, especifique _____ |
| 05- suplementos especiales | _____                        |

\_\_\_\_\_ 5. ¿De cuántas personas es vd. responsable(personas que tienen que darle cuenta a vd. directamente)?

- |              |               |
|--------------|---------------|
| 1-Nadie      | 4- De 11 a 15 |
| 2- De 1 a 5  | 5- De 16 a 20 |
| 3- De 6 a 10 | 6- Mas de 20  |



## INSTRUCCIONES

A continuación encontrará frases descriptivas sobre la conducta de su supervisor. Para cada frase nos gustaría que vd. juzgara con que frecuencia su actual supervisor inmediato ha llevado a cabo la conducta descrita.

Seleccione la opción mas apropiada utilizando esta clave:

- |  |
|--|
| <ol style="list-style-type: none"><li>1. Frecuentemente, casi siempre</li><li>2. Bastante a menudo</li><li>3. A veces</li><li>4. De vez en cuando</li><li>5. Nunca</li></ol> |
|--|

- \_\_\_\_\_ 1. El estar cerca de él/ella me hace sentirme bien.
- \_\_\_\_\_ 2. Siempre que lo juzgo necesario, puedo negociar con él/ella lo que puedo recibir por lo que hago.
- \_\_\_\_\_ 3. Concede atención personal a los subordinados que parecen más dejados de lado (abandonados).
- \_\_\_\_\_ 4. Está dispuesto a dejarme seguir haciendo mi trabajo del mismo modo que hasta ahora.
- \_\_\_\_\_ 5. Sus ideas me ha llevado a repensar alguna de mis propias ideas que nunca hasta ahora me había cuestionado.
- \_\_\_\_\_ 6. Me hace conseguir más cosas de lo que yo esperaba fuera capaz de hacer.
- \_\_\_\_\_ 7. Me dice sólo lo que tengo que hacer para realizar mi trabajo.
- \_\_\_\_\_ 8. Delega responsabilidades en mí para proporcionarme así oportunidades de aprender.
- \_\_\_\_\_ 9. Me dice sólo lo que tengo que hacer si quiero ser recompensado por mis esfuerzos.

Seleccione la opción mas apropiada utilizando esta clave:

- |  |
|--|
| <ol style="list-style-type: none"><li>1. Frecuentemente, casi siempre</li><li>2. Bastante a menudo</li><li>3. A veces</li><li>4. De vez en cuando</li><li>5. Nunca</li></ol> |
|--|

- \_\_\_\_\_ 10. Me hace sentirme orgulloso de estar asociado con él/ella.
- \_\_\_\_\_ 11. Existe un gran acuerdo entre el esfuerzo que se espera yo aporte a mi grupo y el provecho que yo puedo sacar de ello.
- \_\_\_\_\_ 12. Me ayuda a pensar sobre viejos problemas de forma diferente.
- \_\_\_\_\_ 13. Tengo una fé ciega en él/ella.
- \_\_\_\_\_ 14. No puedo conseguir con éxito mis metas sin él/ella.
- \_\_\_\_\_ 15. Me da oportunidad de saber cómo lo estoy haciendo.
- \_\_\_\_\_ 16. Trata a cada subordinado de forma individual.
- \_\_\_\_\_ 17. No intenta cambiar las cosas mientras estas marchen bien.
- \_\_\_\_\_ 18. No parecen importarle los resultados.
- \_\_\_\_\_ 19. Me proporciona formas nuevas de enfocar cosas que antes me parecían un enigma.
- \_\_\_\_\_ 20. Me dá lo que quiero a cambio de que le preste mi apoyo.
- \_\_\_\_\_ 21. Tiene un don especial para saber que tengo que considerar como verdaderamente importante.
- \_\_\_\_\_ 22. Habla de incentivos y promociones especiales a cambio de un buen trabajo.
- \_\_\_\_\_ 23. Está satisfecho con mi trabajo mientras hago lo que siempre se ha hecho.

Seleccione la opción mas apropiada utilizando esta clave:

- |  |
|--|
| <ol style="list-style-type: none"><li>1. Frecuentemente, casi siempre</li><li>2. Bastante a menudo</li><li>3. A veces</li><li>4. De vez en cuando</li><li>5. Nunca</li></ol> |
|--|

- \_\_\_\_\_ 24. Sin su visión de futuro, me resultaría difícil sino imposible, llegar muy lejos.
- \_\_\_\_\_ 25. Descubre lo que quiero y me ayuda a conseguirlo.
- \_\_\_\_\_ 26. En mi opinión él/ella es un símbolo de éxito y eficacia.
- \_\_\_\_\_ 27. Puedo contar con que recibiré su elogio cuando haga un buen trabajo.
- \_\_\_\_\_ 28. Cuenta con mi respeto.
- \_\_\_\_\_ 29. Me hace sentirme entusiasmado con mi trabajo.
- \_\_\_\_\_ 30. Evita tomar decisiones.
- \_\_\_\_\_ 31. Sabe transmitir el sentido del deber que él mismo posee.
- \_\_\_\_\_ 32. Incrementa mi optimismo sobre el futuro.
- \_\_\_\_\_ 33. Estoy dispuesto a confiar en él para superar cualquier obstáculo.
- \_\_\_\_\_ 34. Demuestra que cree firmemente en la máxima "si no está roto, no lo arregles".
- \_\_\_\_\_ 35. Me dá razones para cambiar mi forma de pensar sobre los problemas.
- \_\_\_\_\_ 36. Me motiva a hacer mas de lo que yo en un principio esperaba hacer.
- \_\_\_\_\_ 37. No se interfiere en mi trabajo.
- \_\_\_\_\_ 38. Toma medidas si no se consiguen los objetivos.
- \_\_\_\_\_ 39. Subraya el uso de la inteligencia para la superación de los obstáculos.

Seleccione la opción mas apropiada utilizando esta clave:

- |  |
|--|
| <ol style="list-style-type: none"><li>1. Frecuentemente, casi siempre</li><li>2. Bastante a menudo</li><li>3. A veces</li><li>4. De vez en cuando</li><li>5. Nunca</li></ol> |
|--|

- \_\_\_\_\_ 40. Me anima a esforzarme para trabajar más y mejor.
- \_\_\_\_\_ 41. Si yo no le molesto, él/ella no me molesta a mí.
- \_\_\_\_\_ 42. Hace que yo consiga lo que quiero a cambio de mis esfuerzos.
- \_\_\_\_\_ 43. Se fija especialmente en las irregularidades, fallos, excepciones y desviaciones que cometo.
- \_\_\_\_\_ 44. Exige que respalde mis opiniones con buenas razones.
- \_\_\_\_\_ 45. Si él/ella no estuviera cerca, no podía haber logrado tantas cosas como he logrado.
- \_\_\_\_\_ 46. No influye mucho en la actuación de mi grupo.
- \_\_\_\_\_ 47. Puedo conseguir lo que quiera si trabajo como acorde con él/ella.
- \_\_\_\_\_ 48. Invierte un montón de tiempo en enseñar a cada uno de los subordinados lo que necesita.
- \_\_\_\_\_ 49. Mientras las cosas marchan tal y como estaban planificadas él/ella no se plantea el intentar introducir mejoras.
- \_\_\_\_\_ 50. Llega rápidamente al fondo de los problemas complejos.
- \_\_\_\_\_ 51. Conseguimos los objetivos más rápidamente, en más alto grado y con mayor alcance gracias a él/ella.
- \_\_\_\_\_ 52. Es probable que esté ausente cuando se le necesita.
- \_\_\_\_\_ 53. He llegado a un acuerdo con él/ella sobre lo que conseguiré por hacer lo que se necesita hacer.

