

Diverse Workforce Supported Through `Transformational Leadership` Ensures Higher Operational Responsiveness

Diversity in the world is a basic characteristic of human society and also the key condition for a lively and dynamic world as we see today

– Jinato Hu

Syeda Asiya Zenab Kazmi, Marja Naarananoja and Josu Takala

Abstract— The study provides basis to measure `learning effectiveness` through directional leadership Management Options` (i.e. Controlling Management, Passive Management and Transformational Leadership) in teams reflecting `Individual Differences` to ensure organizational competitiveness. The study results confirmed that Transformational leadership provides strong basis for gaining and displaying exceedingly higher performance levels by even the ordinary team performers marked by `Individual Differences` phenomenon among the organizational human resource clusters.

Keywords- *Controlling Management, Passive Management, Transformational leadership, Individual differences, learning effectiveness.*

I. INTRODUCTION

In recent years, management experts and researchers have focused significantly on searching innovative ways and means to design and provide strategic competitive choices for firms.

Henceforth, the current research paper is an effort to gauge `learning effectiveness` through directional styles of `leadership` (i.e. Controlling, Passive and Transformational Leadership) in teams reflecting `Individual Differences` as organizational competitive action. The case study focused on the aspects of effective Leadership styles in relation with the `Individual Differences` present in group members for the innovative utilization of work forces` key potentials. In the study, the intention was to investigate the impact of three

selected leadership management options at the deeper level. In addition, the team members` behavioral patterns offered an added dimension by revealing human tendency of conversion from low performers to superior actors in no time.

The case study has the basis of a longitudinal research process, under way with the collaboration of the University of Vaasa and The Finnish Air Force Authorities (FAFA).

The Current research study got its roots from a case study under the title of “Reactor model in directions of outcome in transformational leadership” by Josu Takala, Antti Kukkola and Jussi Pennanen (2009). The base research Model used in the current case study, to build quantitative as well as qualitative inferences is `Sand cone methodology`, keeping in view, its multidimensional and multifactor capabilities (i.e., having the support of a diversified AHP method to derive significant corresponding ratings to ensure additional credibility of the research scores). The approach of the study was to find out, if the `Learning through Transformational leadership` can be effective as an organizational competitive and innovative action for the ultimate utilization of the `Individual Differences` in the work force`.

The study findings justified that the Transformational leadership provides strong basis for gaining exceedingly higher performance levels from even the ordinary performers among its human resource cluster. The design of the article is such that initially the authors will share the information on research settings, followed by throwing light on the literature review, hypothesis formulation, methodology used, results of the study, discussion and conclusion and finally sharing the possibilities in terms of the future avenues of the current research activity.

A. Research setting

The current research is part of an ongoing longitudinal collaborative research venture between the Finnish Air Force Authority (FAFA) and the University of Vaasa Finland. The research sample was picked from the “Reserve force officers” which was representing the

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category of "Reserve officers, on duty and non-commissioned officers. The purpose here was to evaluate the effects of 'Transformational leadership' style in comparison with other prominent management leadership styles. The group has the diversification as it not only included the armed forces staff but some representation from the civilian background as well to attain maximum variety in the feedback related to the core topic, that is to measure the impact of transformational leadership and its effectiveness as being the driving force for the maximization of organizational effectiveness, sustainability and competitiveness.

B. Literature review

The traditional description of leadership is that it is a mere combination of human traits that a person is having by default (Stogdill 1974). According to Kouzes & Posner, (1987) 'The road to great leadership which is common to successful leaders, include the ingredients; that are challenge the process, inspire a shared vision, enable others to act, model the way and encourage the heart.

According to Bass' (1985) the model of 'Transformational Leadership', is regarded as one of the most suitable framework by the theorist and researchers for any organization that truly wants to encourage their employees to perform beyond expectations and to become an ultimately winning force.

