AN ANALYSIS AS TO THE CAUSATION OF LEADERSHIP
STYLE BASED UPON VALUE SYSTEM
DETERMINANTS

DISSERTATION

Presented to the Graduate Council of the
University of North Texas in Partial
Fulfillment of the Requirements

For the Degree of

DOCTOR OF PHILOSOPHY

By

Rodney E. Hilpirt, B.B.A., M.S.
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Hilpirt, Rodney, E., *An Analysis as to the Causation of Leadership Style Based Upon Value System Determinants.*

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Leadership behavior has been a popular research topic for many years. Much of this research has focused upon the identification of leader behavior that is interactional or determined by the situation which influences leadership style. Current leadership theories raise the question of the relationships between leadership behavior and personal work values. The problem of this research is to investigate the relationship of leadership style with an individual's values for working.

The purpose of this study is to examine the relationship between variables which characterize leadership styles and variables related to working values. The hypotheses hold that work values will correlate positively with leadership style.

Data were collected through the administration of three research instruments to ninety-two managers of five business firms. The instruments were the participant cover letter providing demographic characteristics, Leader Behavior...
Analysis II identifying style of leadership, and Values for Working identifying personal work values.

Coefficients of determination were calculated to identify possible relationships between leadership style and personal work values. No significant statistical correlation was found. The conclusion is that leadership style appears to be a function of something other than an individual's work values.
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CHAPTER I

INTRODUCTION

Understanding the concept of leadership may be likened to understanding the concept of relativity; that is, despite their unquestioned importance, most of us know little about each. The study of leadership has not suffered from a lack of attention, for more has probably been written about the leadership phenomenon than any other single management theme. Few would disagree that there are as many definitions of leadership as there are individuals attempting to define it (24).

Stodgill (23) suggests that the leadership phenomenon is as empirically obvious as it is theoretically elusive by defining it as: a person possessing a large number of desirable personality and character traits, a personality and group phenomenon, a social process in which one assumes dominance over others for the attainment of a specified goal or goals. Leadership, then, may be thought of as a category of behavior influenced by values and personality.

Leadership behavior, therefore, is those actions demonstrated by a leader in directing and coordinating the activities of others. Leader behavior should be understood as encompassing a wide range of activities, including
structuring, work, organizing teams, praising and criticizing, and showing consideration (9).

Within the last six decades, leadership theorists have mainly focused on the characteristics of leadership, exhibited leadership behavior, and those situational factors which determine effective approaches to leadership in terms of style. These approaches to explaining leadership theory are known as trait theory (4, 10, 15, 23); leader behavior theory (23), and contingency-situational theory (9, 14, 25), respectively.

Leader trait theory seeks to identify those traits thought to be widely shared among great leaders. While some of the early findings indicated that clusters of similar traits were to be found among successful leaders, contemporary thought is that although some traits may enhance effectiveness of those in positions of leadership, these traits do not guarantee success (17).

Leader behavior theory focuses on what a leader does and emphasizes the relationship between style of leadership and satisfaction of subordinates. Two categories of leadership behavior have been identified: (1) that which is task oriented and (2) that which is people oriented.

Contingency-situational theory suggests that effective leaders exhibit behaviors as determined by type of situation, task involved, type of subordinate, and decision
involved. This, in turn, is reflected by the type of relationship between leader and subordinate (3).

Although the concept of leadership has been examined in more than three thousand studies, the theory that best explains effective leadership remains elusive (26). Writers are even questioning what, if anything, has been learned from the extensive studies of leadership. For example, Pfeffer (20) questions whether leaders have any impact on the performance of the organization; Gibb (11) argues that leadership is not determined by situation; Miner (18) questions leadership as a concept; and Dubin (6) finds little correlation between leadership behavior and gains in productivity.

Although a consensus about the theory which best explains effective leadership is lacking, many studies conclude that certain styles of leadership are appropriate to certain situations, and therefore a "style" can be learned. This approach suggests that style of leadership is a "value" concept which expresses attitudes through inferences and assumptions about leader behavior.

Rationale of the Study

While numerous writers (21, 22) have supported the need to identify specific attributes of leadership through research, they have done so relying on the notion that behavior of leaders is interactional or determined by the
situation, which influences style of leadership. Research has done little to support the interactional notion of leadership style; that is, style of leadership and interpersonal behavior are related. In fact, one study concludes that leadership style and interpersonal behavior are not related and suggests that they are separate and distinct concepts (1).

While there are several studies on the relationship between interpersonal values and managerial effectiveness, none have linked values to leadership style, and the majority of the research deals with interpersonal value relationships (2, 7, 8, 12, 17, 19). With that in mind, the objective of this study is to investigate the relationship between style of leadership and the leader's value system. In this context, values explain why a leader behaves in a certain manner, hence, they are determinants of style.

This study does not deal with interpersonal behavior; therefore, the instruments selected for this research had to be capable of identifying an individual leader's values and leadership style. To that end, the Values for Working and the Leader Behavior Analysis II questionnaires were selected as research instruments.

Purpose of the Study

The purpose of this study is to examine the relationship between variables which characterize leadership styles
identified by the Leader Behavior Analysis II and variables related to values identified by the Values for Working questionnaires.

Statement of the Problem

The problem of this study concerns the relationship between a leader's value system and generally accepted identifiable leadership styles.

Methodology

Survey Instruments

Three survey instruments were completed by each participant.

1. The participant cover letter collected demographic data.

2. The Leader Behavior Analysis II collected information that identified a leader's style of leadership.

3. The Values for Working developed data regarding a leader's value-system orientation.

This research study involved hypothesis testing in the sense that the researcher sought to test for the existence of a potential relationship between a leader's value system and leadership style.

Samples of each instrument are included in Appendices A, B, and C. The survey instruments did not ask for the participants' names; therefore, complete anonymity was assumed for all participants.
Population

The sample population consisted of exempt employees in a direct supervisory role employed by five corporations. The five organizations were selected because each company was in the midst of a major organizational change with a management development program in place which required the managers' completion of the research instruments during one of the training sessions. The sample size was estimated to be approximately one hundred individuals.

Statistical Procedure

For the purposes of this study, it was assumed that the sample population was normal and that variances were not heterogeneous. Therefore, parametric statistics were used to analyze and test the data.

The Statistical Package for the Social Services (SPSS + 3) at the University of North Texas was utilized for data analysis. For this study, the technique of hierarchical multiple regression analysis was utilized. This allowed the causal priority of each independent variable to be examined.

Hypotheses

The following hypotheses are tested in this study:

$H_1$: A manipulative value system as identified by the *Values for Working* will be positively related to an S-1
leadership style as identified by the Leader Behavior Analysis II.

H$_2$—A manipulative value system as identified by the Values for Working will be positively related to an S-2 leadership style as identified by the Leader Behavior Analysis II.

H$_3$—A manipulative value system as identified by the Values for Working will be positively related to an S-3 leadership style as identified by the Leader Behavior Analysis II.

H$_4$—A manipulative value system as identified by the Values for Working will be positively related to an S-4 leadership style as identified by the Leader Behavior Analysis II.

H$_5$—A sociocentric value system as identified by the Values for Working will be positively related to an S-1 leadership style as identified by the Leader Behavior Analysis II.

H$_6$—A sociocentric value system as identified by the Values for Working will be positively related to an S-2 leadership style as identified by the Leader Behavior Analysis II.

H$_7$—A sociocentric value system as identified by the Values for Working will be positively related to an S-3 leadership style as identified by the Leader Behavior Analysis II.
$H_8$—A sociocentric value system as identified by the Values for Working will be positively related to an S-4 leadership style as identified by the Leader Behavior Analysis II.

$H_9$—An existential value system as identified by the Values for Working will be positively related to an S-1 leadership style as identified by the Leader Behavior Analysis II.

$H_{10}$—An existential value system as identified by the Values for Working will be positively related to an S-2 leadership style as identified by the Leader Behavior Analysis II.

$H_{11}$—An existential value system as identified by the Values for Working will be positively related to an S-3 leadership style as identified by the Leader Behavior Analysis II.

$H_{12}$—An existential value system as identified by the Values for Working will be positively related to an S-4 leadership style as identified by the Leader Behavior Analysis II.

**Definition of Terms**

The following terms have been defined for the purposes of this study.
Values are constructs representing patterns of learned beliefs that are relatively enduring and considered important by an individual.

Value system depicts a specific behavioral activity.

Leadership style represents a pattern of learned leadership behavior.

High task-low relationship behavior or high directive and low supportive behavior (S-1 style) represents behavior characteristic of the leader who defines the roles and tasks of subordinates (4, 13).

High task-high relationship behavior or high directive-high supportive behavior (S-2 style) represents behavior characteristic of the leader who attempts to gain the support of subordinates for decisions that are leader directed (5, 13).

High relationship-low task behavior or high supportive and low directive behavior (S-3 style) represents behavior characteristic of the leader who is participative and facilitative (5, 13).

Low relationship-task behavior, or low supportive and low directive behavior (S-4 style) represents behavior characteristic of the leader who delegates responsibility decisions and only exercises general supervision (5, 13).

Conformist value system refers to enforcing an organization's rules and policies to avoid discipline problems and trying to improve everyone's working conditions (16).
Manipulative value system refers to utilizing people for maximum short-term productivity (16).

Sociocentric value system refers to trying to create a pleasant and supportive work environment in which all are treated equally (16).

Existential value system refers to allowing an open environment in which everyone can develop and achieve personal goals with minimum supervision (16).

Summary

This study is concerned with the relationship between a leader's value system and leadership style. Chapter II presents a review of the relevant literature. Chapter III details the methodology and findings. Chapter IV offers the conclusions and presents recommendations for further study.
1. Allen, Billie. 1987. A construct validation study of the relationship between interpersonal behavior styles as described by the social style of behavior profile and leadership styles as described by the leader behavior analysis. Ph.D. diss., University of North Texas.


CHAPTER II

RELATED RESEARCH AND LITERATURE

Introduction

Leadership, leader style, and leader behavior comprise an almost inexhaustible supply of published material dealing with the study of each. A comprehensive analysis and review of these studies is beyond the scope of this project. For this project, emphasis will be on the chronological development of leadership theory as it pertains to an enhanced understanding of leadership style and behavior. Additionally, research relating to the notion of values and value systems will be contained in this chapter.