Seleccione la opción mas apropiada utilizando esta clave:

- |  |
|--|
| <ol style="list-style-type: none"><li>1. Frecuentemente, casi siempre</li><li>2. Bastante a menudo</li><li>3. A veces</li><li>4. De vez en cuando</li><li>5. Nunca</li></ol> |
|--|

- \_\_\_\_\_ 54. Me aconseja si lo necesito.
- \_\_\_\_\_ 55. Me corrige si cometo faltas.
- \_\_\_\_\_ 56. Antes de actuar presta especial atención en la resolución cuidadosa de los problemas.
- \_\_\_\_\_ 57. Hace crecer mi motivación de triunfo.
- \_\_\_\_\_ 58. Es difícil encontrarle en los momentos de crisis.
- \_\_\_\_\_ 59. Señala lo que recibiré si hago lo que se necesita hacer.
- \_\_\_\_\_ 60. Está dispuesto a enseñarme siempre que lo necesite.
- \_\_\_\_\_ 61. Centra su atención en los fallos a la hora de cumplir con cuotas o criterios de producción.
- \_\_\_\_\_ 62. Se asegura de que considero todo lo necesario antes de actuar.
- \_\_\_\_\_ 63. Nos da charlas para animarnos.
- \_\_\_\_\_ 64. Todo lo que hago le parece bien.
- \_\_\_\_\_ 65. Me concede su reconocimiento cuando alcanzo un nivel medio o superior a la media.
- \_\_\_\_\_ 66. Ayuda mucho a los recién llegados.
- \_\_\_\_\_ 67. Se las arregla para saber cuando las cosas van mal.
- \_\_\_\_\_ 68. Hace que me base en el razonamiento y en la evidencia, más que en opiniones sin ninguna base.
- \_\_\_\_\_ 69. Me estimula a que me esfuerce en superarme.
- \_\_\_\_\_ 70. En ciertos temas no se donde ubicarle.

\_\_\_\_\_ 71. La persona que describo es y yo soy:

- 1-hombre - hombre
- 2-hombre - mujer
- 3-mujer - hombre
- 4-mujer - mujer

\_\_\_\_\_ 72. Mi edad actual es:

- 1. 18 -28
- 2. 29 - 39
- 3. 40 - 50
- 4. 51 - 61
- 5. 62 o mas

\_\_\_\_\_ 73. El nivel del puesto de mi superior es:

- 1. encargado
- 2. asistente
- 3. subgerente
- 4. gerente
- 5. gerente general

Para las preguntas 75 -78 utilizar esta clave:

- |  |
|--|
| <ul style="list-style-type: none"><li>1. Altamente eficaz</li><li>2. Muy eficaz</li><li>3. Eficaz</li><li>4. Solo ligeramente eficaz</li><li>5. Ineficaz</li></ul> |
|--|

\_\_\_\_\_ 75. La eficacia laboral total de la unidad o departamento compuesto por vd. y los demás subordinados inmediatos puede ser clasificado como:

\_\_\_\_\_ 76. ¿Es su superior eficaz a la hora de representar su unidad frente a una autoridad superior?

\_\_\_\_\_ 77. ¿Es su superior eficaz a la hora de satisfacer las necesidades relacionadas con el trabajo de sus subordinados?

\_\_\_\_\_ 78. ¿Es su superior eficaz a la hora de cumplir con los requisitos de su organización?

Para las preguntas 79 y 80 utilizar esta clave:

- |  |
|--|
| <ol style="list-style-type: none"><li>1. Muy satisfecho</li><li>2. Bastante satisfecho</li><li>3. Ni satisfecho ni insatisfecho</li><li>4. Algo insatisfecho</li><li>5. Muy insatisfecho</li></ol> |
|--|

\_\_\_\_\_ 79. En general, ¿hasta qué punto está o estaba satisfecho con su supervisor?

\_\_\_\_\_ 80. En general, ¿hasta que punto está vd. satisfecho de que los métodos de dirección utilizados por su supervisor son los correctos para conseguir que se haga el trabajo de su unidad o departamento?

Para las preguntas 81- 86, piense en su grupo de trabajo y utilice esta clave.

1-Totalmente de acuerdo
2-De acuerdo
3-Indeciso
4-En desacuerdo
5-Totalmente en desacuerdo

- \_\_\_ 81. Los objetivos de este grupo de trabajo tienden a ser aventureros.
- \_\_\_ 82. Nosotros siempre estamos implementando nuevas ideas en nuestro grupo de trabajo.
- \_\_\_ 83. Este grupo de trabajo es abierto y responsivo al cambio.
- \_\_\_ 84. Los esfuerzos creativos o innovadores son generalmente ignorados aquí.
- \_\_\_ 85. Los gerentes no pueden hacer cosas muy diferentes sin provocar respuestas negativas.
- \_\_\_ 86. Aquí no se fomentan los planes inusuales ó excitantes.



***APPENDIX B***

***English Version of the Multifactor  
Leadership Questionnaire***

## INSTRUCTION

This is a research study for my master's thesis at Old Dominion University. This questionnaire is composed of two parts. The first one asks about the style of leadership of your company or department. While you answer these questions, you should think of your supervisor or work group. The second part of the questionnaire asks about issues that may be important to you. While you answer these questions you may think of your personal values. We expect the sincerity and honesty of your answers. Your answers will be strictly confidential. No one in this organization will ever have access to information from the survey about any individual or about his or her answers. All questionnaires will be immediately removed from the premises for analysis and safe keeping in the U.S.A. Completed questionnaires will be kept in a safe place. One general summary will be reported, however, nobody will have access to the individual answers. Please, answer all questions in the questionnaire. In order to match your questionnaire with the appropriate department and leader, you are asked to state your supervisor's name and your department. We stress your answers will be confidential.

THANKS FOR YOUR COOPERATION !!!

## INSTRUCTIONS

Most of the questions ask that you choose one of several numbers that appear on a scale above the item. You are to select the one number that best matches the description of how you feel about the item. Then, you should write the corresponding number in the blank space to the left of the item.

Example:

Use this key for the five possible responses to item 1.				
1	2	3	4	5
not at all	Once in a while	sometimes	fairly often	frequently if not always

\_\_\_\_\_ 1. How frequently do you drink coffee?

If you drink this beverage most of the time or "frequently, if not always", then write the number 5; "fairly often", write number 4; "sometimes", write number 3; "once in a while", write number 2; "not at all", write number 1.

