An Exploration of Bass and Avolio's Transformational and Transactional Leadership Styles and Values of South Texas and Northern Mexico Small Business Owners

Rosie V. DeCosmo

Lynn University

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An Exploration of Bass and Avolio's Transformational and Transactional Leadership Styles and Values of South Texas and Northern Mexican Small Business Owners

DeCosmo, Rosie V., Ph.D.
Lynn University, 2002

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U.M.I.
300 N. Zeeb Road
Ann Arbor, MI 48106
Abstract

Global business initiatives, increasingly diverse populations, and permeable geographical boundaries have catapulted interest in studying the impact of these events on multi-national companies, and to a lesser degree, small businesses along the South Texas and Mexican border. The enactment of the North American Free Trade Act agreement that exists between Mexico, Canada, and the United States amplifies these issues. Consequently, companies may face a changing business landscape. However, one constant factor is the owner. This dissertation investigated South Texas and northern Mexico small business owners' leadership behaviors and personal values. First, this study represents an attempt to ascertain similarities and differences between their application of transformational and transactional leadership behaviors. Second, the study focused on identifying values these leaders considered essential to portray and deemed important for their employees to emulate. Bass and Avolio's full-range, six-factor leadership model, and Schwartz's Values theories served as templates for organizing and understanding the theoretical foundation for this qualitative study. This phenomenological study utilized a purposeful, non-random sample consisting of five South Texas and five Mexican
small business owners. Data collection methods included collection of Multifactor Leadership (MLQ) and Schwartz's Values inventory results, thick descriptions based on questions linked to MLQ six-factors derived from personal interviews, research observations, and written field notes. Data was analyzed at three levels: Per individual cases, within-cases, and across-case investigation of both samples. Study findings specified a clear preference for demonstrating the transactional factors, contingent reward, and management by exception-active by both samples. A recurring theme of using bonuses and incentive pay primarily as reward tools (contingent reward) also emerged in both samples. Honesty and responsibility items linked to the motivational value type benevolence, surfaced as very important values across both sample groups for both leaders and employees to demonstrate. A key difference was that the northern Mexican respondents demonstrated behavioral factors encouraging employee development in preparation for future growth, as opposed to South Texas respondents who trained and coached employees for their current job skill deficiencies. Further research is recommended to include collecting interview and inventory data from others who routinely interact with the business owner; data to determine the impact transformational and
Transactional leader behaviors have on performance results, and the inclusion of female business owners. This study offers future researchers a framework to conduct additional research on the leadership practices of similar constituents.
Dedication and Acknowledgements

I dedicate this dissertation foremost to my husband, Bob, and my son Shawn, for their unconditional support and belief in my ability to attain one of my life goals, completing this doctoral program.

I owe a special thank you to my parents who believed in the value of an education and instilled in me the confidence that through determination and focus, dreams can be accomplished. I also thank them for raising me to be proud of my South Texas and Spanish heritage, which contributed to my decision to study business owners in this region.

I also thank my committee: Dr. William Leary, committee chair, Dr. Carole Warshaw, and Dr. James Kauffman. These committee members fostered a collaborative learning environment where critical thinking was encouraged and constructive feedback contributed to the completion of this research.

I am grateful to the business owners who participated in this study and graciously shared their business and management experiences so that other leaders along the South Texas and northern Mexico border could learn from their experiences.
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CHAPTER ONE

United States business owners and their Mexican counterparts face economic power shifts, international investment opportunities, and diverse workforce issues. Census statistics place the U.S. Hispanic population at 35.3 million. Labor force projections to 2008 show those of Hispanic origin at 36.2% of the population, and it is expected to grow to 40 million by the year 2010, with 21.7 million coming from Mexico (Fullerton, 1999; Hispanic Online News, 2001). Government records from 1997 indicate that 3.2 million business tax returns were filed and Small Business Administration (SBA) experts report the world economy at the end of the 20th century is characterized by increasing cross-border awareness and interdependence among nations. Both international trade and investment have increased. Small firms make an important contribution to the U.S. role in the international community. Regions and multi-national global networks are interconnected, with small firms playing an important dynamic role as radical innovators. (U.S. Government Printing Office, 1997; Office of Economic Research of the U.S. SBA, 1998). Small business firms change market structures and offer a venue where millions, including women, minorities, and immigrants, can find opportunities to tap into the American economy. SBA
administrators (1998) state, "[in] this evolutionary process, [the] community plays the crucial and indispensable role of providing the social glue and networking that binds small firms" (Office of Economic Research, 1998, p. 1). This statement appears to have relevance to U.S. and Mexican border towns, especially since the enactment of the North American Free Trade Act agreement (NAFTA) that exists between Mexico, Canada, and the United States. NAFTA's goal is to eliminate trade barriers between these nations. This allows NAFTA countries to expand into, and export to, their neighbors in ways never before possible across North American national boundaries. With the loss of Mexican tariffs, American industry will have an easier time expanding into Mexico. Because of lower tariffs, both large and small American businesses will have the opportunity to enter Mexico (Jones, 1993).