Those leadership concepts that gave rise to early leadership theories will initially be discussed. The second section will focus on leader behavior research which sought to identify styles of leadership and the remaining sections will examine contingency-situational leadership theories and value-based leadership.

Early Leadership Concepts

The historical concept of leadership was based upon a leadership role in a religious setting. Prophetic individuals such as Muhammad, Moses, Jesus, and others have inspired and mobilized thousands of followers. Thus, a
solitary, inspirational persona was the essence of leadership (39).

The concept of the personalization of leadership contributed the ideas of leader status and hierarchy. A leader had power through status and position (40). Consequently, early literature on leadership suggests the image of a leader as an entity endowed with magical attributes and occupying a status position in relation to other individuals.

**Great Man Theory**

Because history is personalized through stories of leadership by which outstanding leaders determined the course of history, the earliest accepted theory of leadership was the great man theory. Accordingly, great leaders possessed the dissimilar characteristics of task-oriented behavior and the ability to be concerned for their followers (6). Individuals showing both qualities at the same time were revered as great men and would be great leaders regardless of the situation. This theory assumed that great leaders were born with these qualities indicating that leadership was not a behavior to be learned.

The idea that great man qualities could not be learned and the work of early behavioral psychologists led to studies which sought to identify those traits which were
common to great leaders. This led to the trait theory of leadership.

Trait Theory

The trait approach to leadership was based on the notion that there were certain personal characteristics or qualities that separated natural leaders from the general populace. These early studies focused on a search for universal traits related to leadership. It was believed that universal traits were physical, mental, and personality-based. There were some research-based conclusions that good leaders tended to be physically attractive, possessed above-average intellect, and were well liked (32).

The trait approach grouped all successful leaders together without a concern for the specific situations of each and were plagued with weak and inconsistent findings. Because of this, researchers began to question the existence of leadership traits and the necessity for further study. Jennings suggests that after fifty years of research, no single leadership trait, or set of traits could distinguish leaders from nonleaders (24).

Because the trait approach had almost no analytical or predictive value, research began to focus not on the character of a leader but on what a person does that makes that person an effective leader. Many of the resulting studies focused on the behavior of a leader interacting with
subordinates. The research sought to identify leadership styles and the relationship between style and subordinate satisfaction.

**Behavioral Theories of Leadership**

**The Iowa Studies**

Many consider the studies of Kurt Lewin and his associates at the University of Iowa in the 1930s to be the most widely known works in leadership that launched the scientific study of leadership (45). The focus of the studies was to analyze the effects of laissez-faire, democratic, and autocratic styles of leadership on the behavior of children organized into four, hobby-club groups.

The laissez-faire leader abdicated responsibility to lead and only provided help when asked. The democratic leader involved the group in the decision-making process and encouraged upward communication. The authoritarian leader decided what was to be done and how, and directed the group to implement orders. The Iowa studies showed that the groups led by democratic leaders had more group commitment and unity and less aggression and apathy than the two other groups (30).

**The Anderson Studies**

While the Iowa studies were conducted in an experimentally-manipulated group environment, Anderson and Brewer (4), in the early 1940s, focused on real life situations by
examining the behavior of teachers and their pupils in several classrooms. The naturally-occurring variations in leadership styles were characterized as either dominate or socially integrative.

The definition of a dominative leader was similar to the authoritarian leader, and an integrative leader was similar to a democratic leader. The study concluded that the behavior of the students in the integrative teacher environment was more productive compared to the dominative teacher environment where there was a much higher percentage of unproductive behavior.

The Anderson studies reinforced the findings of the Iowa studies of leadership style in an entirely different context and set the stage for numerous studies based on a continuum of leadership style. Models were developed such as authoritarian versus democratic, task-oriented versus socioeconomic, and employee-centered versus production-centered.

The Ohio State Studies

The Ohio State studies, beginning in the early 1940s, consisted of a series of research projects with the principal focus of identifying the basic dimensions of leadership behavior in a business, military, and educational environment (41). Based on the statistical analyses of over 1,500 behavior descriptions, a two-dimensional explanation of
leadership behavior emerged. Halpin (16) identified the two dimensions as initiating structure and consideration.

Consideration is behavior which is indicative of respect, warmth, friendship, and mutual trust. Initiating structure is behavior which organizes and defines roles or relationships and ways of getting the job done. In order to gather data about leader behaviors, the Ohio State staff developed the Leader Behavior Description Questionnaire (LBDQ). This instrument was completed by the leader's superiors, subordinates, and peers. In addition, the staff developed the Leader Opinion Questionnaire (LOQ) which was completed by leaders as a self-perception of their own leadership style.

The Ohio State studies found that leadership behavior did not fit on a single-dimensional continuum. Initiating structure and consideration were separate and distinct dimensions. These studies enabled leader behavior to be plotted on two separate axes or a grid format rather than on a continuum as illustrated in Figure 1.

The Michigan Studies

During the early 1950s, a major program of research on leadership behavior was being carried out at the University of Michigan. In a wide variety of industrial situations, the focus was the study of leadership by locating clusters
The research led to the identification of two independent dimensions called Employee Orientation and Production Orientation. An employee-oriented leader stresses the relationships aspect of the job while the production-oriented leader emphasizes the technical and production aspects of the job. These two orientations parallel the authoritarian (task) and democratic (relationship) concepts (27).

The Four-Factor Leadership Theory

After a detailed reexamination of the findings in the earlier Ohio State and Michigan studies, Bowers and Seashore (11) in the mid 1960s determined that a great deal of conceptual content was consistent in the various research programs. This led to a four-dimensional analysis of
leadership behavior. The four dimensions of leadership behavior are support, interaction facilitation, goal emphasis, and work facilitation.

Support behavior enhances another's feelings of self-worth. Interaction facilitation behavior encourages individual group members to develop mutually satisfying relationships. Goal-emphasis behavior stimulates enthusiasm for meeting group performance objectives. Work-facilitation behavior helps the group achieve performance goals by planning, scheduling, coordinating, and providing materials and resources.

The Ohio State and Michigan studies and subsequent similar research stemmed the tide of leader trait theories toward leader behavior theories. Generally, these studies which focused on leader behavior suggested that there were multidimensional leadership styles. These distinct styles were task-oriented, production-centered, instrumental, initiating-structure, employee-oriented, people-centered, expressive, and initiating-structure, to name a few.

Further advances in leadership theories have been made by research projects that are interactional in scope. This approach is the contingency-situational theory of leadership. Essentially, leaders engage in behaviors reflecting characteristics of the situations they are in, including the types of subordinates, decisions, tasks, and organizations involved (45).
Situational-Contingency Theories of Leadership

Fiedler's Contingency Theory

Fiedler (12) recognized that while one form of leadership was associated with effective group performance in some circumstances, there were circumstances in which a quite contrary form seemed most effective. Fiedler, therefore, developed a contingency model of leadership effectiveness.

Fiedler defined leadership style as the extent to which a leader is task-oriented versus relationship-oriented. Leadership style was contingent upon three critical situational determinants. These were identified by Fielder as (1) leader-member relations, (2) task structure, and (3) position power (13).

On the basis of a number of studies, Fielder concluded that if the situational determinants or variables were very favorable or very unfavorable to the leader, then a task-oriented leader was most effective. On the other hand, a relationship-oriented leader performs best in situations that are intermediate in favorableness (18). His emphasis on restructuring the environment to improve leadership is unique, but the selection of subordinates to fit the manager is most unrealistic.

Path-Goal Theory

The path-goal theory of leadership, developed by Robert House (20), is based on expectancy-motivation theory and the
concepts of consideration and initiating structure. The theory attempts to explain the complexities of leadership style based on the idea that the leader is the major influence on subordinates' work goals, personal goals, and the paths to goal attainment.

The effective leader is thus one who clarifies and expedites the path to a subordinate's goal. The theory suggests that four leadership styles are used by the same leader in different situations (21). The four styles are (1) directive, (2) supportive, (3) participative, and (4) achievement-oriented.

Managerial Grid Theory

A variation of the two-dimensional approach was developed by Blake and Mouton (6). The authors proposed that leadership style could be plotted on a two-dimensional grid expressed in terms of concern for people and concern for production, corresponding to consideration and initiating structure illustrated in Figure 2.

One purpose of the grid is to help leaders define that style which is dominant in them. The grid theory is widely used in the workplace because it is a confluence of several streams of past studies and it presents an uncomplicated and practical way of expressing the amount of theoretical knowledge available.
<table>
<thead>
<tr>
<th>Concern for Production</th>
<th>Concern for People</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>Low</td>
</tr>
<tr>
<td>1-1</td>
<td>1-1</td>
</tr>
<tr>
<td>High</td>
<td>High</td>
</tr>
<tr>
<td>9-9</td>
<td>9-9</td>
</tr>
<tr>
<td>(Country Club)</td>
<td>(Team)</td>
</tr>
<tr>
<td>5-5</td>
<td>(Middle of road)</td>
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</table>

Fig. 2. The managerial grid leadership styles

**Hersey and Blanchard's Situational Leadership Theory**

Originally called the *Life Cycle Theory of Leadership*, Hersey and Blanchard (18) assimilated Black and Mouton's Managerial Grid and Reddin's (36) Three-Dimensional Management Style theory. Essentially, it is a contingency leadership theory concerned with two categories of leadership behavior. These are task behavior and relationship behavior. Task behavior refers to leader efforts to set well-defined patterns of organization, channels of communication, and work procedures. Relationship behavior refers to leader efforts to develop rapport, friendship, trust, and open communications with workers (18). Task behavior
approximates initiating structure in the Ohio State studies and relationship behavior corresponds to consideration.

The situational leadership theory requires a leader to analyze the maturity of workers to find the right leadership style. Maturity is found by evaluating the following:

(1) the workers' level of achievement motivation, (2) the workers' level of willingness to accept responsibility, (3) the ability of workers to accept responsibility, and (4) experience level of the workers. Maturity is apparently measured only in relation to a task that the worker is to perform.