Note that the scale descriptions may be different in different parts of the questionnaire. For example, they may ask whether you agree or disagree, whether you are satisfied or dissatisfied. So, be sure to read the special instructions that appear in boxes on each page. Be sure to read the scale descriptions before choosing your answers.

Example:

Use this key for the five possible responses to item 2.				
1	2	3	4	5
strongly agree	agree	undecided	disagree	strongly disagree

\_\_\_\_\_ 2. Meringue is music for lovers.

PLEASE DO NOT BEGIN UNTIL TOLD TO DO SO. In addition,  
please progress through the questionnaire as it is laid out  
-do not look ahead.

## MULTIFACTOR LEADERSHIP QUESTIONNAIRE

MODEL C

DEPARTMENT YOU ARE IN \_\_\_\_\_

NAME OF YOUR IMMEDIATE SUPERVISOR \_\_\_\_\_

## BIOGRAPHIC DATA

There is a blank space in front of each question.  
Choose the most appropriate answer and write in the blank  
space the selected number.

Example:     \_\_\_1\_\_\_   1. Sex

1-male

2-female

( "1" shows the person who is responding is a man)

\_\_\_\_\_ 1. Sex

1-male

2-female

\_\_\_\_\_ 2. Time in the company

1-Less than 1 year

2-From 1 to 4 years

3-From 5 to 9 years

4-From 10 to 15 years

5-From 16 to 20 years

6-More than 20 years

\_\_\_\_\_ 3. Education

1.No studies

2.Elementary school

3.High school

4.Technical studies

5.College

6.Graduate studies

\_\_\_\_\_ 4. Which is the principal activity of your department,  
division or unit?

01-production

02-general management

03-public relations

04-communic. &amp; circulation

05-marketing, pub. &amp; sales

06-administration

07-editorial direction

08-magazines

09-accounting

10-auditing

11-others (specify) \_\_\_\_\_

\_\_\_\_\_ 5. How many people respond directly to you?

1-Nobody

2-From 1 to 5

3-From 6 to 10

4-From 11 to 15

5-From 16 to 20

6-More than 20

## INSTRUCTIONS

Listed below are descriptive statements. For each statement, we would like you to judge how frequently it fits the person you are describing.

Choose the answer according to these possible responses:

0-Not at all 1-Once in a while 2-Sometimes 3-Fairly often 4-Frequently, if not always
---

- \_\_\_\_\_ 1. makes me feel good when I'm around him or her.
- \_\_\_\_\_ 2. sets high standards.
- \_\_\_\_\_ 3. has ideas that have forced me to rethink ideas of my own that I have never question before.
- \_\_\_\_\_ 4. gives personal attention to those who seem neglected.
- \_\_\_\_\_ 5. makes me feel comfortable about negotiating what I receive for what I accomplish, whenever I feel it is necessary.
- \_\_\_\_\_ 6. is content to let me do my job the same way I've always done it, unless changes seem necessary.
- \_\_\_\_\_ 7. avoids telling me how to perform my job.
- \_\_\_\_\_ 8. makes me proud to be associated with him or her.
- \_\_\_\_\_ 9. has a vision that spurs me on.
- \_\_\_\_\_ 10. enables me to think about old problems in new ways.
- \_\_\_\_\_ 11. gets me to look at problems as learning opportunities.
- \_\_\_\_\_ 12. shows me that she or he recognizes my accomplishments.
- \_\_\_\_\_ 13. avoids trying to change what I do as long as things are going along smoothly.
- \_\_\_\_\_ 14. steers away from showing concern about results.

Choose the answer according to these possible responses:

- |  |
|--|
| <p>0-Not at all<br/>1-Once in a while<br/>2-Sometimes<br/>3-Fairly often<br/>4-Frequently, if not always</p> |
|--|

- \_\_\_\_ 15. is someone in whom I have complete faith.
- \_\_\_\_ 16. expresses our important purposes in simple ways.
- \_\_\_\_ 17. provides me with new ways of looking at problems which initially seemed puzzling to me.
- \_\_\_\_ 18. lets me know how I am doing.
- \_\_\_\_ 19. makes sure there is a close agreement between what he or she expects me to do and what I can get from him or her for my effort.
- \_\_\_\_ 20. is satisfied with my performance as long as the established way work.
- \_\_\_\_ 21. avoids making decisions.
- \_\_\_\_ 22. has a special gift for seeing what is really worthwhile for me to consider.
- \_\_\_\_ 23. develops ways to encourage me.
- \_\_\_\_ 24. provides me with reasons to change the way I think about problems.
- \_\_\_\_ 25. treats each of us as an individual.
- \_\_\_\_ 26. gives me what I want in exchange for my showing support for him or her.
- \_\_\_\_ 27. shows that he or she is a firm believer in "if it ain't broke, don't fix it".
- \_\_\_\_ 28. avoids getting involved in our work.

Choose the answer according to these possible responses:

0-Not at all 1-Once in a while 2-Sometimes 3-Fairly often 4-Frequently, if not always
---

- \_\_\_\_\_ 29. is viewed as a symbol of success and accomplishments.
- \_\_\_\_\_ 30. uses symbols and images to focus our efforts.
- \_\_\_\_\_ 31. emphasize the use of intelligence to overcome obstacles.
- \_\_\_\_\_ 32. finds out what I want and helps me to get it.
- \_\_\_\_\_ 33. commends me when I do good work.
- \_\_\_\_\_ 34. avoids intervening except when I fail to meet objectives.
- \_\_\_\_\_ 35. doesn't contact me if I don't contact him or her.
- \_\_\_\_\_ 36. has my respect.
- \_\_\_\_\_ 37. gives me encouraging talks
- \_\_\_\_\_ 38. requires that I back up my opinions with good reasoning.
- \_\_\_\_\_ 39. expresses appreciation when I do a good job.
- \_\_\_\_\_ 40. sees that I get what I want in exchange for my cooperation.
- \_\_\_\_\_ 41. focuses attention on irregularities, mistakes, exceptions, and deviations from what is expected of me.
- \_\_\_\_\_ 42. has little effect on my performance, whether she or he is present or not.
- \_\_\_\_\_ 43. shows enthusiasm for what I need to do.



Choose the answer according to these possible responses:

0-Not at all 1-Once in a while 2-Sometimes 3-Fairly often 4-Frequently, if not always
---

- \_\_\_\_\_ 44. communicates expectations of high performance to me.
- \_\_\_\_\_ 45. gets me to identify key aspects of complex problems.
- \_\_\_\_\_ 46. coaches me if I need it.
- \_\_\_\_\_ 47. lets me know that I can get what I want if we work as we agreed.
- \_\_\_\_\_ 48. does not try to make improvements as long as things going smoothly.
- \_\_\_\_\_ 49. is likely to be absent when needed.
- \_\_\_\_\_ 50. has a sense of mission which she or he communicates to me.
- \_\_\_\_\_ 51. gets me to do more than I expected I could do.
- \_\_\_\_\_ 52. places strong emphasis on careful problem solving before taking action.
- \_\_\_\_\_ 53. provides advice to me when I need it.
- \_\_\_\_\_ 54. gives me a clear understanding of what we will do for each other.
- \_\_\_\_\_ 55. a mistake has to occur before he or she takes action.
- \_\_\_\_\_ 56. is hard to find when a problem arises.
- \_\_\_\_\_ 57. increases my optimism for the future.
- \_\_\_\_\_ 58. motivates me to do more than I thought I could do.