Burns (1978) introduced the concept of 'Transformational leadership' and highlighted the difference between 'Transactional Leadership' and 'Transformational Leadership' initially. According to Bass (1985) transformational leaders motivate followers to achieve performance beyond expectations through the transformational process of thought (i.e., Beliefs and values etc.) and behavior (i.e., Attitudes and attributes etc.). In addition, Bass & Avolio (1993) were of the opinion that, the global effort for survival of the fittest requires a potent style of leadership that exceeds the more basic transactional styles, which only offer contingent reinforcement and management-by-exception, so to accommodate the requirements well suited for the styles which get the basis from the ingredients like intellectual stimulation, inspiration, and charisma etc. Henceforth, Bass (1985), was the one who clearly highlighted the numerous aspects of transformational leadership, namely inspirational motivation, charisma, intellectual stimulation, and individualized consideration.

Study findings by Pearce and Sims (2002) "collective leadership was considered as the most significant basis of the team effectiveness. The case study findings revealed the clear basis for their empirical claim that a highly cognized strategy for dispensing leadership components among the team members is likely to enrich team effectiveness manifolds. "Concept of team as defined by Raelin (2003) suggests that a 'Team' is the development of 'leaderful' communities where leadership actually gets the basis to groom or flourish.

The core ingredient that enables a 'Leader' to lead his or her team is undoubtedly the 'Learning Process' to grasp the encountering situations to help the followers to cope

with them by functioning comfortably and effectively. Here the question rises that how the leaders should handle their groups or teams' learning capabilities most effectively while coping with the variety in individual behaviors among the clusters.

In addition, even the leadership itself has three broader directional expressions (i.e., Controlling Leadership, Passive leadership and the transformational Leadership, henceforth, it also puts a question mark on balancing or picking up the most suitable one leadership direction in a specific situation to lead all or most of the group members effectively. Plato, 2000 years ago concluded that 'No two persons are born exactly alike; but each differs from the other in natural endowments, one being suited for one occupation and the other for another. Sir Francis Galton (1822-1911) proposed that why not measure human traits and then selectively breed superior people? He pointed towards human traits covering the intellectual capability, physical ability, till the overall personality traits such as even-temperdness, as inherited. Individual differences are essential whenever we wish to explain how individuals differ in their behavior, performance level, capabilities and intellectual levels etc. (Buss, D.M., ; Greiling, H. 1999).

First introduced by Burns (1978) and later elaborated by Bass (1985) the basic logic behind Transformational Leadership style. Transformational Leadership is characterized by a leader's ability to articulate a shared vision of the future, intellectually stimulate employees, and attend to individual differences in employees (Lowe, Kroeck., Sivasubramaniam, 1996). He, while specifically emphasizing human capital, resource-based theory of the firm states that core competencies, in other words, rare, valuable, inimitable, and non-transferable human capital have greater potential to contribute to achieve and sustain competitive advantage (Prahalad & Hamel, 1990).

According to Bontis and Fitz-enz (2002), the human asset in an organization is a direct result of knowledge base, talent, and experiences attained by its work force: Henceforth, the increased level of entrepreneurial drive further triggers the existence of distinguishable differences in individual entrepreneurial behaviour. (Armstrong, Hird, 2009).

Finkelstein and Hambrick (1996) argue that the life experiences and psychological attributes of managers influence their view of the world resulting in differential behavior among executives facing similar circumstances'. Transformational leaders pay attention to individual and personal difference in needs development and growth and provide necessary resources to help followers to realize their dreams. Positive human resource management practices such as staffing, training, performance appraisal, and compensation systems are the means whereby leaders express their individual consideration of employees.

C. Hypothesis formulations

On the basis of literature review following hypotheses were tested:

- 'Transformational leadership' has received acceptability by the group's majority as compared with the other leadership or Management directions (i.e., Controlling or Passive Management or Leadership).
- 'Transformational Leadership' provided basis for the formation of Optimal Team by winning the majority of the group, marked by the Individual Differences.