Martinez and Dorfman (1998) have offered data that challenged previous reports on Mexican business viability, articulating that Mexicans have experienced reductions of earning power and ability to produce jobs. They state, "Mexican academicians and practitioners are searching for management and organizational models that are both effective and compatible with Mexican traditions" (p. 100).
They cite DelaCerda, Gastelum, and Nunez de la Pena’s research, leadership and entrepreneurial practices vary based on economic contingency and are typically missing in managerial theory.

These dynamics set the stage for cultural interactions between South Texas and northern Mexico small business leaders and their diverse organizational environments. What impact will transformational and transactional leadership styles have on small business leaders and their companies?

Hofstede (1980) researched value differences of international organizations by surveying hundreds of people representing 40 countries. Through his work, which included the first international 1966 HERMES (large U.S. multinational technology corporation) employee attitude survey, he identified four value dimensions: (a) power distance, (b) uncertainty avoidance, (c) individualism, and (d) masculinity with differences surfacing among international settings. Triandis (1994) stated his position that “ecology shapes the cultures that emerge in it, and in turn culture shapes particular kinds of behaviors” (p. 15). Boyacigiller and Adler (1991) advocated conducting leadership research through an organizational lens by exploring contexts such as culture that shape leadership, and they recommended documenting descriptions of organizational life from a
leadership perspective.

This researcher confined the study to transformational and transactional leadership theory and presents a literature review designed to explore transformational and transactional leadership theory and related research studies. In addition, the literature review includes studies that explore various theoretical concepts linked to transformational style within a cultural milieu.

Seminal studies on leadership styles have yielded many leadership definitions, making it difficult to formulate a uniform definition. It is equally challenging for researchers who attempt to narrow the scope of this important topic. An important point is that various definitions have broadened studies to consider a variety of contexts, which include political and follower-leader relationships, organizational culture, and the impact of cultural variables (Razik & Swanson, 2001; House et al., 2000).

Purpose of the Research

The purpose of this qualitative, phenomenological, purposeful sample study was to examine, through qualitative inquiry, potential differences and similarities of South Texas and northern Mexico small business owners’ transformational and transactional leadership styles as
demonstrated in their respective countries. The researcher used Bass and Avolio's full-range, six-factor leadership model to examine specific leadership behaviors and activities.

In addition, the study identified personal and employee values that business owners perceived as important in their leadership role and to their business success. The researcher anticipates that the data results of this study may help practitioners and scholars continue to investigate how these findings may affect a small company's overall performance as the degree of interaction with border neighbors increases and country borders continue to diffuse. The data will possibly encourage further academic research related to small businesses found along the Mexican and United States border.

Research Questions

The following research questions were examined utilizing various data collection sources:

Research Question 1: What are the differences and similarities between South Texas and northern Mexico small business owner transformational and transactional leadership styles as defined by Bass and Avolio's full-range, six-factor leadership model? What specific behaviors, actions, activities, and practices do these
leaders demonstrate?

Research Question 2: What are the human value differences and similarities of South Texas and northern Mexico business owners? Which values do they consider critical in their leadership roles and which values do they consider critical for their employees to emulate as members of their company?

Operational Definitions

For the purpose of this study, the researcher defines these terms:

1. Transformational leaders are "moral agents who focus themselves and [others] on achieving higher-level missions and purposes . . . [resulting] in higher levels of commitment, trust, loyalty, and performance" (Avolio, 1999, p. 34)

2. Transactional leaders are aware of other's needs and attempt to establish an environment where rewards or perceived rewards are exchanged for expected performance levels. Contingent reinforcement is a fundamental tenet of transactional leaders (Bass & Avolio, 1997).