Choose the answer according to these possible responses:

0-Not at all 1-Once in a while 2-Sometimes 3-Fairly often 4-Frequently, if not always
---

- \_\_\_\_\_ 59. makes sure I think through what is involved before taking action.
- \_\_\_\_\_ 60. is ready to instruct or coach me whenever I need it.
- \_\_\_\_\_ 61. points out what I will receive if I do what needs to be done.
- \_\_\_\_\_ 62. concentrates his or her attention on failures to meet expectations or standards.
- \_\_\_\_\_ 63. makes me feel that whatever I do is okay with him or her.
- \_\_\_\_\_ 64. has my trust in his or her ability to overcome obstacle.
- \_\_\_\_\_ 65. heightens my motivation to succeed.
- \_\_\_\_\_ 66. gets me to use reasoning and evidence to solve problems.
- \_\_\_\_\_ 67. gives newcomers a lot of help.
- \_\_\_\_\_ 68. praises me when I do a good job.
- \_\_\_\_\_ 69. arranges to know when things go wrong.
- \_\_\_\_\_ 70. doesn't tell me where she or he stands on issues.

Use this key for the five possible responses to items 71-74.

0-Not effective 1-Only slightly effective 2-Effective 3-Very effective 4-Extremely effective
--

- \_\_\_\_\_ 71. The overall effectiveness of the group made up of the leader and his or her supervisees, and/or co-workers can be classified as \_\_\_\_\_.
- \_\_\_\_\_ 72. How effective is the leader in representing his or her group to higher authority?
- \_\_\_\_\_ 73. How effective is the leader in meeting the job related needs of supervisees and/or co-workers?
- \_\_\_\_\_ 74. How effective is the leader in meeting the requirements of the organization?

Use this key for the possible responses to items 75-76.

0-Very satisfied 1-Somewhat dissatisfied 2-Neither satisfied nor dissatisfied 3-Fairly satisfied 4-Very satisfied
---

- \_\_\_\_\_ 75. In all how satisfied are you with the leadership abilities of the person you are rating?
- \_\_\_\_\_ 76. In all, how satisfied are you with the methods of leadership used by the person you are rating to get your group's job done?

For questions 81 to 86, think of your work group and use this key to answer the questions.

- 1-Strongly agree
- 2-Agree
- 3-Undecided
- 4-Disagree
- 5-Strongly disagree

- \_\_\_ 81. Goals in this work group tend to be venturesome.
- \_\_\_ 82. We're always trying new ideas in this work group.
- \_\_\_ 83. This work group is open and responsive to change.
- \_\_\_ 84. Creative efforts are usually ignored here.
- \_\_\_ 85. Staff can't do things that are too different without provoking a negative response.
- \_\_\_ 86. Unusual or exciting plans are not usually encouraged here.

## *APPENDIX C*

*Guide of Equivalent Items of the Multifactor*

*Leadership Questionnaire*

*in English and Spanish*

001	S MLQ 001	E MLQ 001	060	S MLQ 060	E MLQ 060
002	S MLQ 002	E MLQ 005	061	S MLQ 061	E MLQ 062
003	S MLQ 003	E MLQ 004	062	S MLQ 062	E MLQ 059
004	S MLQ 004	E MLQ 006	063	S MLQ 063	E MLQ 037
005	S MLQ 005	E MLQ 003	064	S MLQ 064	E MLQ 063
006	S MLQ 006	E MLQ 023	065	S MLQ 065	E MLQ 068
007	S MLQ 007	E MLQ 007	066	S MLQ 066	E MLQ 067
008	S MLQ 008	E MLQ 011	067	S MLQ 067	E MLQ 069
009	S MLQ 009	E MLQ 030	068	S MLQ 068	E MLQ 066
010	S MLQ 010	E MLQ 008	069	S MLQ 069	E MLQ 065
011	S MLQ 011	E MLQ 019	070	S MLQ 070	E MLQ 070
012	S MLQ 012	E MLQ 010	071		
013	S MLQ 013	E MLQ 015	072		
014	S MLQ 014	E MLQ 012	073		
015	S MLQ 015	E MLQ 018	074		
016	S MLQ 016	E MLQ 025	075	S MLQ 075	E MLQ 071
017	S MLQ 017	E MLQ 013	076	S MLQ 076	E MLQ 072
018	S MLQ 018	E MLQ 014	077	S MLQ 077	E MLQ 073
019	S MLQ 019	E MLQ 017	078	S MLQ 078	E MLQ 074
020	S MLQ 020	E MLQ 026	079	S MLQ 079	E MLQ 075
021	S MLQ 021	E MLQ 022	080	S MLQ 080	E MLQ 076
022	S MLQ 022	E MLQ 039	081	S MLQ 081	E MLQ 081
023	S MLQ 023	E MLQ 020	082	S MLQ 082	E MLQ 082
024	S MLQ 024	E MLQ 058	083	S MLQ 083	E MLQ 083
025	S MLQ 025	E MLQ 032	084	S MLQ 084	E MLQ 084
026	S MLQ 026	E MLQ 029	085	S MLQ 085	E MLQ 085
027	S MLQ 027	E MLQ 033	086	S MLQ 086	E MLQ 086
028	S MLQ 028	E MLQ 036	087	S VSM 001 PI	
029	S MLQ 029	E MLQ 043	088	S VSM 002 PI	
030	S MLQ 030	E MLQ 021	089	S VSM 003 PI	
031	S MLQ 031	E MLQ 050	090	S VSM 004 PI	
032	S MLQ 032	E MLQ 057	091	S VSM 005 PI	
033	S MLQ 033	E MLQ 064	092	S VSM 006 PI	
034	S MLQ 034	E MLQ 027	093	S VSM 007 PI	
035	S MLQ 035	E MLQ 024	094	S VSM 008 PI	
036	S MLQ 036	E MLQ 044	095	S VSM 009 PI	
037	S MLQ 037	E MLQ 034	096	S VSM 010 PI	
038	S MLQ 038	E MLQ 055	097	S VSM 011 PI	
039	S MLQ 039	E MLQ 031	098	S VSM 012 PI	
040	S MLQ 040	E MLQ 051	099	S VSM 013 PI	
041	S MLQ 041	E MLQ 035	100	S VSM 014 PI	
042	S MLQ 042	E MLQ 040	101	S VSM 015 PI	
043	S MLQ 043	E MLQ 041	102	S VSM 016 PI	
044	S MLQ 044	E MLQ 038	103	S VSM 017 PI	
045	S MLQ 045	E MLQ 042	104	S VSM 018 PI	
046	S MLQ 046	E MLQ 028	105	S VSM 001 PII	
047	S MLQ 047	E MLQ 047	106	S VSM 002 PII	
048	S MLQ 048	E MLQ 002	107	S VSM 003 PII	
049	S MLQ 049	E MLQ 048	108	S VSM 004 PII	
050	S MLQ 050	E MLQ 045	109	S VSM 005 PII	
051	S MLQ 051	E MLQ 016	110	S VSM 006 PII	
052	S MLQ 052	E MLQ 049	111	S VSM 007 PII	
053	S MLQ 053	E MLQ 054	112	S VSM 008 PII	
054	S MLQ 054	E MLQ 046	113	S VSM 009 PII	
055	S MLQ 055	E MLQ 053	114	S VSM 010 PII	
056	S MLQ 056	E MLQ 052	115	S VSM 011 PII	
057	S MLQ 057	E MLQ 009	116	S VSM 012 PII	
058	S MLQ 058	E MLQ 056	117	S VSM 019 PI	
059	S MLQ 059	E MLQ 061	118	S VSM 020 PI	