D. Methodology used

AHP has been used as the decision making method for the evaluation and analysis of study results. Following formulas were used to evaluate the impact of Leadership:

- 1-max $\{(1/3 - E/100), (1/3 - S/100), (1/3 - EE/100)\}$
- Prospector: $1 - (1 - (EE^{1/3}) * (1 - E) * (1 - S) * Std^{1/3})$
- Analyser: $1 - (1 - (S^{1/3}) * 1 - (Std^{1/3}))$
- Defender: $1 - (1 - (E^{1/3}/4,34)) * (1 - (EE/81,8)) * (1 - (S/81,8)) * (Std^{1/3}/3,48))$

The symbols used here are:- 'E' reflects the Effectiveness that how to meet or even exceed the objectives on results and performance, 'EE' stands for Extra effort, 'S' the level of satisfaction towards the leadership and in the end, 'Std' is the term for std. deviation in all in cases i.e, Satisfaction, effectiveness as well as to Extra Effort.

The formula used for the calculation of Transformational Leadership Index is as follows:

- $LI = DL (1/\max \{PL, CL\}) \cdot (1 - (1/4 - \max \{IC, IM, IS, BT\}))$

The formula was used to calculate leadership index, DL stands for deep leadership (i.e., DL reflects transformation leadership installed in Deep learning), PL and CL reflects passive and controlling leadership respectively. IC is to reflect individualized considerations; IM is for inspirational motivation, IS for intellectual stimulation, while BT building the trust.

The designed questions supported the AHP logic by providing pairs of opposing or contrasting choices to choose, to display and justify the clear cut linkage with the decision making by the logical conversion of qualitative objectives into quantitative values for the analysis of research results (Saaty 1982).

The properties used in the current research process are as follows:

- Accurate measurement of exposure level of three different Leadership/ management styles (a- Passive, Controlling or Transformational),
- Measurement of expectation's direction with regards to the impact of Transformational leadership
- The level of change in group's overall performance through their participant's actions or response level.

II. RESULTS

To analyze the effects of tri- dimensional leadership on the target sample, having the mix of Individual

Differences (ID), question statements were used in our research feedback tool to test the hypotheses:

Table-I
Sample Question Statements Reflecting the Elements Of Controlling Management Directions.

Sr.No	Question Statements reflecting 'Controlling Leadership Direction':
1	Task performance is monitored strictly.
2	Governance is in line with expectations.
3	Achieve the set targets.
4	Exploit knowledge.
5	Stress to achieve the targets.
6	Work can be done mostly by one's self.
7	To encourage and challenge the development.
8	Mistakes can be found in task results.

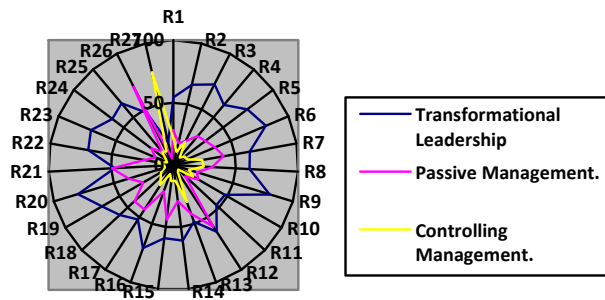
Table-II
Sample Questions Statements Reflecting The Elements Of Passive Management Directions.

Sr.No	Question Statements reflecting 'Passive Leadership Direction':
1	Make use of info. Systems
2	Use a variety of approaches.
3	Act as Exemplary.
4	Use a variety of ways of Organizing
5	Successful Management.
6	Motivate and Reward.
7	Decisions can be delayed
8	Take advantage of the gen. interest in other people

Table-III.
Question Statements Reflecting the Elements Of Transformational Leadership Directions

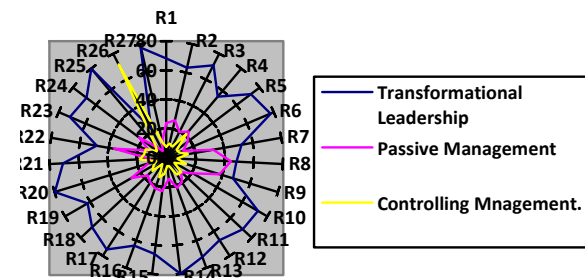
Sr.No	Question Statements reflecting 'Transformational Leadership direction':
1	Emphasize creativity and learning
2	Offer Incentives to encourage.
3	Take advantage of Mutual trust.
4	Some of unique interactions.
5	People make voluntary efforts.
6	To encourage and encourage.
7	Objectives often exceed expectations.
8	No entrepreneurial ranks.

