
Doing More With Less

Exploring Emotional Intelligence, Visionary Leadership, and Organizational Citizenship Behavior in Continuing Higher Education

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By Way of Background

- I have worked in continuing higher education (CHE) since 1993.
 - I have had an interest in emotional intelligence since Daniel Goleman's book by the same name came out in 1995.
 - I have had an interest in leadership since about 2001.
 - My dissertation research enabled me to combine all three of my interests and do a study that helps CHE.
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Need for the Study

- As more and more students are served by continuing higher education programs, the role of the continuing higher education leader will grow in importance.
 - Interestingly, little research has been done about these increasingly important leaders (Pearce, 1991; Workman, 1998).
 - Disconcerting is the fact that “almost all deans come to their positions without training in management or administration” (Workman, p. 16).
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Need for the Study

Turbulent Times

- According to Apps (1994), CHE has unique demands that make it a complex, rapidly changing environment in which good leadership is paramount.
 - According to Phillip Greasley (2005), a former president of ACHE, CHE faces political, social, and economic challenges on global, national, and local levels.
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Times are Challenging for Continuing Higher Ed.

Global Trends

- World population growth and global trends in science and engineering:
 - -For example, engineering degrees awarded in the U.S. are down 20% since 1985
 - Growth of distance learning and online learning
→ call to ensure quality as degree mills are a growing global phenomenon
 - Global economy → jobs overseas
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Times are Challenging for Continuing Higher Ed.

National Trends

- -Jobs overseas → need to learn new skills
 - -Shift from lifelong employment with single employer to lifelong learning and multiple employers
 - -84% of college students in the U.S. study part-time, work full- or part-time, live off campus, and have dependents. These are the new “traditional” students (Stokes, 2006).
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Times are Challenging for Continuing Higher Ed.

Local Trends

- Steady decline in financial support provided by state governments since 1979
 - Entrance of for-profit, degree-granting institutions into the market
 - Students want to learn anytime, anyplace, at a rapid pace and they shop around for the best deal
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The Bottom Line

- Continuing higher education leaders are expected to do more with less.



Leadership in Turbulent Times

- Apps (1994) and Sashkin & Sashkin (2003) say that turbulent times call for excellent leadership.



What is Excellent Leadership?

- For the better part of the 20th century, scholars attempted to describe or prescribe the phenomena that comprise good leadership.
 - Four major approaches to examining leadership emerged:
 - 1. Trait approach (Stogdill, 1948)
 - 2. Behavioral approach (Blake & Mouton, 1964, 1995)
 - 3. Situational/contingency approaches (Hersey & Blanchard, 1969; House, 1971; Graen, 1976)
 - All of these approaches offered some insight into leadership effectiveness, but each failed as a stand-alone leadership model.
 - Most of the research in the 20th century focused on good management, not leadership.
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What is Excellent Leadership?

- In 1978, James MacGregor Burns pioneered a fourth approach—a paradigm shift away from hierarchical forms by introducing transformational leadership.
 - It transforms the leader, the follower, and the organization. It raises leaders and followers to higher levels of morality and it causes followers to abandon self-interest in favor of the interests of the organization.
 - Such transformational leaders are visionary leaders.
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Visionary Leadership

- Like transformational leadership, visionary leadership views leaders and followers as whole persons considering affective, cognitive, and behavioral dimensions.
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Visionary Leadership

- A derivative of TL, which has received a lot of praise and attention in the leadership literature.
 - Sashkin & Sashkin's (2003) model of VL is the most comprehensive leadership model to date.
 - It takes the best components of:
 - Trait
 - Behavioral
 - Situational
 - Transformational approaches
 - synthesizes them into a new approach that is comprised of four leadership characteristics and four behaviors.
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Visionary Leadership

■ Behaviors

- Communication
- Trust (credibility)
- Caring
- Creating opportunities (risk)

■ Characteristics

- Self-confidence
 - Empowerment orientation
 - Vision (cognitive capability)
 - Organization context (culture-building)
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ABC's of Transformational Leadership

Characteristics

These three letters represent the three central aspects of human nature:

- A is for *affect* or, in other words, emotion and feelings.
 - B is for *behavioral intent*, that is, the confidence to act.
 - C is for *cognition*, or thought, the basis for vision.
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Could Emotional Intelligence Play a Role?

- Emotional intelligence is:
 - "The ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth" (Mayer & Salovey, 1997)
 - Emotional intelligence also is comprised of affective and cognitive dimensions.
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Relationship Between EI & VL

- Given the common affective and cognitive bases of EI & VL, it seemed logical to explore the relationship between the two constructs.
 - Mayer, Salovey, & Caruso (2004) assert that EI can predict important organizational outcomes such as increased follower commitment and decreased follower resistance to change.
 - VL is a derivative of TL. More is known about the outcomes of TL than its antecedents. The same can be said for VL.
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So What?