119 S VSM 021 PI  
 120 S VSM 022 PI  
 121 S VSM 023 PI  
 122 S VSM 013 PII  
 123 S VSM 014 PII  
 124 S VSM 015 PII  
 125 S VSM 016 PII  
 126 S VSM 017 PII  
 127 S VSM 018 PII  
 128 S VSM 019 PII  
 129 S VSM 020 PII  
 130 S VSM 021 PII  
 131 S VSM 022 PII  
 132 S VSM 023 PII  
 133 S VSM 024 PII  
 134 S MLQ 134 E MLQ 134  
 135 S MLQ 135 E MLQ 135  
 136 S MLQ 136 E MLQ 136  
 137 S MLQ 137 E MLQ 137

### CHARISMA

001 S MLQ 001 E MLQ 001  
 010 S MLQ 010 E MLQ 008  
 013 S MLQ 013 E MLQ 015  
 021 S MLQ 021 E MLQ 022  
 026 S MLQ 026 E MLQ 029  
 032 S MLQ 032 E MLQ 057  
 028 S MLQ 028 E MLQ 036  
 029 S MLQ 029 E MLQ 043  
 031 S MLQ 031 E MLQ 050  
 033 S MLQ 033 E MLQ 064

### INSPIRATIONAL

048 S MLQ 048 E MLQ 002  
 006 S MLQ 006 E MLQ 023  
 009 S MLQ 009 E MLQ 030  
 036 S MLQ 036 E MLQ 044  
 051 S MLQ 051 E MLQ 016  
 057 S MLQ 057 E MLQ 009  
 063 S MLQ 063 E MLQ 037

### INDIVIDUALIZED CONSIDERATION

003 S MLQ 003 E MLQ 004  
 008 S MLQ 008 E MLQ 011  
 015 S MLQ 015 E MLQ 018  
 016 S MLQ 016 E MLQ 025  
 022 S MLQ 022 E MLQ 039  
 025 S MLQ 025 E MLQ 032  
 054 S MLQ 054 E MLQ 046  
 055 S MLQ 055 E MLQ 053  
 060 S MLQ 060 E MLQ 060  
 066 S MLQ 066 E MLQ 067

INTELLECTUAL STIMULATION

005	S MLQ 005	E MLQ 003
012	S MLQ 012	E MLQ 010
019	S MLQ 019	E MLQ 017
035	S MLQ 035	E MLQ 024
039	S MLQ 039	E MLQ 031
044	S MLQ 044	E MLQ 038
050	S MLQ 050	E MLQ 045
056	S MLQ 056	E MLQ 052
062	S MLQ 062	E MLQ 059
068	S MLQ 068	E MLQ 066

CONTINGENT REWARD

002	S MLQ 002	E MLQ 005
011	S MLQ 011	E MLQ 019
014	S MLQ 014	E MLQ 012
020	S MLQ 020	E MLQ 026
027	S MLQ 027	E MLQ 033
042	S MLQ 042	E MLQ 040
047	S MLQ 047	E MLQ 047
053	S MLQ 053	E MLQ 054
059	S MLQ 059	E MLQ 061
065	S MLQ 065	E MLQ 068

MANAGEMENT BY EXCEPTION

004	S MLQ 004	E MLQ 006
017	S MLQ 017	E MLQ 013
023	S MLQ 023	E MLQ 020
034	S MLQ 034	E MLQ 027
037	S MLQ 037	E MLQ 034
038	S MLQ 038	E MLQ 055
043	S MLQ 043	E MLQ 041
049	S MLQ 049	E MLQ 048
061	S MLQ 061	E MLQ 062
067	S MLQ 067	E MLQ 069

LAISSEZ-FAIRE

007	S MLQ 007	E MLQ 007
018	S MLQ 018	E MLQ 014
030	S MLQ 030	E MLQ 021
041	S MLQ 041	E MLQ 035
045	S MLQ 045	E MLQ 042
046	S MLQ 046	E MLQ 028
052	S MLQ 052	E MLQ 049
058	S MLQ 058	E MLQ 056
064	S MLQ 064	E MLQ 063
070	S MLQ 070	E MLQ 070



EFFECTIVENESS

075	S MLQ 075	E MLQ 071
076	S MLQ 076	E MLQ 072
077	S MLQ 077	E MLQ 073
078	S MLQ 078	E MLQ 074

SATISFACTION

079	S MLQ 079	E MLQ 075
080	S MLQ 080	E MLQ 076

EXTRA EFFORT

040	S MLQ 040	E MLQ 051
024	S MLQ 024	E MLQ 058
069	S MLQ 069	E MLQ 065

Note: Spanish items are preceded by the letter S; English items are preceded by the letter E

***APPENDIX D***

*Spanish Version of Values*

*Survey Model Questionnaire*

### Cuestionario sobre Variables Culturales

Piense en un trabajo ideal, sin considerar el suyo actual. Al elegir el trabajo ideal, indique, seleccionando la opción que indique la importancia que tendría para usted:

1. La máxima importancia
2. Mucha importancia
3. Importancia moderada
4. Poca importancia
5. Muy poca importancia
6. Ninguna

- \_\_\_\_\_ 1. Disponer de suficiente tiempo para su vida personal y familiar.
- \_\_\_\_\_ 2. Realizar tareas estimulantes que le permitan la sensación de realización personal.
- \_\_\_\_\_ 3. Tener poca tensión e interés en el trabajo.
- \_\_\_\_\_ 4. Gozar de buenas condiciones ambientales de trabajo (buena ventilación y buena iluminación y espacio adecuado).
- \_\_\_\_\_ 5. Tener buenas relaciones de trabajo con su superior inmediato.
- \_\_\_\_\_ 6. Gozar de seguridad en el empleo.
- \_\_\_\_\_ 7. Tener considerable libertad para considerar el trabajo de manera personal.
- \_\_\_\_\_ 8. Trabajar con personas que cooperen debidamente entre sí.
- \_\_\_\_\_ 9. Ser consultado por su supervisor inmediato en sus decisiones.
- \_\_\_\_\_ 10. Hacer una verdadera contribución al éxito de su empresa u organización.