The research results for Phase-I, reflecting the direction of Leadership Training and coaching process with regards to the attractiveness of the Management styles are as follows.



(Fig-I: Results- TK4-Phase-I, reflecting the direction of Leadership Training process with regards to the 03 Management styles)

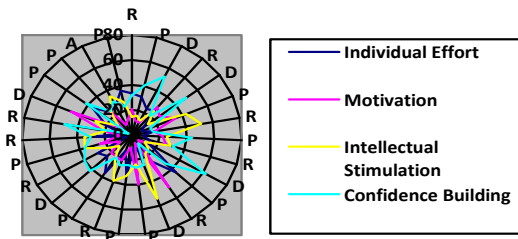
The results of Course TK4-Phase-I, constituting the above figure, confirm the attractiveness of 'Transformational Leadership' verses 'Passive and Controlling Management' styles in enhancing the required level of responsiveness among all the course participants. Research results for TK4-Phase-II, reflecting the direction of Leadership Training and coaching process with regards to the attractiveness of the Management styles are as follows:



(Fig-II: Results- TK4-II, reflecting the direction of Leadership Training process with regards to the attractiveness of the 03 Management styles)

The results shown in the above figure further confirm enhanced levels of attractiveness for 'Transformational Leadership' among the course participants, after the training session of TK4-Phase II, in comparison to the Passive and Controlling Management styles among the course participants for enhancing the responsiveness among all the course participants. The results highlighted through figures- 1 and 2 supported the first hypothesis of the case study.

Following are the Results of TK4: Phase –I for the 04 categories of Respondents (i.e., Prospectors, Analyzers, Defender and Reactors) on the basis the key Cornerstones (i.e., Individual Effort, Motivation, Intellectual Stimulation, and Confidence Building):

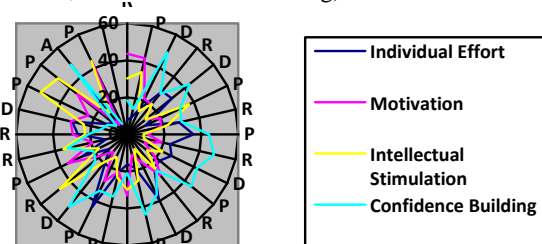


(Fig-III. Results- TK4-I, reflect the impact on the performance levels of the 4 corner stones on the respondent's)

The above figure reflects the behavioral patterns of the respondents through their responses after being exposed to the Leadership Training Course, TK-4-Phase-I. The respondents are distributed among the categories of Prospectors (i.e., Forward looking individuals), Analyzers (i.e., Conscious and careful planners), Defenders (i.e., Risk averse), Reactors (i.e., Forward looking but late starters requiring support at the initial levels), on the basis of their response patterns. The respondents are denoted by the first alphabet of their corresponding behavior categories in figures 3 and 4 (i.e., P for Prospector, A for Analyzers, D for Defenders and R or Reactors). The formulas in the current case study support the categorization of three respondents' categories (i.e., Prospectors, Analyzers and Defenders) while due to the incompatibility of the category identifications through the mathematical figures and the behavioral responsiveness, we came up with the a fourth category identification naming it as 'Reactors' which we have denoted with 'R' in the results and the corresponding discussions.

Following are the results of TK4-Phase –II for the 04 categories of Respondents (i.e., Prospectors, Analyzers, Defender and Reactors) on the basis of the key Cornerstones

(i.e., Individual Effort, Motivation, Intellectual Stimulation, and Confidence Building):



(Fig-IV: Results- TK4-II, reflect the impact on the performance levels of the 4 corner stones on the respondent's)

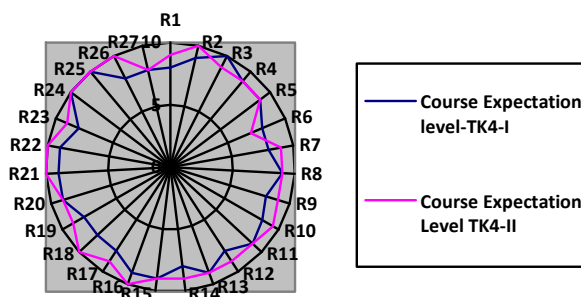
Results displayed through Figure-4 are representing the underlying concept of 'Differential Psychology' by

providing clear evidences for the role of 'Individual Difference' among the human beings through their responses, as the result of the differences in their personality, traits, upbringing, earlier experiences intellectual levels etc.