According to the theory, leaders engage in either high or low levels of task and relationship as determined by the maturity level of their subordinates. Therefore, four different leadership styles are plotted on a four-sided grid as in Figure 3.

Combinations of task behavior and relationship behavior dimensions determine the four leadership styles of S-1 (telling), S-2 (selling), S-3 (participating), and S-4 (delegating). The S-1 style is characterized by above-average amounts of task behavior and below-average amounts of relationship behavior. The S-2 style has above-average amounts of both behaviors. An S-3 style exhibits above-average amounts of relationship behavior and below-average task behavior. The S-4 style has below-average amounts of both behaviors (18).
## Style of Leader

<table>
<thead>
<tr>
<th>High Relationship and Low Task</th>
<th>High Task and High Relationship</th>
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### Participating S-3 Style Selling S-2 Style

<table>
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<tr>
<th>Low Relationship and Low Task</th>
<th>High Task and Low Relationship</th>
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### Delegating S-4 Style Telling S-1 Style

<table>
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<tr>
<th>Low Task Behavior</th>
<th>(High)</th>
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</table>

### Maturity of Follower(s)

<table>
<thead>
<tr>
<th>M-4</th>
<th>M-3</th>
<th>M-2</th>
<th>M-1</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>Moderate</td>
<td>Moderate</td>
<td>Low</td>
</tr>
</tbody>
</table>

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The situational leadership theory relates style to both self-perception and observed behavior within the leadership environment. Additionally, it specifies the need for the leader to understand the needs of the followers first and then adjust leader behavior, not follower behavior. That is, the emphasis is on flexible, adaptable leader behavior.

The tomes written about leadership, leadership style, and leadership behavior is a maze of meaning. What are the determinants of a leader's behavior from whence a style of leadership emerges? The literature is vague on this question. This study contends, after reviewing the literature, that values are prime determinants of leadership style.

Research on the concept of leadership has focused on three main lines of study. The first attempted to identify the attributes of great leaders, such as Napoleon and Lincoln, that set them apart from others. These studies focused on those traits that seemed to be shared among great persons.

A second line of research focused on the behavior of the leader, not on the character of the leader. These studies sought to identify those things that a person does that makes him or her an effective leader, that is, the identification of patterns or styles of leadership.

A third approach dismisses the idea of a "best" style of leadership; rather, leaders engage in behaviors reflecting characteristics of the situations they are in, including
the types of tasks, decisions, subordinates, and organizations involved.

**Concept of Values**

Values may refer to preferences, duties, desires, likes, pleasures, aversions, moral obligations, and many other moralities of selective orientation (37). Values are found in the vast universe of selective behavior. To better understand values, it is necessary to identify the common features of all value phenomena. It seems that all values have a selective or directional quality, that they have some affective component, and contain some cognitive elements (34).

Values act as criteria for selection in action. When explicit and reflective, values become criteria for choice, preference, and judgement. When implicit and unreflective, values perform as if they constitute a basis for decisions in behavior. After all, individuals do prefer some things to others. People do pick one course of action rather than another from a range of alternatives and judge the conduct of others (28).

Values are not motives for a given value and may be independent of any particular motive. Values are not the same as norms of conduct. Norms are rules for behaving in certain situations, whereas values are standards of
desirability that are more nearly independent of specific situations (44).

The literature on values encompasses several thousand studies of varying length of law, religion, ethics, art, and more. Values of societies, groups, and personalities have been examined. In short, values are embedded as variables in systems of personality or society as well as in culture (23).

As empirical elements in human behavior, values arise out of human experience and may be affected by any conditions that affect experience. Once established, values operate as independent variables in the human behavior equation. Allport, Gordon, and Vernon (2) suggest that values are the core element of the dynamics of behavior. That is, all other attitudes, orientations, and behaviors arise out of individuals' values. As components of the "black box" of human behavior, values may be said to be complex precodings for a behavioral choice of which the precodings continually change in response to current inputs.

Rokeach (38) suggests that the number of values people possess is relatively small, and that individuals possess the same values, only in different degrees. Two types of values have been identified by Rokeach as terminal values and instrumental values.

Instrumental values prescribe desirable modes of conduct of methods for attaining an end. Terminal values
prescribe desirable ends or goals for the individual. Table 1 presents the terminal and instrumental values Rokeach attributed to being the most important in our society.

In the early 1950s, Clare Graves was responsible for teaching a course entitled "Theory of Normal Personality." After several years of teaching this course, he grew reluctant to continue his usual procedure of providing students with a definition of a "healthy personality." His reluctance came about because of the growing doubts in his own mind as to what constituted a healthy personality and because there began to be considerable confusion in the psychological literature of the time as to one "correct" theory (15). Graves developed a three-part teaching strategy that relieved him of the responsibility of stating a position on this issue and at the same time gave him an opportunity to conduct a study of personality.

Step one of his teaching strategy was to ask, during the first few weeks of each semester, that each student write his or her own description of a healthy personality. Graves collected these descriptions and turned them over to a group of colleagues whom were to serve as judges. These professors were asked not to judge the papers for correctness, but rather to categorize the descriptions in categories they could identify.

The second step of the strategy was to make available to the students the writings of authorities in the field of
### Table 1.—Terminal and Instrumental Values

<table>
<thead>
<tr>
<th>Terminal Values</th>
<th>Instrumental Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>A comfortable life (a prosperous life)</td>
<td>Ambitious (hard-working, aspiring)</td>
</tr>
<tr>
<td>An exciting life (a stimulating, active life)</td>
<td>Broadminded (open-minded)</td>
</tr>
<tr>
<td>A sense of accomplishment (lasting contribution)</td>
<td>Capable (competent, effective)</td>
</tr>
<tr>
<td>A world at peace (free of war and conflict)</td>
<td>Cheerful (lighthearted, joyful)</td>
</tr>
<tr>
<td>A world of beauty (beauty of nature and the arts)</td>
<td>Clean (neat, tidy)</td>
</tr>
<tr>
<td>Equality (brotherhood, equal opportunity for all)</td>
<td>Courageous (standing up for your beliefs)</td>
</tr>
<tr>
<td>Family security (taking care of loved ones)</td>
<td>Forgiven (willing to pardon others)</td>
</tr>
<tr>
<td>Freedom (independence, free choice)</td>
<td>Helpful (working for the welfare of others)</td>
</tr>
<tr>
<td>Happiness (contentedness)</td>
<td>Honest (sincere, truthful)</td>
</tr>
<tr>
<td>Inner harmony (freedom from inner conflict)</td>
<td>Imaginative (daring, creative)</td>
</tr>
<tr>
<td>Mature love (sexual and spiritual intimacy)</td>
<td>Independent (self-reliant, self-sufficient)</td>
</tr>
<tr>
<td>National security (protection from attack)</td>
<td>Intellectual (intelligent, reflective)</td>
</tr>
<tr>
<td>Pleasure (an enjoyable, leisurely life)</td>
<td>Logical (consistent, rational)</td>
</tr>
<tr>
<td>Salvation (saved, eternal life)</td>
<td>Loving (affectionate, tender)</td>
</tr>
<tr>
<td>Self-respect (self-esteem)</td>
<td>Obedient (dutiful, respectful)</td>
</tr>
<tr>
<td>Social recognition (respect, admiration)</td>
<td>Polite (courteous, well-mannered)</td>
</tr>
<tr>
<td>True friendship (close companionship)</td>
<td>Responsible (dependable, reliable)</td>
</tr>
<tr>
<td>Wisdom (a mature understanding of life)</td>
<td>Self-controlled</td>
</tr>
<tr>
<td></td>
<td>(restrained, self-disciplined)</td>
</tr>
</tbody>
</table>


personality. The students were again asked to write descriptions of a healthy personality changing their ori-
original descriptions only if changes were necessary. A panel of judges was asked to categorize the descriptions.

The final step was to allow each student to defend her or his description before the rest of the class. Upon completion of the defense, students were asked to rewrite their descriptions for a third time. The descriptions were submitted to the judges.

This teaching strategy was used with classes over a period of years, giving Graves the opportunity to collect hundreds of descriptions as well as employing a wide variety of judges.

The categories the judges consistently identified were two distinct ideologies; one, labeled "deny self" and the other he labeled "express self." As the study proceeded, Graves pressed the judges to make more specific groupings under each of these two ideologies. The judges were able to sub-divide each grouping as follows:

"Deny self" subdivided into (1) deny self for reward later and (2) deny self for acceptance now.
"Express self" sub-divided into (1) express self in a calculating fashion and at the expense of others and (2) express self but not at the expense of others.

As work on the theory continued, Graves began to observe a regularity in the changes students made in their written descriptions. When changes occurred, they always occurred across categories rather than within the same category. A pattern was identified in the changes as follows:
1. Deny self now for later reward changed to,  
2. Express self calculatingly for self gain changed to,  
3. Deny self now to get acceptance now changed to,  
4. Express self but not at the expense of others.

Having developed a hierarchy to this point, Graves came to believe that there was no such thing as a "healthy personality," rather there were at least four types of healthy personalities each consistent with the world view (psychological level of existence) of the individual expressing it. Further, he became convinced that individuals could change their world view and therefore their personalities when confronted with either authorities or peer pressure (15).

Having satisfied himself that the four categories were correct and the pattern of change consistent, Graves broadened his study by administering standard tests of personality, intelligence, and problem solving to students at each level to determine any correlations that might exist.

As Graves expanded his research to include individuals other than university students, he identified two additional levels, "Deny self to authority" and "express self impulsively at any cost."

In 1971, M. Scott Myers was on leave from Texas Instruments as visiting professor of Organizational Psychology and
Management at the Alfred P. Sloan School of Management, Massachusetts Institute of Technology. During this time, Myers and his wife Susan became intrigued with Graves' Theory of Values. With an acute understanding of Graves' theory, and with the assistance of Graves, Myers developed seven levels of human existence. The seven levels are (1) reactive, (2) tribalistic, (3) egocentric, (4) conformist, (5) manipulative, (6) sociocentric, and (7) existential.