- |  |
|--|
| <ol style="list-style-type: none"><li>1.La máxima importancia</li><li>2.Mucha importancia</li><li>3.Importancia moderada</li><li>4.Poca importancia</li><li>5.Muy poca importancia</li><li>ó ninguna</li></ol> |
|--|

- \_\_\_\_\_ 11. Tener oportunidad de ingresos elevados.
- \_\_\_\_\_ 12. Servir a su país.
- \_\_\_\_\_ 13. Vivir en una zona agradable para usted y para su familia.
- \_\_\_\_\_ 14. Tener la oportunidad de ascender a puestos más elevados.
- \_\_\_\_\_ 15. Tener un elemento de variedad y aventura en el trabajo.
- \_\_\_\_\_ 16. Trabajar en una compañía u organización prestigiosa y próspera.
- \_\_\_\_\_ 17. Tener oportunidad de ayudar a otras personas.
- \_\_\_\_\_ 18. Trabajar en una situación definida, con exigencias claras y precisas.

Las siguientes descripciones se aplican a cuatro tipos distintos de directores. Lealas detenidamente:

- Director 1: En general, toma rápidamente sus decisiones y las comunica a sus subordinados de un modo claro y terminante. Espera que apliquen sus decisiones lealmente y sin crear dificultades.
- Director 2: En general, toma rápidamente sus decisiones, pero, antes de proceder, trata de explicarlas cuidadosamente a sus subordinados, a quienes indica las razones que le han movido a tomar esas decisiones, y responde a toda pregunta que le hagan.
- Director 3: Normalmente consulta con subordinados antes de tomar una decisión. Escucha sus opiniones, las considera, y entonces anuncia su decisión, esperando que todos trabajen con lealtad para aplicarla, independientemente de las opiniones que emitieron.
- Director 4: Generalmente convoca a sus subordinados cuando hay que tomar una decisión importante. Expone el problema al grupo e invita al debate. Acepta como decisión el punto de vista de la mayoría.

Encierre en un círculo la respuesta de su elección.

11. De los cuatro tipos anteriores de director, indique con cuál preferiría trabajar.
- a. Director 1
  - b. Director 2
  - c. Director 3
  - d. Director 4

12. ¿A cuál de los cuatro tipos anteriores de directores es más similar a su supervisor?

- a. Director 1
- b. Director 2
- c. Director 3
- d. Director 4

13. ¿ Con qué frecuencia se siente nervioso o tenso en su trabajo ?

- a. Siempre me siento así
- b. Normalmente
- c. A veces
- d. Pocas veces
- e. Nunca

14. En su medio de trabajo, ¿con qué frecuencia temen los subordinados expresar su desacuerdo con los superiores?

- a. Muy frecuentemente
- b. Frecuentemente
- c. A veces
- d. Pocas veces
- e. Casi nunca

15. ¿Durante cuánto tiempo cree que seguirá trabajando para la organización o empresa a que pertenece ahora?

- a. Dos años, como máximo
- b. De dos a cinco años
- c. Más de cinco años(aunque probablemente me iré antes de jubilarme)
- d. Hasta que me jubile.

## Parte II

## Cuestionario sobre Cuestiones Culturales

Indique el grado de acuerdo o desacuerdo con las siguientes afirmaciones:

- |   |
|---|
| 1-Totalmente de acuerdo<br>2-De acuerdo<br>3-Indeciso<br>4-En desacuerdo<br>5-Totalment en desacuerdo |
|---|

- \_\_\_\_\_ 1. Puede confiarse en la mayoría de la gente.
- \_\_\_\_\_ 2. Normalmente la mejor manera de avanzar es permanecer mucho tiempo con el mismo empleador.
- \_\_\_\_\_ 3. La mayoría de las organizaciones marcharían mejor si pudieran eliminarse los conflictos para siempre.
- \_\_\_\_\_ 4. Quienes han tenido éxito en la vida deben ayudar a los que han tenido menos.
- \_\_\_\_\_ 5. La principal razón de tener una estructura jerárquica es que todo el mundo sepa quién tiene autoridad sobre quién.
- \_\_\_\_\_ 6. Las decisiones tomadas individualmente son normalmente de mayor calidad que las tomadas colectivamente.
- \_\_\_\_\_ 7. Se puede ser un buen gerente sin responder precisamente a la mayoría de las preguntas que puedan hacer los subordinados acerca de su trabajo.

- |   |
|---|
| 1-Totalmente de acuerdo<br>2-De acuerdo<br>3-Indeciso<br>4-En desacuerdo<br>5-Totalment en desacuerdo |
|---|

- \_\_\_\_\_ 8. Los padres deben estimular a sus hijos para tratar de ser los mejores en clase.
- \_\_\_\_\_ 9. Es con veniente que pueda ponerse en tela de juicio la autoridad de la dirección.
- \_\_\_\_\_ 10. Uno de los mayores bienes de una organización es el empleado que cumple tranquilamente su cometido.
- \_\_\_\_\_ 11. Debe evitarse a toda costa una estructura orgánica en que ciertos subordinados tengan dos jefes.
- \_\_\_\_\_ 12. La competencia entre empleados normalmente hace más daño que beneficio.
- \_\_\_\_\_ 13. Actualmente parece haber crisis de autoridad en las organizaciones.
- \_\_\_\_\_ 14. Marido y mujer deben tener la misma opinión sobre las principales cuestiones políticas y religiosas.
- \_\_\_\_\_ 15. Para lograr una relación de trabajo eficaz, con frecuencia es necesario evitar las vías jerárquicas.
- \_\_\_\_\_ 16. Una buena relación personal en el trabajo es más importante que un elevado sueldo.
- \_\_\_\_\_ 17. Está bien que los jovenes critiquen a sus profesores.
- \_\_\_\_\_ 18. El individuo que persigue sus propios intereses hace la mejor contribución posible a la sociedad en su conjunto.
- \_\_\_\_\_ 19. Las reglas de una empresa u organización no deben violarse, ni siquiera cuando el empleado piensa que es lo mejor para la empresa.



- |   |
|---|
| 1-Totalmente de acuerdo<br>2-De acuerdo<br>3-Indeciso<br>4-En desacuerdo<br>5-Totalment en desacuerdo |
|---|

- \_\_\_\_\_ 20. Cuando la gente fracasa en la vida generalmente es por su culpa.
- \_\_\_\_\_ 21. Son bastantes las personas a quienes no les gusta el trabajo y lo evitarían si pudieran.
- \_\_\_\_\_ 22. Los padres deben sentirse satisfechos cuando sus hijos crecen y se independizan.
- \_\_\_\_\_ 23. La mejor manera de resolver los conflictos es que ambas partes cedan algo.
- \_\_\_\_\_ 24. Cuando la carrera de un hombre lo exige, su familia debe hacer sacrificios.
- \_\_\_\_\_ 25. Yo soy flexible y continuament me adapto al cambio.
- \_\_\_\_\_ 26. Yo nunca utilizo nuevas ideas.
- \_\_\_\_\_ 27. Yo nunca busco nuevas formas de analizar los problemas.
- \_\_\_\_\_ 28. Yo siempre me dirijo hacia el desarrollo de nuevas respuestas.