The prominent examples are the behavioral pattern shown by the respondents category 'Reactors' that have shown low responsiveness towards 'Intellectual Stimulation' and 'Individual Effort' although they do not lack confidence levels. The comparative response patterns shown by respondent numbers 1, 4, 7, 9, 12, 16, 20 and 21 are the case examples of the above claim. In addition, respondent's numbers 2, 15, 24, 25 and 27 categorized as 'Prospectors' reflected lower levels during the TK4-Phase II on 'Individual efforts' in comparison to their higher scores on the same category during the TK 4-Phase I. The highlight of the response pattern shown by respondents category of 'Reactors' is that they initially behaved like - late starters as in the cases of 'Defenders' or the 'Analyzers', by reacting lower on 'Intellectual Stimulation' and 'Motivation' while reacting more on 'Individual Effort' and 'Confidence Building' but with the passage of time they change their behavior patterns resembling as the ones of 'Prospectors' i.e., reacting more to 'Intellectual Stimulation' and 'Motivation'.

Analyzers category (i.e., respondent number 26) showed low responsiveness towards Motivational support on both the TK4 phases and further showed reduced levels of responsiveness towards Intellectual Stimulation during TK4-Phase II. This behavior showed the reliance on 'Confidence Building' as well as on the 'Individual Effort' levels only which are the key sources of planning for the Analyzer category.

Generally the respondents belonging to the 'Defender' category showed low responsiveness towards 'Intellectual stimulation' in both the phases' I-II of TK4 though respondent numbers 13 and 23 in phase I and II respectively, responding to 'Motivational', confirming the logic of 'individual differences' once again. Henceforth, the results revealed through figures 3 and 4 proved the second hypothesis of the case study. The results reflecting the direction of expectation levels achieved through the Leadership Training course TK4-Phases I and II which are as follows:



(Fig-V: Shows the Directional Expectation levels achieved through Leadership Training Courses- TK4 Phase-I,II)

The general trend reflected through the results of the study confirmed the enhanced levels of attractiveness of 'Transformational Leadership' in comparison with the Passive and Controlling Management styles for almost all the course participants.

III. DISCUSSIONS AND CONCLUSION

The case study confirmed the logical grounds for the implementation of 'Transformational Leadership' as being the attractive management choice amongst the Passive Management and the Controlling Management styles to achieve the maximum level of group's attention and learning towards the expected direction. Though, the case study revealed evidences of 'Individual Differences' as a reality causing obstructions in winning maximum control over forecasting the exact learning direction, even then the current research effort provided a solution for the management experts and Team leaders to lead their teams through the attractive leadership choice, (i.e., Transformational Leadership. In addition, the behavioral pattern shown by the respondents belonging to 'Reactor's' category confirmed the interesting reality of 'Individual differences' revealing the unpredictable levels of human capacity by initially showing low responsiveness towards the expected direction but later completely changed the response pattern matching the higher levels of responsiveness shown by the 'Prospector's' category of respondents.

In addition, the research method introduced in the case study provided a general framework for the management experts as a solution for maximum utilization of their human resources through continuous learning and capacity building to ensure industrial operational effectiveness.

A. Future Research Avenues

Our research effort can open following avenues for further research and testing:

- 1) What procedure to be adopted to develop indigenous management capacity to establish the 'Optimal Teams' during the emergency tasks?
- 2) Can a single method for resource development be considered useful for all types of Industrial Set-up involved in different types of services and production operations?