Upon returning to Texas, M. Scott and Susan Myers began to examine the applicability of the theory to employees in a business organization. Through item-factor analysis of aptitude surveys developed at Texas Instruments, eight distinct job factors were developed by Myers. These eight factors were the basis upon which Myers designed the Values for Working questionnaire. In summary, the Values for Working relates Graves' theory to the business environment. It offers insight into the values of employees at each level toward each job factor.

Believing in the Graves theory and refining the original Myers questionnaire, Hughes and Flowers (23) through their center for values research have emphasized the use of the Values for Working questionnaire as a viable management tool. To date, over 25,000 blue-collar and clerical employees throughout the United States have been administered the questionnaire and, in 1975, 1,707 U.S. managers participated
in a nationwide American Management Association study utilizing the \textit{Values for Working} questionnaire.

Graves' theory postulates physiological correlates of the psychological changes in people and speculates that people progress through levels of psychological existence from birth. The theory contends that the psychology of the mature human being or groups of mature human beings is an unfolding process marked by the progressive subordination of older lower-level value systems to newer, higher-level value systems (23).

Mature persons tend to change their psychology as the conditions of their existence change. Each successive value system is a state of equilibrium through which people pass to other states of equilibrium. In any value system, individuals have a psychology which is particular and peculiar to that value system. Acts, feelings, motivations, ethics, preferences, and thoughts come about as behaviors one must adopt in order to solve his problems at that level of existence.

Because the \textit{Values for Working} instrument used in this study was developed from Graves' theory, a brief description of each level of value systems is in order. The seven value systems are shown in Figure 4 and defined below:

1. A Reactive value system is primarily restricted to infants, people with serious brain deterioration, and people with certain psychopathic conditions. They respond without
System 7 - Existential
Express self but not at expense of others

System 6 - Sociocentric
Deny self to get acceptance now

System 5 - Manipulative
Express self calculatingly for self gain

System 4 - Conformist
Deny self now for reward later

System 3 - Egocentric
Express self impulsively at any cost

System 2 - Tribalistic
Deny self now to authority and/or tradition

System 1 - Reactive

Figure 4. Value systems

thought to basic physiological needs for food, warmth, sleep, and comfort.

2. A Tribalistic value system is based on classical conditioning principles. People in this value system
believe their Tribalistic way is inherent in the nature of things. Their form of existence is based on myth, traditions, spirits, magic, and superstition.

3. An Egocentric value system is indicative of individuals that have gained insight into their existence as an individual being. People in this system are self-assertive and believe that anything goes in an effort to dominate and win.

4. A Conformist value system is marked by people who have a low tolerance for ambiguity, have difficulty in accepting people whose values differ from their own, and have a need to get others to accept their values. Though often perceived as docile, conformists will assert or sacrifice themselves in violence if their values are threatened. They prefer authoritarianism to autonomy, but will respond to participation if it is prescribed by an acceptable authority, and if it does not violate deep-seated values.

5. Manipulative value system individuals value accomplishing and getting, having and possessing. They thrive on gamesmanship, politics, competition, and entrepreneurial effort, measure their success in terms of materialistic gain and power, and are inclined to flaunt self-earned status symbols. In this value system, people create wealth and the techniques to gather that wealth.
6. Sociocentric value system individuals are concerned with the relation of their individual selves to other selves. They are concerned with belonging, with being accepted, with not being rejected, with knowing the inner side of self and other selves so that human harmony can prevail. For the first time, subjectivity is dominant.

These people value the authority of those contemporaries whom they hold in high esteem. Their values are Sociocentric because their peer group determines the means by which their end value, community for each with his valued others, is to be obtained. Getting along with is more important than getting ahead.

7. An Existential values system is a reality-oriented system. When people reach this value system, they have crossed the bridge from animalism to humanism, from deficit motivation to abundance motivation, from subsistence level to a being level. These people have resolved the basic human fears, and, with this resolution, a marked change occurs in their conception of existence. Each is faced with the restoration of his world so that life can continue to be. Existential individuals have high tolerances for ambiguity, and for people whose values differ from their own.

People do not automatically move up to another level of existence. They may not be genetically or constitutionally equipped to change when the conditions of their existence
change. They may move through a hierarchically ordered series of behavior or value systems to some end, or they may stabilize and live out their lives at any time in any one or a combination of value systems in the hierarchy.

Individuals may show the behavior or a value system in an active or passive manner, or they may regress to a behavior or value system lower in the hierarchy. Thus, people live in a potentially open system of needs, preferences, and aspirations.

**Values and Leadership**

Values or value systems affect not only the effectiveness of a leader but leader style as well. Tannebaum and Schmidt (42) suggest that internal forces influence leadership style; one of these being the leaders' value system. Jennings (24) argues that future successful leaders must develop the necessary values to become successful. Katz (25) believes that developing better human relations skills in managers can only be achieved through a better understanding of values. Argyris (5) emphasizes that differences in individuals' basic values are instrumental in the ability to make decisions.

Hamilton and Biggart (17) propose that to ignore values and their capacity to direct the conduct of leaders and followers alike is to miss an essential component of leadership. Tosi (43) contends that because values have a
systematic effect on behavior patterns, they are an integral part of leadership and should be considered in research. Bales and Isenberg (7) argue that in the selection and training of individuals for leadership positions, it is necessary to understand the values of the leader and of the group to be led. Kohlberg (29) proposes that behavior displayed by individuals is a product of their level of values maturity. Locke (31) suggests that what a leader can accomplish depends not only on his own actions but on the values of his subordinates. Peters and Waterman (35) express whether it is possible to be an excellent company without clarity on values and having the right sort of values.

Values and Research

One of the most widely-used measures of values in leadership or managerial research is the Allport-Vernon (3) study of values and the Gordon (14) survey of interpersonal values. Gordon conducted several studies using The Survey of Interpersonal Values and found positive correlations between leadership value and leadership behavior (14). England (11) concluded that a manager's personal value system provides the rationale for the impact of values on behavior.

Fleishman and Peters (13) showed positive correlations between leader style and interpersonal values. Singer (45)
found higher scores on certain personal value measures were indicative of being a successful manager or not. Howard (22) suggests that the differences between American and Japanese managerial values are why the Japanese are more productive.

Numerous studies examining the relationship of values and managerial action have been conducted by researchers in the fields of sociology and psychology. Drake (10) reports that the perceived usefulness of group decisions is positively related to the similarity of values between the decision makers. Pennings (33), arguing that managerial actions are likely to affect and be affected by members' values, found promotion rates to be directly related to values of subordinates. Additionally, Hesel (19) reports a positive relationship between the values of teachers and their pupil-control ideology.

Summary

The concept of leadership is a complex and multi-dimensional phenomena. As such, leadership has been analyzed from many different viewpoints. Scholars and researchers have added much to the body of knowledge comprising leadership theory. Inherent in the research are attempts to isolate and identify those things which constitute successful leadership.
As a result, three major leadership approaches have evolved. These are the trait, style of leadership based on leader behavior, and the situational/contingency approach. These approaches have sought to link leadership to specific characteristics or traits, skills, situations, behaviors, and followers.

Based upon the review of the approaches to leadership in this chapter, it is apparent that there have been far more foci on the outcomes of leader behavior than on the determinants of leader behavior. The focus of this research project was on the idea that leader behavior is a dependent variable and not an independent variable and is strongly influenced by a leader's value system orientation.

Chapter III, Research Methodology and Data Presentation, presents the data, data analysis, and statistical procedures. The hypotheses are tested and the results shown.
CHAPTER REFERENCE LIST


CHAPTER III

RESEARCH METHODOLOGY AND DATA PRESENTATION

Introduction

This study was undertaken to determine if the value system orientation of an individual correlates with a recognized style of leadership. Covariates employed in the study were race, sex, seniority, time in position, and line/staff function.

Research Methodology

Research objectives are typically grouped as follows: (1) descriptions of characteristics or other phenomena of a subject population, (2) determination of the proportion of a population with these characteristics, (3) discovery of any association among different variables, and (4) discovery and measurement of cause-and-effect relationships among the variables. Studies relating to the first three objectives are termed "descriptive," while studies using the fourth objective are known as "experimental."

This study relates to the first three objectives and represents non-experimental, descriptive research. As such, descriptive and inferential statistics were used to describe the data set. Based on the theoretical nature of the hypothesis under consideration, leadership styles were
treated as dependent variables. All other variables were treated as independent variables for the purpose of this study. The coefficient of determination, $R^2$, was a primary indicator as to how well style of leadership related to a value system orientation.

Description of the Population

The population involved in this study were employees of five business organizations located in the Dallas-Fort Worth metroplex. The actual number of participants in the study was 92. All are exempt employees representing different levels of management. The sample included males and females. Demographic data such as race, years with the company, years in present position, and designation as line or staff were collected. Each participant completed two research instruments: (1) *Values for Working*, and (2) *Leader Behavior Analysis II*. These instruments are discussed in the following section.

Description of the Research Instruments

**The Leader Behavior Analysis II**

The *Leader Behavior Analysis II* was developed by Blanchard, Hambleton, Zigarmi, and Forsyth (1). It was selected for use in this study because it identifies several recognized styles of leadership, is situational in concept, and is a self-administered instrument, as is the *Values for Working* instrument.
The Leader Behavior Analysis II consists of twenty brief descriptions of typical job situations that involve a leader and one or more staff members. Each situation contains four choices of actions that a leader may take. The individual completing the instrument is asked to choose which of the four decisions he or she would make in each situation. Only one choice is made per situation. The instrument is scored by summing the number of like-responses, for example all the "0" responses, and this total determines a dominant or primary style of leadership.

The validity of the instrument rests upon those correlations between the Leader Behavior Analysis II and the Leader Behavior Description Questionnaire (LBDQ) which were conducted by the Blanchard Training and Development Inc. staff. The correlations are reported in the following discussion. Style 1 (high task and low relationship) and Style 2 (high task and high relationship) correlate with LBDQ dimensions of initiating structure at the .001 level of significance; Style 2 (high task and high relationship) correlates with the LBDQ consideration or relationship dimension at the .001 level of significance. The reliability (Cronbach alpha) coefficients for the Leader Behavior Analysis II ranged from .49 to .56.
The Values for Working

The *Values for Working* was developed by Hughes, Flowers, and Myers and Myers based upon the research of Clare Graves (6, 7, 9). The *Values for Working* was selected because it is self-administered and identifies value dimensions based upon work-related behavior.