*APPENDIX E**English Version of Values  
Survey Model Questionnaire*

## Part II

Please think of an ideal job- disregarding your present job. In choosing an ideal job, how important would it be to you to:

Use this key for possible responses to the following questions.

- 1-Of utmost importance
- 2-Very important
- 3-Of moderate importance
- 4-Of little importance
- 5-Of very little or no importance

- \_\_\_\_\_ 1. Have sufficient time left for your personal or family life.
- \_\_\_\_\_ 2. Have challenging tasks to do, from which you can get a personal sense of accomplishment.
- \_\_\_\_\_ 3. Have little tension and stress on the job.
- \_\_\_\_\_ 4. Have good physical working conditions (good ventilation and lighting, adequate work space, etc.)
- \_\_\_\_\_ 5. Have a good working relationship with your direct superior.
- \_\_\_\_\_ 6. Have security of employment
- \_\_\_\_\_ 7. Have considerable freedom to adopt your own approach to the job.
- \_\_\_\_\_ 8. Work with people who cooperate well with one another.
- \_\_\_\_\_ 9. Be consulted by your direct superior in his decisions.
- \_\_\_\_\_ 10. Make a real contribution to the success of your company or organization.

Use this key for possible responses to the following questions.

- |   |
|---|
| <ul style="list-style-type: none"><li>1-Of utmost importance</li><li>2-Very important</li><li>3-Of moderate importance</li><li>4-Of little importance</li><li>5-Of very little or no importance</li></ul> |
|---|

- \_\_\_\_\_ 11. Have an opportunity for high earnings.
- \_\_\_\_\_ 12. Serve your country.
- \_\_\_\_\_ 13. Live in an area desirable to you and your family.
- \_\_\_\_\_ 14. Have an opportunity for advancement to higher level jobs.
- \_\_\_\_\_ 15. Have an element of variety and adventure in the job.
- \_\_\_\_\_ 16. Work in a prestigious, successful company or organization.
- \_\_\_\_\_ 17. Have an opportunity for helping other people.
- \_\_\_\_\_ 18. Work in a well defined job situation where the requirements are clear.

The descriptions below apply to four different types of managers. First, please read through these descriptions:

- Manager 1 : Usually makes his\her decisions promptly and communicates them to his\her subordinates clearly and firmly. He\she expects them to carry out the decisions loyally and without raising difficulties.
- Manager 2 : Usually makes his\her decisions promptly, but, before going ahead, tries to explain them fully to his\her subordinates. He\she gives them the reasons for the decisions and answers what ever questions they may have.
- Manager 3 : Usually consults with his\her subordinates before he\she reaches his\her decisions. He\she listens to their advice, considers it and then announces his\her decision. He\she then expects all to work loyally to implement in whether or not it is in accordance with the advice they gave.
- Manager 4 : Usually calls a meeting of his\her subordinates when there is an important decision to be made. He\she puts the problem before the group and invites discussion. He\she accepts the majority viewpoint as the decision.

Circle your selected choice

19. Now for the above types of manager, please mark the one which you would prefer to work under

- a. Manager 1
- b. Manager 2
- c. Manager 3
- d. Manager 4

20. And, to which one of the above four types of managers would you say your own superior most closely corresponds?

- A. Manager 1
- B. Manager 2
- C. Manager 3
- D. Manager 4
- E. He\she does not closely correspond to any of them.

21. How often do you feel nervous or tense at work ?

- 1. I always feel this way
- 2. Usually
- 3. Sometimes
- 4. Seldom
- 5. I never feel this way

22. How frequently, in your work environment, are subordinates afraid to express disagreements with their superiors ?

- 1. Very frequently
- 2. Frequently
- 3. Sometimes
- 4. Seldom
- 5. Very seldom

23. How long do you think you will continue working for the organization or company you work for now ?

- 1. Two years at the most
- 2. From two to five years
- 3. More than five years (but probably I will leave before I retire)
- 4. Until I retire

## Questionnaire on Cultural Issues

Please indicate your degree of agreement or disagreement with the following statements:

- |   |
|---|
| 1-Strongly agree<br>2-Agree<br>3-Undecided<br>4-Disagree<br>5-Strongly disagree |
|---|

- \_\_\_\_\_ 1. Most people can be trusted.
- \_\_\_\_\_ 2. Staying with one employer for a long time is usually the best way to get ahead.
- \_\_\_\_\_ 3. Most organizations would be better off if conflict could be eliminated forever.
- \_\_\_\_\_ 4. Those who have been successful in life should help those who have been less successful.
- \_\_\_\_\_ 5. The main reason for having a hierarchical structure is so that everyone knows who has authority over whom.
- \_\_\_\_\_ 6. Decisions made by individuals are usually of higher quality than decisions made by groups.
- \_\_\_\_\_ 7. One can be a good manager without having precise answers to most of the questions that subordinates may raise about their work.
- \_\_\_\_\_ 8. Parents should stimulate their children to try to be the best in class.
- \_\_\_\_\_ 9. It is desirable that management authority can be questioned.
- \_\_\_\_\_ 10. The employee who quietly does his or her duty is one of the greatest assets of an organization.
- \_\_\_\_\_ 11. An organization structure in which certain subordinates have two bosses should be avoided at all costs.
- \_\_\_\_\_ 12. Competition between employees usually does more harm than good.

Please indicate your degree of agreement or disagreement with the following statements:

- |   |
|---|
| 1-Strongly agree<br>2-Agree<br>3-Undecided<br>4-Disagree<br>5-Strongly disagree |
|---|

- \_\_\_\_\_ 13. Today there seems to be an authority crisis in organizations.
- \_\_\_\_\_ 14. A husband and wife should have the same opinion on major political and religious issues.
- \_\_\_\_\_ 15. In order to have efficient work relationships, it is often necessary to bypass the hierarchical lines.
- \_\_\_\_\_ 16. Good personal relationships at work are more important than a high income.
- \_\_\_\_\_ 17. It is all right for young people to be critical of their teachers.
- \_\_\_\_\_ 18. The individual who pursues his or her own interest makes the best possible contribution to society as a whole.
- \_\_\_\_\_ 19. A company or organization's rules should not be broken not even when the employee thinks it is the company's best interest.
- \_\_\_\_\_ 20. When people have failed in life it is often their own fault.
- \_\_\_\_\_ 21. Quite a few people have an inherent dislike of work and will avoid it if they can.
- \_\_\_\_\_ 22. Parents should be satisfied when their children grow up towards independence from them.
- \_\_\_\_\_ 23. Conflicts with our opponents are best resolved by both parties compromising a bit.