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Table-II

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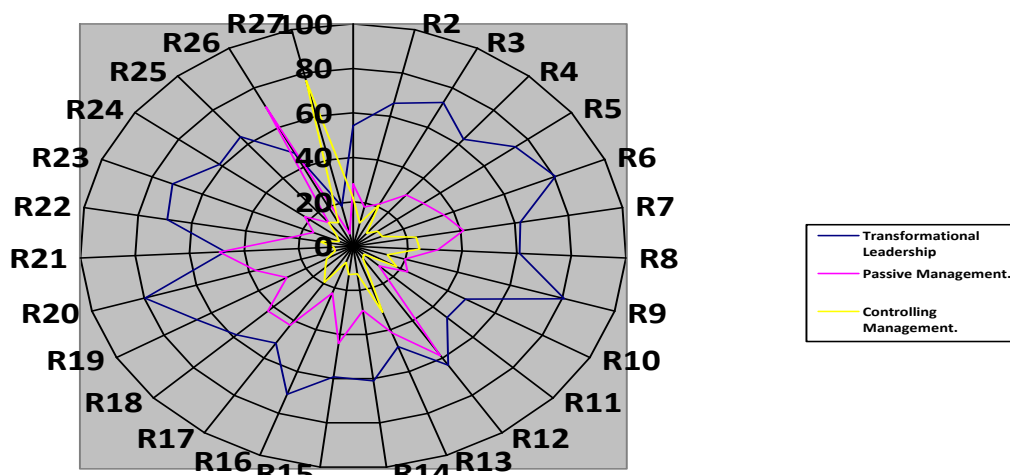
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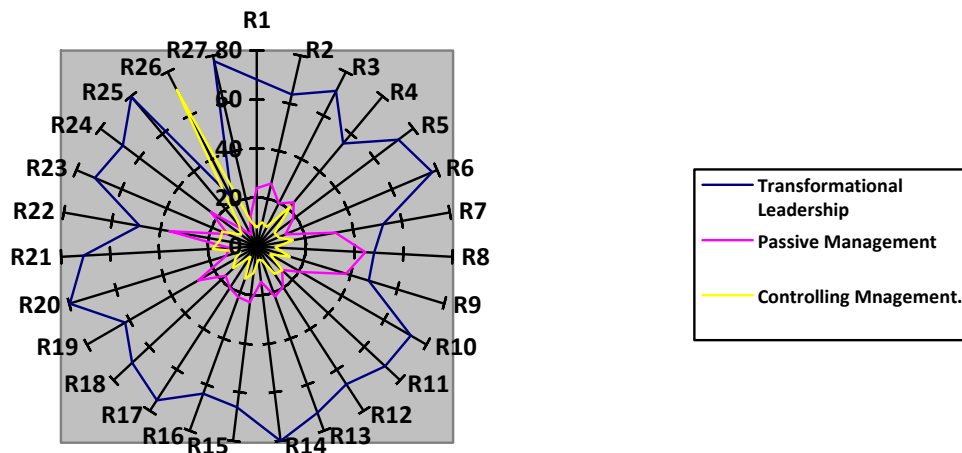
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Figure I.



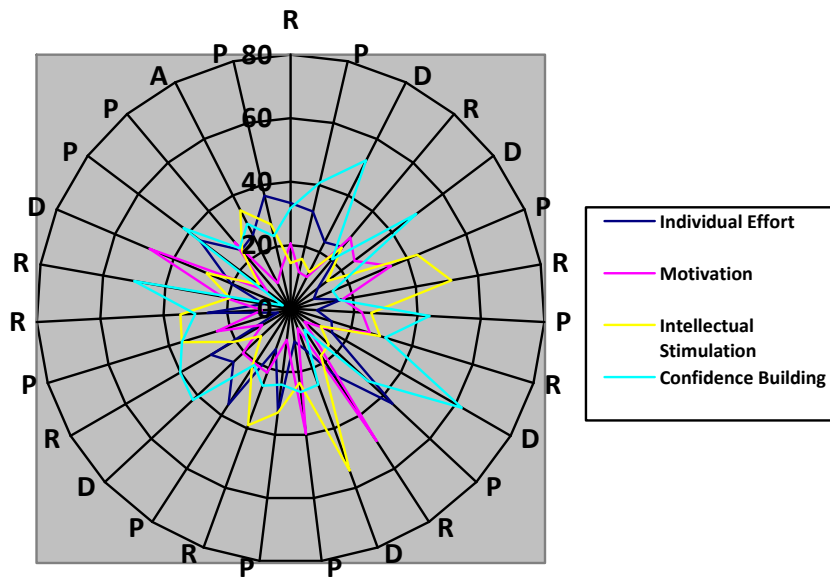
(Fig-I: Results- TK4-Phase-I, reflecting the direction of Leadership Training process with regards to the 03 Management styles)

Figure II.