The instrument consists of eight statements with each statement having up to six possible responses. The person completing the *Values for Working* is asked to indicate to what extent he or she agrees with some or all of the six responses by assigning a numerical value to them, for a total of twelve points for each question. The more a person agrees with a particular response, the more points he or she should assign it.

In terms of validity of the instrument, no correlations have been made between the *Values for Working* and any other instrument. Additionally, no reliability coefficients exist for the *Values for Working*; therefore, face validity was accepted.

Procedures for Collecting the Data

Packets of data were distributed to the participants in this study by a member of each firm's personnel department. Each packet (see Appendix A) contained a cover letter detailing the instructions, the *Values for Working*, and the *Leader Behavior Analysis II*. All participants were provided
with an envelope in which to submit their completed questionnaires to an employee of the company's personnel department or the participants could mail their responses directly to the researcher, thereby ensuring the confidentiality of participants' responses. The completed questionnaires provided the data for this study.

Method of Data Analysis

The instruments used in this study were scored and the resulting scores represent independent and dependent variables. Multiple regression/correlation (MRC) was used because of the number of independent variables and the nature of the covariate or status variances and their presumed causal priority.

MRC analysis was used because it calculates an analysis of variance (ANOVA) among all the variables and the magnitude of the relationship of the independent variables to the dependent variable, including the partial relationships. MRC analysis detects the portions of explained variance in the dependent variable that are unique to each independent variable. MRC can also detect redundancy and suppression among the independent variables as they interact with the dependent variable (2).

This research selected hierarchical analysis as the primary analytical strategy. In hierarchical analysis, \( k \) independent variables are entered cumulatively in a
prespecified sequence. The $R^2$ (explained variance) is calculated as each independent variable is entered.

The choice of the particular sequence of independent variables entered into the hierarchy is specified in advance to meet the purposes and logic of the research. Criteria considered in determining the sequence included causal priority, the removal of confounding or spurious relationships, research relevance, and structural properties of the research factors (2).

In addition to $R^2$, several statistical indices are obtained from MRC analysis. The regression coefficients ($B$) of each independent variable are useful for assessment purposes. These reflect the amount of average change in the dependent variable attributable to each of the independent variables when the value of the other independent variables is held constant.

Statistical significance for any independent variable is determined by the $F$ value. The $F$ value is a function of $R^2$ and the degrees of freedom (2).

A $t$-test was used to determine the confidence interval for a specific variable. Similar to the $F$-test, the $t$-test includes the semipartial correlation coefficient ($sr$) as an element applicable to the specific variables (2). Employing Fisher's protected $t$-tests, confidence intervals for the $F$ statistic are checked and explicit $t$ values for independent variables are considered significant only if the overall $F$
meets a predetermined level of significance. The conventional level for both \( F \) and \( t \) of .05 will be utilized in this study (2).

Limitations

The limitations of this study are:

1. A strong reliability coefficient for the Leader Behavior Analysis II is not available.

2. Reliability coefficients for the Values for Working are not available.

3. Small sample size was due to individual firm constraints.

Delimitations

1. This is not an experimentally-designed study.

2. Face validity was accepted for the Values for Working instrument.

Composition of the Population

The composition of the population in this study was determined with respect to sex, race, organizational function, years of service with the company, and years of service in present position. These items represent the status variables or the covariates in this study. The frequencies and percentages of the covariates are illustrated in Table 2.
Table 2.—Frequencies and Percentages of the Status Variables/Covariates

<table>
<thead>
<tr>
<th>Variable</th>
<th>Total Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sex</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>61</td>
<td>66.0</td>
</tr>
<tr>
<td>Female</td>
<td>31</td>
<td>34.0</td>
</tr>
<tr>
<td><strong>Race</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>77</td>
<td>84.0</td>
</tr>
<tr>
<td>Other</td>
<td>15</td>
<td>16.0</td>
</tr>
<tr>
<td><strong>Organizational Function</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Line</td>
<td>66</td>
<td>72.0</td>
</tr>
<tr>
<td>Staff</td>
<td>26</td>
<td>28.0</td>
</tr>
<tr>
<td><strong>Years with Company</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&gt;Five years</td>
<td>20</td>
<td>22.0</td>
</tr>
<tr>
<td>&lt;Five years</td>
<td>71</td>
<td>78.0</td>
</tr>
<tr>
<td><strong>Years in Position</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&gt;Five years</td>
<td>9</td>
<td>10.0</td>
</tr>
<tr>
<td>&lt;Five years</td>
<td>82</td>
<td>90.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>92</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

*N=92

Data Presentation

Data presentation and hypothesis testing were done by employing hierarchical analysis using multiple regression/correlation analysis on the data. Initially, covariate analysis is presented. This is followed by an analysis of the relationship of leadership style to value systems.

Covariate Analysis

The covariates of sex, race, service with the company, years in position, and organizational function were regressed against each dependent variable of leadership
style. Table 3 summarizes the statistical indices of importance in the analysis.

The most significant finding, shown in Table 3, was as the independent variable "years" in present position entered into the equation. It explained an additional 7 percent of the variance in the S-2 style at the .05 significance level. Because of this, the variable "years" in present position was then regressed to S-2 style, but no significant relationship was discovered.

Analysis of Style to Value System

To determine the strength of the relationships between leadership style and value systems, each value system was regressed against each recognized style of leadership. The results of these correlations are illustrated in Tables 4 through 6. As a result of these hierarchical MRCs, conclusions can be drawn with respect to the hypotheses of this study.

Hypothesis one stated: A manipulative value system as identified by the Values for Working will be positively related to an S-1 leadership style as identified by the Leader Behavior analysis II.

Based on the data presented in Table 4, Hypothesis one is rejected. There is no significant relationship between a manipulative value system as identified by the Values for
Table 3.—Regression Analysis of Covariates

<table>
<thead>
<tr>
<th></th>
<th>$R^2$</th>
<th>$R^2$ Change</th>
<th>Significance of $F$</th>
<th>Significance of $t$</th>
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<td><strong>S-1 Style</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Sex</td>
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<td>.3843</td>
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<tr>
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<td>.00265</td>
<td>.6417</td>
<td>.6138</td>
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<td>Years/Job</td>
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<td>.06083</td>
<td>.1016</td>
<td>.0145</td>
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<tr>
<td>L/S*</td>
<td>.09102</td>
<td>.01277</td>
<td>.1084</td>
<td>.2560</td>
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<tr>
<td><strong>S-2 Style</strong></td>
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<td></td>
<td></td>
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<tr>
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<td>.8276</td>
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<td>.3873</td>
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<tr>
<td>Years/Job</td>
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<td>.07078</td>
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<tr>
<td>L/S</td>
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<td>.0656</td>
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<td><strong>S-3 Style</strong></td>
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<td></td>
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</tr>
<tr>
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<td>Years/Job</td>
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<td>.00095</td>
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<tr>
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<td>.7798</td>
<td>.5340</td>
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<tr>
<td><strong>S-4 Style</strong></td>
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<td>Years/Job</td>
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<td>.00001</td>
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<td>.9718</td>
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</table>

*L/S = Line or Staff

*Working and an S-1 leadership style as identified by the Leader Behavior Analysis II.
Table 4.—Hierarchical Multiple Regression Correlations Between A Manipulative Value System and Leadership Styles

<table>
<thead>
<tr>
<th>Dependent Variable</th>
<th>Independent Variable</th>
<th>$R^2$</th>
<th>$R^2$ Change</th>
<th>Significance of $F$</th>
<th>Significance of $t$</th>
<th>Regression Coefficient B</th>
</tr>
</thead>
<tbody>
<tr>
<td>S-1 Style of Leadership</td>
<td>Manipulative Value System</td>
<td>.19926</td>
<td>.00367</td>
<td>.0255</td>
<td>.5271</td>
<td>-.01480</td>
</tr>
<tr>
<td>S-2 Style of Leadership</td>
<td>Manipulative Value System</td>
<td>.22249</td>
<td>.00303</td>
<td>.0103</td>
<td>.5597</td>
<td>.01933</td>
</tr>
<tr>
<td>S-3 Style of Leadership</td>
<td>Manipulative Value System</td>
<td>.14333</td>
<td>.00000</td>
<td>.1633</td>
<td>.9933</td>
<td>-.01079</td>
</tr>
<tr>
<td>S-4 Style of Leadership</td>
<td>Manipulative Value System</td>
<td>.14467</td>
<td>.00144</td>
<td>.1571</td>
<td>.7008</td>
<td>-9.35402</td>
</tr>
</tbody>
</table>
Hypothesis two stated: A manipulative value system as identified by the Values for Working will be positively related to an S-2 leadership style as identified by the Leader Behavior analysis II.

Based on the data presented in Table 4, Hypothesis two is rejected. There is no significant relationship between a manipulative value system as identified by the Values for Working and an S-2 leadership style as identified by the Leader Behavior Analysis II.

Hypothesis three stated: A manipulative value system as identified by the Values for Working will be positively related to an S-3 leadership style as identified by the Leader Behavior analysis II.

Based on the data presented in Table 4, Hypothesis three is rejected. There is no significant relationship between a manipulative value system as identified by the Values for Working and an S-3 leadership style as identified by the Leader Behavior Analysis II.

Hypothesis four stated: A manipulative value system as identified by the Values for Working will be positively related to an S-4 leadership style as identified by the Leader Behavior analysis II.

Based on the data presented in Table 4, Hypothesis four is rejected. There is no significant relationship between a manipulative value system as identified by the Values for
Working and an S-4 leadership style as identified by the Leader Behavior Analysis II.

Hypothesis five stated: A sociocentric value system as identified by the Values for Working will be positively related to an S-1 leadership style as identified by the Leader Behavior Analysis II.

Based on the data presented in Table 5, Hypothesis five is rejected. There is no significant relationship between a sociocentric value system as identified by the Values for Working and an S-1 leadership style as identified by the Leader Behavior Analysis II.

Hypothesis six stated: A sociocentric value system as identified by the Values for Working will be positively related to an S-2 leadership style as identified by the Leader Behavior Analysis II.