Please indicate your degree of agreement or disagreement with the following statements:

- |   |
|---|
| 1-Strongly agree<br>2-Agree<br>3-Undecided<br>4-Disagree<br>5-Strongly disagree |
|---|

- \_\_\_\_\_ 24. When a man's career demands it, the family should make sacrifices.
- \_\_\_\_\_ 25. I am flexible and continually adaptive to change.
- \_\_\_\_\_ 26. I am never trying out new ideas.
- \_\_\_\_\_ 27. I am never searching for fresh, new ways of looking at problems.
- \_\_\_\_\_ 28. I am always moving toward the development of new answers.

## *APPENDIX F*

### *Factor Structure with Orthogonal Rotation of the Multifactor Leadership Questionnaire*

	Factor Loading																				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	R <sup>2</sup>	
CHARISMA																					
1. makes me feel good when I'm around him or her.	78	15	03	-13	08	03	00	-17	-15	-00	10	10	-03	-04	-07	-03	-04	-11	-12	79	
8. makes me proud to be associated with him or her.	78	10	-09	-14	26	-05	02	-14	-03	-01	02	06	-13	08	06	03	03	08	00	78	
15. is someone in whom I have complete faith.	68	33	01	-09	02	24	05	06	-08	02	-10	-05	05	12	06	03	02	05	-16	72	
22. has a special gift for seeing what is really worthwhile for me to consider.	66	03	-18	-00	02	-39	03	27	-04	-06	05	-08	-03	22	-09	-04	-09	-08	-09	77	
29. is viewed as a symbol of success and accomplishments.	76	10	05	15	16	12	-06	18	-02	04	03	-06	05	21	03	03	-23	-05	-13	84	
36. has my respect.	66	-04	05	21	09	00	-27	-04	28	-32	-02	14	-02	-02	12	09	01	-15	-08	84	
43. shows enthusiasm for what I need to do.	85	05	-01	-07	16	-07	-00	01	-10	-13	03	02	-09	-09	15	-05	02	-11	-05	87	
50. has a sense of mission which she or he communicates to me.	79	-00	-04	-01	11	-08	-11	10	-17	14	-02	-03	00	21	-01	07	-13	02	10	81	
57. increases my optimism for the future.	75	21	08	04	15	-03	-05	24	-23	-09	-03	07	-07	02	10	-09	10	04	-07	84	
64. has my trust in his or her ability to overcome obstacle.	83	19	02	09	04	-03	01	-03	-13	12	-02	00	01	-07	03	-08	-03	-01	-16	83	
INSPIRATION																					
2. sets high standards.	62	00	12	-13	14	-23	08	11	-13	17	00	01	10	-29	18	-02	00	-09	08	74	
9. has a vision that spurs me on.	71	29	07	02	03	-04	-09	17	-12	-01	00	-05	09	13	02	07	02	09	08	81	
16. expresses our important purposes in simple ways.	-37	05	11	11	06	01	22	05	19	13	09	-06	-05	-05	08	05	00	-06	67	77	
23. develops ways to encourage me.	70	30	-06	-15	19	-11	-00	02	04	03	-15	-03	-02	-15	-06	08	-04	-10	19	77	
30. uses symbols and images to focus our efforts.	24	15	44	02	-05	-05	28	12	-21	13	09	-00	42	06	18	08	10	-24	16	79	
37. gives me encouraging talks	55	05	19	00	-07	01	47	28	-03	-16	-12	-12	02	-02	07	14	21	-03	-04	78	
44. communicates expectations of high performance to me.	02	-04	-03	05	10	-08	-13	20	12	17	-06	14	78	-02	-07	10	-13	03	-05	81	



	Factor Loading																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	R <sup>2</sup>
CONTINGENT REWARD																				
5. makes me feel comfortable about negotiating what I receive for what I accomplish, whenever I feel it is necessary.	13	-21	32	04	-09	-54	01	-02	03	-01	35	-14	-00	27	-14	06	-04	-18	-04	77
12. shows me that she or he recognize my accomplishments.	19	19	21	29	16	11	03	39	18	38	-03	-02	06	30	24	-08	-09	-08	06	77
19. makes sure there is a close agreement between what he or she expects me to do and what I can get from him or her for my effort.	53	04	14	-16	24	-18	-00	-01	-06	-00	24	-07	-29	-10	-14	-23	-07	07	-11	70
26. gives me what I want in exchange for my showing support for him or her.	12	31	64	13	10	03	09	-08	14	14	12	04	01	02	-04	-14	16	01	06	69
33. commends me when I do good work.	71	05	04	-11	-00	-16	36	-14	06	05	10	03	-08	-10	10	06	16	20	-13	85
40. sees that I get what I want in exchange for my cooperation.	52	20	09	05	60	-10	-00	12	-12	06	-06	11	14	-01	-07	10	02	-06	-08	81
47. lets me know that I can get what I want if we work as we agreed.	49	45	05	14	22	-05	07	-04	-19	12	09	-02	14	-24	08	22	10	-04	-30	84
54. gives me a clear understanding of what we will do for each other.	26	05	06	07	76	10	19	-07	18	01	-00	-08	02	06	-00	24	-06	09	05	84
61. points out what I will receive if I do what needs to be done.	17	10	19	23	22	-06	73	05	11	03	02	03	-11	-04	02	05	-04	-03	12	77
68. praises me when I do a good job.	57	21	-05	-01	-00	01	39	04	11	12	44	-06	01	04	09	03	07	06	-06	79
MANAGEMENT-BY-EXCEPTION																				
6. is content to let me do my job the same way I've always done it, unless changes seem necessary.	15	02	00	00	04	-09	-02	-05	-05	02	18	-04	00	81	02	01	10	-08	-03	75
13. avoids trying to change what I do as long as things are going along smoothly.	09	03	03	07	-06	-01	-03	03	-06	02	-02	88	-13	-10	-02	03	-02	08	-00	85
20. is satisfied with my performance as long as the established way work.	-39	-09	17	00	-03	03	09	13	63	-05	-02	03	05	-10	15	01	-03	09	03	68
27. shows that he or she is a firm believer in "if it ain't broke, don't fix it".	-03	-01	84	06	-12	02	02	13	-01	03	-09	-11	-01	-05	02	20	01	-03	05	80
34. avoids intervening except when I fail to meet objectives.	02	02	15	76	18	-05	07	11	-00	04	-10	08	-07	04	05	05	18	14	02	75
41. focusses attention on irregularities, mistakes, exceptions, and deviations from what is expected of me.	78	-02	-02	19	-10	-13	-04	16	07	-04	03	-05	-01	02	06	-01	-18	01	-05	77
48. does not try to make improvements as things goes smoothly.	20	00	08	06	21	-09	08	-01	01	-03	02	-00	10	01	-00	81	13	-09	00	81
55. a mistake has to occur before he or she takes action.	45	13	17	14	16	07	05	34	-16	15	-07	-15	17	13	-04	30	-12	31	11	78
62. concentrates his or her attention on failures to meet expectations or standards.	00	03	11	00	-02	05	05	82	14	-04	09	05	14	-07	22	-00	-01	-01	00	77
69. arranges to know when things go wrong.	65	17	05	-00	-19	-08	-08	16	17	18	-05	06	04	02	-25	30	-00	13	-02	79