- Even if there is a relationship between EI & VL, what does that tell us?
 - This study took one more step in an attempt to answer that question by exploring the *outcomes of visionary leadership* in the context of CHE.
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Known Outcomes of VL

- According to Sashkin and Sashkin (2003), research has demonstrated a relationship between VL, as measured by the TLP, and important organizational outcomes such as:
 - Managerial financial goal attainment in a bank (Sashkin, Rosenbach, & Mueller, 1994)
 - Retail sales per square foot (Colyer, 1996)
 - Student performance in high school (Major, 1988)
 - Hospital patient satisfaction scores (Sawner, 2000)
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Potential Outcome of Visionary Leadership

- This study sought to explore if there is a relationship between VL and another important organizational outcome—organizational citizenship behavior (OCB).
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Organizational Citizenship Behavior

- Organ, Podsakoff, & MacKenzie, (2006) define OCB as:
 - "Individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system, and in the aggregate promotes the efficient and effective functioning of the organization."
 - Good soldiers
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So What?

- Bass (1985) claimed that transformational leadership spurs followers to perform beyond expectations—above and beyond call of duty—to produce extraordinary effort.
 - This study tested Bass's claim. It seemed plausible that leaders who are higher in VL, which is rooted in TL, will have followers who are higher in OCB.
 - This is important because a key principle of Organ's (1988) original definition of OCB is that, when aggregated over time and people, OCB enhances organizational effectiveness.
 - Increased organizational effectiveness is all good for CHE leaders who are trying to do more with less.
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$$3C \times 2B = ???$$

- It is notable that the three main constructs in this study—emotional intelligence, visionary leadership, and organizational citizenship behavior—all share affective and cognitive bases. This provide a thought-provoking opportunity for comparative analyses.
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Background Summary

- Sashkin & Sashkin call their visionary leadership model “Leadership that matters” because it makes a difference in the lives of followers, leaders, and organizations.
 - This study sought to explore possible antecedents to and outcomes of this important construct in the context of an environment that is facing turbulent times.
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**Leader
Emotional
Intelligence**



**Visionary
Leadership**



**Organizational
Citizenship
Behavior**

Research Questions

The first 3 RQs inquired about the descriptive nature of the three research constructs:

1. What are the levels of emotional intelligence abilities of continuing higher education leaders in the United States as reported by the leaders?
 2. What are the levels of visionary leadership of continuing higher education leaders in the United States as reported by the leaders and their observers?
 3. What are the levels of employee organizational citizenship behaviors in continuing higher education in the United States?
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Research Questions

The 4th RQ asked if there is a difference between leaders' self-ratings of visionary leadership and those of their observers:

4. Are there differences between the continuing higher education leaders' self-ratings of visionary leadership and those reported by their observers?
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Research Questions

Questions 5-8 inquired about possible causal relationships between the variables:

5. Is there a relationship between leader emotional intelligence and visionary leadership for continuing higher education leaders?
6. Is there a relationship between visionary leadership and employee organizational citizenship behavior in continuing higher education?
7. Is there a relationship between leader emotional intelligence and employee organizational citizenship behavior in continuing higher education?

Research Questions

8. Is there a relationship between the *interaction effect* of emotional intelligence & visionary leadership and employee organizational citizenship behavior in continuing higher education?
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**Leader
Emotional
Intelligence**



**Visionary
Leadership**



**Organizational
Citizenship
Behavior**

Methodology

- This was a quantitative, cross-sectional study using survey research.
 - All participants were invited and participated online.
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Participants

- Combed through the databases of the two prominent continuing higher education organizations—ACHE and UCEA—to identify the senior CHE leader and his/her contact information
 - Typically, this individual had the title of Director, Associate Dean, Dean, Vice President, Associate Provost, etc.
 - Dean (21) and Director (10) most common
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Participants

- Sent 455 invitations via email.
 - 41 CHE leaders participated with observers
 - 181 observers participated
 - 13 CHE leaders participated alone
 - 54 total CHE leaders participants
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Instruments - EI

- ***Mayer, Salovey, Caruso Emotional Intelligence Test (MSCEIT)*** (Mayer, Salovey, & Caruso, 2002)
 - -The MSCEIT is an objective, ability-based measure of emotional intelligence.
 - -The MSCEIT is comprised of 141 items and it takes 30-45 minutes to complete (Mayer, Salovey, & Caruso).
 - -The MSCEIT measures four branches of emotional intelligence—perceiving emotion, facilitating emotion, understanding emotion, and managing emotion.
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Instruments - VL