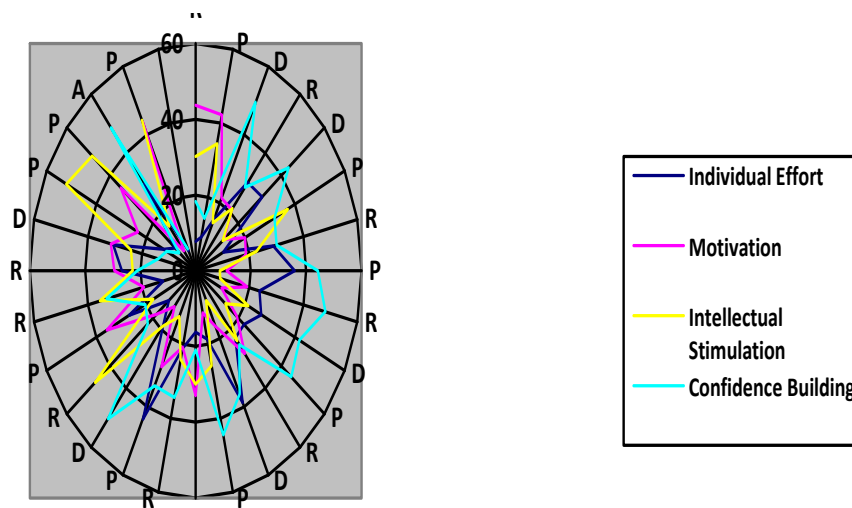
(Fig-II: Results- TK4-II, reflecting the direction of Leadership Training process with regards to the attractiveness of the 03 Management styles)

Figure III.



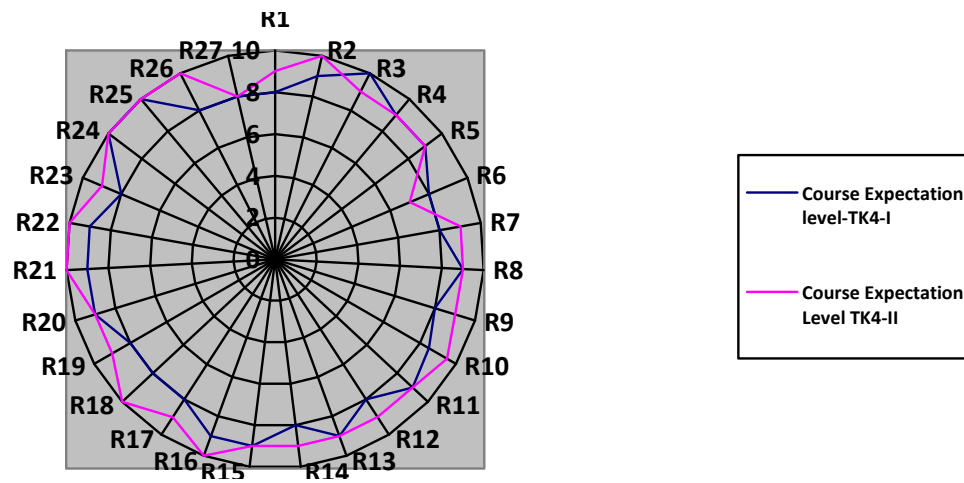
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Figure IV.



(Fig-IV: Results- TK4-II, reflect the impact on the performance levels of the 4 corner stones on the respondent's)

Figure V



(Fig-V: Shows the Directional Expectation levels achieved through Leadership Training Courses- TK4 Phase-I,II)