Based on the data presented in Table 5, Hypothesis six is rejected. There is no significant relationship between a sociocentric value system as identified by the Values for Working and an S-2 leadership style as identified by the Leader Behavior Analysis II.

Hypothesis seven stated: A sociocentric value system as identified by the Values for Working will be positively related to an S-3 leadership style as identified by the Leader Behavior Analysis II.

Based on the data presented in Table 5, Hypothesis seven is rejected. There is no significant relationship
Table 5.--Hierarchical Multiple Regression Correlations Between A Sociocentric Value System and Leadership Styles

<table>
<thead>
<tr>
<th>Dependent Variable</th>
<th>Independent Variable</th>
<th>$R^2$</th>
<th>$R^2$ Change</th>
<th>Significance of $F$</th>
<th>Significance of $t$</th>
<th>Regression Coefficient B</th>
</tr>
</thead>
<tbody>
<tr>
<td>S-1 Style of Leadership</td>
<td>Sociocentric Value System</td>
<td>.19559</td>
<td>.00132</td>
<td>.0172</td>
<td>.7029</td>
<td>-.02361</td>
</tr>
<tr>
<td>S-2 Style of Leadership</td>
<td>Sociocentric Value System</td>
<td>.21946</td>
<td>.00251</td>
<td>.0064</td>
<td>.5936</td>
<td>-.01856</td>
</tr>
<tr>
<td>S-3 Style of Leadership</td>
<td>Sociocentric Value System</td>
<td>.14333</td>
<td>.00100</td>
<td>.1121</td>
<td>.7482</td>
<td>-.01308</td>
</tr>
<tr>
<td>S-4 Style of Leadership</td>
<td>Sociocentric Value System</td>
<td>.14323</td>
<td>.02062</td>
<td>.1125</td>
<td>.1469</td>
<td>.03808</td>
</tr>
</tbody>
</table>
between a sociocentric value system as identified by the Values for Working and an S-3 leadership style as identified by the Leader Behavior Analysis II.

Hypothesis eight stated: A sociocentric value system as identified by the Values for Working will be positively related to an S-4 leadership style as identified by the Leader Behavior Analysis II.

Based on the data presented in Table 5, Hypothesis eight is rejected. There is no significant relationship between a sociocentric value system as identified by the Values for Working and an S-4 leadership style as identified by the Leader Behavior Analysis II.

Hypothesis nine stated: An existential value system as identified by the Values for Working will be positively related to an S-1 leadership style as identified by the Leader Behavior Analysis II.

Based on the data presented in Table 6, Hypothesis nine is rejected. There is no significant relationship between an existential value system as identified by the Values for Working and an S-1 leadership style as identified by the Leader Behavior Analysis II. While the significance of \( t \) is .0398, note that employing Fisher's protected \( t \)-test yields an overall \( F \) of .7283, which does not meet the .05 level of significance.

Hypothesis ten stated: An existential value system as identified by the Values for Working will be positively
Table 6.—Hierarchical Multiple Regression Correlations Between An Existential Value System and Leadership Styles

<table>
<thead>
<tr>
<th>Dependent Variable</th>
<th>Independent Variable</th>
<th>R²</th>
<th>R² Change</th>
<th>Significance of F</th>
<th>Significance of t</th>
<th>Regression Coefficient B</th>
</tr>
</thead>
<tbody>
<tr>
<td>S-1 Style of</td>
<td>Existential Value System</td>
<td>.20038</td>
<td>.00112</td>
<td>.7283</td>
<td>.0398</td>
<td>-6.5341</td>
</tr>
<tr>
<td>Leadership</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S-2 Style of</td>
<td>Existential Value System</td>
<td>.23310</td>
<td>.01061</td>
<td>.2757</td>
<td>.0117</td>
<td>.02896</td>
</tr>
<tr>
<td>Leadership</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S-3 Style of</td>
<td>Existential Value System</td>
<td>.15047</td>
<td>.00714</td>
<td>.3948</td>
<td>.1870</td>
<td>-.02658</td>
</tr>
<tr>
<td>Leadership</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S-4 Style of</td>
<td>Existential Value System</td>
<td>.14468</td>
<td>.00001</td>
<td>.9796</td>
<td>.2178</td>
<td>5.1160</td>
</tr>
<tr>
<td>Leadership</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
related to an S-2 leadership style as identified by the Leader Behavior Analysis II.

Based on the data presented in Table 6, Hypothesis ten is rejected. There is no significant relationship between a existential value system as identified by the Values for Working and an S-2 leadership style as identified by the Leader Behavior Analysis II. While the significance of $t$ is .0117, note that employing Fisher's protected $t$-test yields an overall $F$ of .2753, which does not meet the .05 level of significance.

Hypothesis eleven stated: An existential value system as identified by the Values for Working will be positively related to an S-3 leadership style as identified by the Leader Behavior Analysis II.

Based on the data presented in Table 6, Hypothesis eleven is rejected. There is no significant relationship between a existential value system as identified by the Values for Working and an S-3 leadership style as identified by the Leader Behavior Analysis II.

Hypothesis twelve stated: An existential value system as identified by the Values for Working will be positively related to an S-4 leadership style as identified by the Leader Behavior Analysis II.

Based on the data presented in Table 6, Hypothesis twelve is rejected. There is no significant relationship between a existential value system as identified by the
Values for Working and an S-4 leadership style as identified by the Leader Behavior Analysis II.

Other Findings

The stated hypotheses for this study evaluated the relationship between leadership style as described by the Leader Behavior Analysis II and value systems as described by the Values for Working instrument. Analysis of the data revealed no significant relationships in that there was no explained variance in leadership style using the variables involved.

As the findings were quite unexpected, an analysis of instrument reliability was undertaken. Since reliability coefficients are not available for the Values for Working questionnaire, its reliability was analyzed.

The reliability of the value constructs in the questionnaire was measured using Cronbach's alpha (3). This internal consistency method established correlation between responses for all items relating to a specific factor within the questionnaire. Nunnally (10) advocated a minimum reliability of .60 for a research instrument.

The reliability analysis revealed that the Values for Working questionnaire was unreliable as the criterion of .60 was not met on the value constructs. Additionally, reliability analysis of the Leader Behavior Analysis II revealed
that it, too, was not a reliable instrument at the .60 level.

Based upon the results of the reliability analysis, factor analysis was performed on the instrument statements. Factor analysis is a technique for analyzing the internal structure of a set of variables (8). Utilization of the SPSS/PC+ factor feature determined the number of factors underlying the variables.

This procedure involved several steps. First, the correlation matrix of all variables was computed and variables not related were identified from the matrix. The second step of factor extraction determined the number of factors to represent the data. Those factors that accounted for variances greater than one (the Eigen value is greater than one) were extracted. The third step involved the transformation of the factors to make them more interpretable. This was achieved by orthogonal rotation which minimized the number of variables that had high loadings on a factor.

After the factors were rotated, they were interpreted. This was done by determining the salient loadings. "Salient" refers to high loadings. While the absolute value of .30 as the minimum loading for interpretation was advocated (5), Nunnally (10) suggested minimum loadings of .40. Minimum loadings of .40 were used in this analysis.
The *Values for Working* questionnaire yielded seventeen factors of which eight satisfied the reliability criterion of .60. The *Leader Behavior Analysis II* yielded only one factor, consisting of seven questions, which met the reliability criterion of .60.

MRC analysis was used on the factors obtained from factor analysis. Specifically, hierarchical analysis was the primary analytical tool. The independent status variables and those obtained from the factor analysis were then regressed against the dependent variable style. The order of entry of the independent variables was such that all combinations were analyzed.

The results yielded no new insights. No common variance was found. Rather, leadership style appears to be a function of something other than a value orientation.

**Summary of Findings**

The purpose of this study was to determine the relationship between leadership style and value system orientations. No such statistically significant correlation was found. All hypotheses were rejected due to lack of statistical proof of correlation.

Secondary results indicated that the lack of findings or correlation was due, in part, to the unreliability of the instruments used in this study. Further, as there was no explained variance in leadership style using the variables...
involved, leadership style appears to be a function of something other than a value orientation.
CHAPTER REFERENCE LIST


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Conclusions

The results of this study provide no support for the twelve hypotheses tested. In addition, after factor-analyzing the research instruments, the general hypothesis that values positively relate to a leadership style cannot be supported.

While the expected results concerning the relationship between value systems and leadership styles were disappointing, the results confirmed the unreliability of the measurement instruments but not the belief that a relationship exists. Unreliable instruments make it difficult to draw conclusions from a study because the variance among variables becomes too large (16). If an instrument is unreliable, then the instrument is invalid. Rather, the instrument cannot really measure the characteristic in question.

Measurement is a process of taking an observable response—from a self-administered questionnaire—and determining the relationship to an unobservable concept. In other words, linking abstract concepts to empirical indicators (5). The results of this study were in large part due to the unreliable and invalid nature of the instru-
ments which prevented the indicators from representing the abstract concept "value system."

Additionally, it is believed that instrument reactivity played a role in determining the results of this study (16). That is, it may affect someone's values to fill out a value questionnaire, and it may alter leader behavior if an individual knows behavior is being observed. To that end, Haley (13) found that managers have a tendency to choose relationship-oriented styles when using the Leader Behavior Analysis II instrument. Evans (10) suggests that human-relations training in organizations is biased toward the relationship-oriented leader. Further, managers may be biased toward the more socially-acceptable responses. That is, they choose responses that are generally associated with the way people are supposed to act rather than the way they really act (13). Also, the Leader Behavior Analysis II has situational construction that leads to biases toward certain leadership styles (12).

The results of this study underscore that the hypotheses were rejected due to unreliable measurement instruments. This is not to say that values do not influence an individual's style of behavior. Current research indicates mixed results in the relationship between personality factors and leadership style (1, 6, 13, 15). For example, Clifford and Cohn (6) report results indicating leadership style was, at least in part, a function of personality variables. Haley
(13), however, reports no relationship between personality variables and leadership style.