- ***The Leadership Profile (TLP) (Sashkin & Rosenbach, 1996)***
 - The Leadership Profile (TLP) is a 50-item, 360-degree instrument that measures leadership behaviors and characteristics on 10 specific dimensions. It takes approximately 15 minutes to complete the survey.
 - Leaders' self-assessments are compared with the average perceptions of five or more "observers" who were asked to respond to the same 50-item instrument.
 - Leaders and "observer" respondents they select are assigned codes that enable them to access and complete the TLP on-line.
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Instruments - OCB

- ***Organizational Citizenship Behavior*** (Podsakoff, MacKenzie, Moorman, & Fetter, 1990)
 - A 24-item instrument to assess five dimensions of OCB. The five dimensions are altruism, conscientiousness, sportsmanship, courtesy, and civic virtue. All five scales have five items except civic virtue, which has four items.
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Data Analysis

RQ1 – Levels of EI

- More than half of the leaders had scores that fell in the “low average score” (20, 37%) to “high average score” (10, 18.5%) range.
 - Eleven (20.4%) leaders scored in the “competent” range.
 - Twelve (22.2%) of the continuing higher education leaders in this study scored in the “consider improvement” emotional intelligence quotient range.
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Data Analysis

RQ2 – Levels of VL (Leaders' Self-Ratings)

- The TLP uses a 5-point Likert-type scale, with responses ranging from 1 (*To a very little extent*) to 5 (*To a very great extent*).
 - The TLP scale with the lowest mean score of the leaders' self-ratings was visionary leadership ($M = 3.77$).
 - The scale with the highest mean score was credible leadership ($M = 4.54$).
 - The overall TLP mean score was 4.07.
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Data Analysis

RQ2 – Levels of VL (Observers' Ratings)

- The TLP scale with the lowest mean score of the observers' ratings of leaders was follower-centered leadership ($M = 3.72$).
 - The scale with the highest mean score was credible leadership ($M = 4.30$)
 - The overall TLP mean score was 4.03.
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Data Analysis

RQ3 – Levels of OCB

- The OCB uses a 7-point Likert-type scale, with responses ranging from 1 (*Strongly Disagree*) to 7 (*Strongly Agree*).
 - The scale with the lowest mean score of the employee OCB was civic virtue ($M = 5.57$).
 - The scale with the highest mean score was conscientiousness ($M = 6.11$).
 - The overall OCB mean score was 5.82.
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Data Analysis

RQ4 – Differences Between Leaders' and Observers' Ratings of VL

- Naturally, there were differences in ratings for all 10 TLP scales.
 - Paired-samples *t*-tests were used to answer the RQ.
 - Of the six scales wherein leaders rated themselves higher than observers did on the TLP, two were statistically significant (Credible leadership and Caring leadership scales).
 - In addition, of the four scales wherein leaders rated themselves lower than observers did, one was statistically significant (Confident leadership scale).
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Data Analysis

RQ5 – Relationship Between Leader EI and VL

- There is not as much of a relationship between EI and VL as I thought there might be.
 - There was only one statistically significant correlation, between the Managing Emotions branch of the MSCEIT and the Credible Leadership scale of the TLP.
 - No variables appeared in the regression model.
 - Why this surprising result?
 - →Instrumentation Issues with prior studies using EQ-i or ECI and MLQ
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Data Analysis

RQ6 – Relationship Between Leader VL and OCB

- There were numerous significant relationships between VL and OCB.
 - →9 of the 10 TLP scales correlated positively with at least 1 of the 5 OCB scales, with most correlating with several.
 - In fact, 40 of 60 cells contained statistically significant correlations with most coefficients ranging from .30 to .47.
 - Linear regression revealed that overall TLP was a significant predictor of overall OCB, accounting for 25% ($R^2 = .25$) of the variance in OCB in the model.
 - Not a surprising result because of Bass's assertions.
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Data Analysis

RQ7 – Relationship Between Leader EI and OCB

- There was a small relationship between EI and OCB.
 - MSCEIT Using Emotions branch correlated positively with the OCB Conscientiousness scale
 - MSCEIT Emotional Reasoning area correlated positively with overall OCB
 - MSCEIT Managing Emotions branch correlated positively with 4 of the 5 OCB scales
 - Linear regression revealed that the MSCEIT Managing Emotions branch was a significant predictor of overall OCB, accounting for 19% ($R^2 = .19$) of the variance in OCB in the model.
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Data Analysis

RQ8 – Interaction effect of EI & VL on OCB

- Interesting that individually EI and VL each relate to OCB, but collectively there is no synergistic relationship.
 - Might mean that the variables do not mediate or moderate each other.
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Summary

- Overall, the findings of this study provide valuable information for continuing higher education leaders who are challenged to do more with less. The findings of this study suggest that colleges and universities should strive to enhance their continuing higher education leaders' emotional intelligence abilities and especially their visionary leadership behaviors and characteristics.
 - The good news is that these abilities, behaviors, and characteristics can be developed in individuals.
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Questions?

- If you would like a copy of this presentation, send an email message to me:
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