The idea that values influence leader behavior is very much a current topic of interest. Allcorn (2) formulated a model of leader values which determines leadership style. Axiology, the study of values, is being touted as a uniquely precise social science and a useful management tool (4). Rather, since behavior is determined by values, the ability to measure a leader's values will help to select and develop better managers. Ernest (8) contends that values shape not only management style but employees' day-to-day behaviors. Quick (14) has called for a new direction in leadership in which existential management, based on the Hughes and Flowers model, is practiced in corporate America.

In the past, research tended to focus on the relationship between values and managerial effectiveness as well as on the relationship between values and managerial success (3, 7, 9, 11, 17). These studies emphasize the interpersonal nature of managerial values but not how values determine a leader's behavior, hence a leadership style. This study sought to establish the fact that leadership style is not an implementation concept but a value concept held by the individual whereby values determine style as continually stated in the literature.
**Recommendations**

The lack of specific empirical research in the area of leadership style and individual value orientation, and the fact that no significant relationships were found in this study warrant further investigation of the possible relationship between these two constructs. There are several recommendations which are appropriate as a result of the findings of this study.

1. The *Values for Working* instrument has been widely used as a management tool for over twenty years. It has been used in the selection, placement, and development of employees by hundreds of companies and, as such, has a high degree of face validity. However, the *Values for Working* instrument should be validated prior to its use in any serious research project.

2. A *Values for Working-Other* instrument should be developed whereby an individual's value orientation is assessed by others. In conjunction with the *Leader Behavior Analysis-Other*, a study should be designed to determine the relationship between leader behavior and values as others perceive it.

3. A study should be designed using a *Values for Working-Other* instrument and the Merrill (14) *Social Style of Behavior Profile* to determine the relationship between an individual's values and behavior.
4. A study should be designed to determine the relationships between the Values for Working instrument and other self-report "values" measures. Specifically, the Allport-Vernon-Lindzey (3) Study of Values, the Survey of Personal Values, and The Work Environment Preference Schedule.

5. This study should be replicated using a stratified random sample to include an equal distribution of each of the four leadership styles and each of the value-system orientations.
CHAPTER REFERENCE LIST


APPENDIX A

INSTRUCTION PACKET FOR PARTICIPANTS
Appendix A

Instruction Packet for Participants

Dear Participant:
Many thanks to you and your company for your time and effort in helping in this small research project. There are absolutely no right or wrong answers to the two questionnaires, and your total time to complete both should be about 30-45 minutes. Do not put your name on any of the material. Each questionnaire and this page of instructions are numbered simply to allow us to associate the answers to one individual. We are not interested in identifying your particular response, but a summary of similar jobs, age, etc.

Instructions: Two questionnaires are enclosed. Values for Working and Lead(self).
Values for Working: This questionnaire contains eight (8) statements about work. Each statement can be completed by six phrases. Your task is to distribute 12 points among the six possible phrases for each of the 8 questions based on how much you agree with the statement as completed. You MUST DISTRIBUTE 12 POINTS AMONG EACH OF THE SIX PHRASES FOR EIGHT OF THE EIGHT STATEMENTS. You may give one phrase all 12 points, allocate 2 points to each of the six, or any combination of points as long as 12 points are distributed.

Lead(self): This questionnaire contains 20 situations similar to the situations faced by the typical supervisor or manager. Your task is to select ONE answer from the four choices for each of the 20 situations that represents how you would probably react to that situation.

Please call your company’s coordinator if you have any questions.

DEMOGRAPHIC DATA: Please complete this section. Only summarized results will be used. No data will be reported for small departments where there might be the risk of identifying an individual’s response because of race, sex, or other demographic categories. PLEASE ANSWER THE FOLLOWING ITEMS COMPLETELY.

RACE: Caucasian____ American Indian____ Oriental____ Black____ Hispanic____
YEARS OF SERVICE WITH PRESENT ORGANIZATION____
YEARS IN PRESENT JOB _____ LINE_____ STAFF_____
SEX: Male_____ Female_____

Please return forms to your company’s coordinator in the envelope provided.
Thanks for your help. Rod Hilpirt, Dept. of Management, UNT.
APPENDIX B

LEADER BEHAVIOR ANALYSIS II (SELF)
Self
Perceptions of Leadership Style

Directions:
The purpose of the LBA-Self is to provide you with information about your perceptions of your own leadership style. The instrument consists of twenty typical job situations that involve a leader and one or more staff members. Following each situation are four possible actions that a leader may take. Assume that you are the leader involved in each of the twenty situations. In each of the situations you must choose one of the four leader decisions. CIRCLE the letter of the decision which you think would most closely describe YOUR behavior in the situation presented. Circle only one choice.
### LEADER BEHAVIOR ANALYSIS-SELF

#### 1. You have asked one of your subordinates to write a report concerning the acquisition of some new equipment for your division. He usually can be given an assignment and it is completed on time with encouragement from you. The report is now overdue. **YOU WOULD ...**

<table>
<thead>
<tr>
<th>Option</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Tell him you want the report, explain what you want in the report, and check on his performance daily.</td>
</tr>
<tr>
<td>b.</td>
<td>Give him more time to complete the assignment.</td>
</tr>
<tr>
<td>c.</td>
<td>Tell him what you expect, when you want the report completed, and discuss with him why the report is late.</td>
</tr>
<tr>
<td>d.</td>
<td>Talk to him and encourage him to complete the report.</td>
</tr>
</tbody>
</table>

#### 2. The interdepartment task force which you manage has been working hard to complete its division-wide report. One of your task force members has been late for the last five meetings. He has offered no excuses or apologies. Furthermore, he is way behind in completing the cost figures on his department. It is imperative that he present these figures to the task force within the next three days. **YOU WOULD ...**

<table>
<thead>
<tr>
<th>Option</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Tell him exactly what you expect and closely supervise his work on this report.</td>
</tr>
<tr>
<td>b.</td>
<td>Discuss with him why he has been late, and support his efforts to complete the task.</td>
</tr>
<tr>
<td>c.</td>
<td>Emphasize when the cost figures are due and support his efforts.</td>
</tr>
<tr>
<td>d.</td>
<td>Assume he will be prepared to present the cost figures to the task force.</td>
</tr>
</tbody>
</table>

#### 3. In the past, you have had a great deal of trouble with one of the people you supervise. She has been lackadaisical, and only your constant prodding has brought about task completion. However, you recently have noticed a change. Her performance has improved and you have had to remind her of meeting deadlines less and less. She has even initiated several suggestions for improving her performance. **YOU WOULD ...**

<table>
<thead>
<tr>
<th>Option</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Continue to direct and closely supervise her efforts.</td>
</tr>
<tr>
<td>b.</td>
<td>Continue to supervise her work, but listen to her suggestions and incorporate those that seem reasonable.</td>
</tr>
<tr>
<td>c.</td>
<td>Incorporate her suggestions and support her ideas.</td>
</tr>
<tr>
<td>d.</td>
<td>Let her take responsibility for her own work.</td>
</tr>
</tbody>
</table>

#### 4. Your group usually functions effectively with encouragement and direction from you. In the last few weeks, their performance has dropped drastically. They are not meeting deadlines and the quality of their work is unacceptable. **YOU WOULD ...**

<table>
<thead>
<tr>
<th>Option</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Let the group work out their problems by themselves.</td>
</tr>
<tr>
<td>b.</td>
<td>Make sure that deadlines are met and the quality of the work is good, but talk with the group to get its recommendations.</td>
</tr>
<tr>
<td>c.</td>
<td>Inform the group of exactly what you expect, when it is needed, and supervise their work closely.</td>
</tr>
<tr>
<td>d.</td>
<td>Help the group determine what they need to do and encourage them to take the necessary steps.</td>
</tr>
</tbody>
</table>

#### 5. Because of budget restrictions imposed on your department, it is necessary to consolidate. You have asked a highly experienced member of your department to take charge of the consolidation. This person has worked in all areas of your department. In the past, she has usually been eager to help. While you feel she has the ability to perform this assignment, she seems indifferent to the importance of the task. **YOU WOULD ...**

<table>
<thead>
<tr>
<th>Option</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Take charge of the consolidation but make sure you hear her suggestions.</td>
</tr>
<tr>
<td>b.</td>
<td>Assign the project to her and let her determine how to accomplish it.</td>
</tr>
<tr>
<td>c.</td>
<td>Discuss the situation with her. Encourage her to accept the assignment in light of her skills and experience.</td>
</tr>
<tr>
<td>d.</td>
<td>Take charge of the consolidation and indicate to her precisely what to do. Supervise her work closely.</td>
</tr>
</tbody>
</table>

#### 6. A highly productive and efficient woman on your staff has asked for your help on a task. She is accustomed to working effectively on her own. Recently, some work problems have developed that she feels she can't solve by herself. **YOU WOULD ...**

<table>
<thead>
<tr>
<th>Option</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Analyze the problems and outline methods to solve them.</td>
</tr>
<tr>
<td>b.</td>
<td>Continue to allow her to figure out an appropriate solution independently.</td>
</tr>
<tr>
<td>c.</td>
<td>Determine and implement an appropriate solution, but work with her in problem-solving.</td>
</tr>
<tr>
<td>d.</td>
<td>Discuss the problems with her and support her efforts to find appropriate solutions.</td>
</tr>
</tbody>
</table>
You have asked one of your senior employees to take on a new job. In his other responsibilities, he has performed adequately with moderate supervision and support from you. The job you have asked him to do is important to the future of your work group. He is insecure and doubts he can handle the new job. YOU WOULD...

- **a.** Discuss the job with him, supporting his ability to do it.
- **b.** Define the activities necessary to successfully complete the job and supervise his work closely.
- **c.** Let him determine how to do the job.
- **d.** Specify what he is to do, but solicit any ideas he may have.

One of your staff is feeling insecure about a job you have assigned to him. He is highly competent and you know that he has the skills to complete the assignment successfully and efficiently. YOU WOULD...

- **a.** Listen to his concerns and let him know you have confidence in his ability to complete the assignment.
- **b.** Structure the assignment so that it is clear, but consider any helpful suggestions he may have.
- **c.** Tell him exactly what to do to get the job done and check his work daily.
- **d.** Let him figure out how to do the assignment on his own.

Your staff has asked you to consider a change in their work schedule. In the past, you have encouraged and supported their suggestions. In this case, your staff is well aware of the need for change and is ready to suggest and try an alternate schedule. Members are very competent and work well together as a group. YOU WOULD...

- **a.** Allow staff involvement in developing the new schedule and support the suggestions of group members.
- **b.** Design and implement the new schedule yourself, but incorporate staff recommendations.
- **c.** Allow the staff to formulate and implement the new schedule on its own.
- **d.** Design the new schedule yourself and closely direct its implementation.

You have arrived ten minutes late for a meeting with your staff. Based on their past performance, you expected a great deal of socializing to be going on. You were surprised, however, to find the group enthusiastically discussing the assigned task. This task is very different from other tasks the group has worked on. YOU WOULD...

- **a.** Let the group work on the task without any direction from you.
- **b.** Take control immediately and direct the group.
- **c.** Direct their interactions toward task completion, but encourage group discussion.
- **d.** Let the group continue to discuss the assigned task and provide as much support as possible.

1. A member of your department has had a fine record of accomplishment with your support and encouragement but little direction. He has been given similar tasks to accomplish for the coming year and you must decide how to supervise him. YOU WOULD...

- **a.** Let him function by himself providing his own support and direction.
- **b.** Emphasize to him the importance of meeting deadlines and direct his efforts at accomplishing assigned tasks.
- **c.** Talk with him and set goals and objectives for his task accomplishment, but consider his suggestions.
- **d.** Involve him in setting goals and support his efforts.

2. In the past, you worked closely with your staff directing and supporting their efforts. Productivity is high and people get along well together. Recognizing their abilities, you feel they can now work more on their own. You have redirected your energies to new areas and they have continued to produce good results. You must now ask them to accept additional work. YOU WOULD...

- **a.** Assign the work to them, make sure they know exactly what to do, and supervise them closely.
- **b.** Give them the job. Tell them that you are pleased with their past performance and that you are sure they will do well with this assignment.
- **c.** Make sure they know what you want them to do, but incorporate any helpful suggestions they may have.
- **d.** Let them determine how to complete the assignment.

3. You have recently been assigned a new employee who will perform an important job in your office. Even though he is inexperienced and lacks confidence in this area, you feel he has the potential to do the job. YOU WOULD...

- **a.** Let him determine what to do.
- **b.** Tell him exactly what the job entails; what you expect of him and supervise him closely.
- **c.** Let him know what you want him to do, but see if he has any recommendations.
- **d.** Encourage him to do the job and support his efforts.
14. Your boss has asked that your division increase its productivity 10%. You know this can be done, but it will require your active involvement. To free yourself to do this, you must reassign the task of developing a new cost control system to one of your divisional employees. The person to whom you are thinking of assigning the task has had considerable experience with cost control systems, but she is a little unsure about doing this task on her own. YOU WOULD 

a. Ask her to take on the project. Encourage and support her efforts.  
b. Discuss the project with her. Explain how you want the job done, but see if she has any ideas.  
c. Assign her the project and let her determine how to do it.  
d. Assign her the project and prepare a detailed memo explaining all the steps necessary to get the project done.  

15. One of your subordinates has made a suggestion for change in the operations of the unit that makes sense to you. In the past, she has been able to offer and implement other helpful suggestions in a productive manner with your support and encouragement. You have confidence in her abilities. YOU WOULD 

a. Take charge of the suggestion and direct her in its implementation.  
b. Discuss the suggestion with her, and support her efforts to direct its implementation.  
c. Organize the implementation, but include her ideas.  
d. Give her the responsibility for implementing the suggestion without involvement from you.  

16. Due to illness in your family, you have been forced to miss the first two meetings of a committee under your direction. You have found, upon attending the third meeting, that the committee is functioning well and making good progress toward completion of its goals. You are unsure about how you fit into the group and what your role should be. YOU WOULD 

a. Attend, but let the group continue to work as it has during the first two meetings.  
b. Assume the leadership of the committee and begin to direct its activities.  
c. Do what you can to make the committee feel important and involved, and support their past efforts.  
d. Direct the activities of the group, but incorporate group members’ suggestions.  

17. Your staff is very competent and able to work well on their own. You have generally left them alone and delegated key responsibilities to individual members. Their performance has been outstanding. YOU WOULD 

a. Provide continual support and encouragement to group members.  
b. Direct and closely supervise the activities of your staff.  
c. Continue to let the group work on its own.  
d. Direct their efforts, but work closely with your staff to solicit their suggestions.  

18. You and your superiors have decided that a new procedure has to be installed in your department if long-term gains in performance are to be obtained. In the past, when new procedures were installed, your group has been eager to use them but has initially lacked the skills to do so. YOU WOULD 

a. Closely direct the group in the use of the new procedure.  
b. Make sure that you direct the implementation of the new procedure, but involve the group in discussion.  
c. Get the group involved in a discussion of the procedure and encourage their cooperation and involvement.  
d. Allow the group to implement the new procedure on its own.  

19. You have been recently appointed the head of a division. Under the division’s former boss, the staff has functioned adequately with considerable supervision and support. Since you have taken over, however, the staff appears to be more concerned with social activities than with carrying out their responsibilities. The staff’s performance to date has been poor. YOU WOULD 

a. Discuss the low performance with the staff and support their efforts to specify corrective measures.  
b. Define roles and responsibilities and supervise their work closely.  
c. Allow staff members to define their own responsibilities and tasks.  
d. Direct and organize the necessary corrective action, but make sure staff members’ suggestions are heard.  

20. One of your employees is eager to take on a new assignment. She has had little experience in the area in which she wants to work. She has done a good job with other tasks you have given her. YOU WOULD 

a. Explain to her what she must do, but support her enthusiasm for the new assignment.  
b. Give her the assignment and let her determine the best way to do it.  
c. Encourage her to try the job and support her efforts.  
d. Tell her exactly what must be done to successfully complete the assignment and closely supervise her.
1. TO ME, COMPANY LOYALTY MEANS -
- supporting the goals of the company as long as they don’t go against one’s principles.
- sticking with the company through good years and bad, and making sacrifices when necessary to keep the company strong.
- giving up my freedom and being an apple-polisher.
- being on the job as much as I can and doing what I’m told.
- commitment to a company that is concerned with the needs of its employees.
- supporting the organization that lets me succeed.

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2. THE KIND OF BOSS I LIKE IS ONE WHO -
- tells me exactly what to do and how to do it, and encourages me by doing it with me.
- is tough but allows me to be tough too.
- calls me shots and isn’t always changing his mind, and sees to it that everyone follows the rules.
- doesn’t ask questions as long as I get the job done.
- gets us working together in close harmony by being more a friendly person than a boss.
- gives me access to the information I need and lets me do my job in my own way.

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3. MONEY IS IMPORTANT TO ME BECAUSE -
- it enables me to enjoy many friendships and to support worthwhile causes.
- it provides freedom and the opportunity to be myself; having money is not as important as what I do with it.
- it allows me to buy the things I need, such as a sharp car and clothes, and makes me feel like somebody.
- it allows me to save for a rainy day, to aid the less fortunate, and to have a decent standard of living.
- it pays for groceries, the rent, and other things I need to keep going.
- it is a measure of my career success in my company and community.

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4. IN MY OPINION THE PROFIT A COMPANY MAKES -
- is its primary reason for existing and is the most important measure of success.
- goes to the people who already have a lot of money.
- keeps the company strong so the employees can continue to have good jobs.
- is important but there isn’t much I can do about it.
- is not as important as its products and services and the way it treats its people.
- will be greater in the long run when the needs of the employees and the company are both considered.

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I prefer work of my own choosing that offers continuing challenge and requires imagination and initiative, even if the pay isn't high.

I don't like any kind of work that ties me down, but I'll do it if I have to in order to get some money, then I'll quit and do what I want until I have to get another job.

The kind of work I usually do is odd as long as it's a steady job and I have a good boss.

I have worked hard for what I have, and I think I deserve some good breaks. I believe others should realize it is their duty to be loyal to the organization if they want to get ahead.

I am responsible for my own success, and I am always on the lookout for new opportunities which will lead to a more responsible position and greater financial reward.

I believe that doing what I like to do, such as working with people toward a common goal, is more important than getting caught up in a materialistic rat race.

3. JOB FREEDOM, FOR ME MEANS -

- the opportunity to work where I want and have a steady job.
- the opportunity to do interesting and challenging work, to be able to express myself openly, and the freedom to change jobs if I want to.
- having enough independence so I won't be pushed around by higher-ups in the company.
- the opportunity to be friends with anyone without worrying about where they fit into the company.
- not having to worry about my job, sickness, paying bills, and other problems.
- the opportunity to stand on my own two feet and to pursue success without too much interference from supervision or anything else.

and their employees should be dedicated to the goal of maximizing profits because both "win" when this goal is achieved.

are doing their duty when they provide steady jobs and pay enough to allow employees to maintain a decent standard of living.

make fat profits at the expense of most workers.

are probably necessary in our world, but they must be more concerned with better balance between organizational and individual needs.

should take good care of employees by giving them good pay, hours, and working conditions.

should support the causes of social and economic justice, provide a pleasant work climate, share profits with employees, and become selective in choosing their products and customers.

8. IN MY OPINION, COMPANY RULES ARE -

- useful only if they promote social and economic justice.
- necessary to keep employees from doing the wrong things and protect us from people who want to break the rules.
- best when they are few, and effective if they succeed in putting the burden of responsibility on the employees.
- made by the top management for the top management and many rules don't give the employee a chance.
- necessary as guidelines, but sometimes it seems necessary to look for loopholes in order to get the job done.
- necessary to preserve order in the company, and employees who violate the rules should be told how important it is to follow the rules.

CENTER FOR VALUES RESEARCH

Dr. Charles L. Hughes
13410 Mill Grove Lane
Peter, TX 75080

Dr. Vincent S. Flowers
106 Thompson Drive
Richardson, Texas 75080

TOTAL ALL POINTS
ASSIGNED
TO EACH LETTER

d e f c b e

=96
REFERENCE LIST


Allen, Billie. 1987. A construct validation study of the relationship between interpersonal behavior styles as described by the social style of behavior profile and leadership styles as described by the leader behavior analysis. Ph.D. diss., University of North Texas.


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