3. Culture "consists in patterned ways of thinking, feeling, and reacting, acquired and transmitted mainly by symbols, . . . the essential core of culture consists of traditional ideas . . . especially their attached values"
4. Values are rank-ordered beliefs about what constitute desirable and acceptable behaviors. These consistent behaviors do not change based on situations. These values reflect human needs, which are based on biological, social, and societal survival demands. These needs are manifested as guiding principles in a person’s daily life. (Schwartz & Bilsky, 1987; Schwartz & Sagiv, 1995).

According to Bass, “studies outside of the United States in diverse organizational settings revealed that context and contingencies were of importance as a source of variance in observations of transformational leadership, but the fundamental phenomena transcended organizations, cultures and countries” (Bass & Avolio, 2000, p. 1).

NAFTA policy continues to promote border interactions and sharing of human capital resources. This reality, coupled with the limited number of leadership and business studies focused on small business leaders along the South Texas and northern Mexico 2000 geographical-mile border, merits the need for research in this arena. The growing trend toward small business ownership and NAFTA opportunities will require expansion of leadership studies.
to ensure that models such as Bass and Avolio’s are applied appropriately to different settings and move closer to determining the results of transformational leadership. Ross and Offermann (1997) recommend the need for further research to determine “whether transformational leaders truly produce performance results above and beyond expectations” (p. 1,087).

It is the researcher’s goal that the data yielded from this study may serve as a starting point to address the above issues and Gadenne’s (1998) concern that “the lack of a comprehensive theoretical framework related to the relationship between various factors and small business has limited the usefulness of previous research” (p. 1).
Chapter Two

Literature Review

Effective leadership theories and practices comprise numerous streams of theoretical constructs and have been a key research topic over the past century. Leadership publications cross disciplines and mediums including peer-reviewed articles, practitioner-focused books, and research papers focused on leadership studies. Yukl's (1989) review of the literature on leadership identified three major approaches used by researchers focused on investigating the leadership phenomena. Approaches included: (a) power-influence designed to study and explain leader success on the type and degree of power the leader enjoyed; (b) behavior focused on specific effective leadership practices and behaviors; (c) the trait approach, highlighting personal attributes and abilities of leaders; and (d) the situational approach, aimed at exploring contextual factors including power base, organizational factors, and employee traits. Colvin (1998) cites, "Bennis and Nanus found 350 definitions of leadership arising from thousands of studies conducted in the 20th century" (p. 2). In my preparation for this dissertation, the researcher's review of leadership approaches ranged from a study of leader attributes, physical and mental characteristics, and
leadership behaviors within the context of organizational life, to leadership factor models and contingency factors. Additionally, the writer examined how these factors and models supported and/or impeded leadership practices based on the interaction between the leader’s behaviors, traits, and situational context (Stodgill, 1974; Blake, Shepard, & Mouton 1964; House & Mitchell, 1974). A wider perspective on leadership surfaced through Schein’s work on organizational culture, which stipulated that leaders are effective when cultural issues are identified and when they are capable of adapting to change and environmental shifts (Schein, 1985). Hofstede (1997) challenged ethnocentric views articulating individual motivational differences and noted that leadership practices are linked to culture programming.

Fiedler’s (1964, 1967) contingency theory was the first major leadership model focused on identifying leadership effectiveness as it relates to the links between a leader’s qualities and environmental condition demands. House's (1971) path-goal theory, proposed a correlation between a leader’s influence ability and an employee’s belief that they will gain valuable outcomes through their committed efforts. In addition, House articulated the existence between leader and follower behaviors and the
factors that make up a situational environment. Church and Waclawski (1998) refer to Lord, DeVador, and Alliger’s meta-analytic study on the relationship between personality traits and leadership style who found “several traits including intelligence, masculinity-femininity, and dominance were in fact consistently significantly related to leadership” (p. 102).

Boleman and Deal (1997) focused on both management and leadership, articulating that both contribute to effective leadership. They advised, “when organizations are over managed but under led, they eventually lose any sense of spirit or purpose . . . poorly managed organizations with strong charismatic leaders may soar briefly only to crash shortly after” (p. xii). Their model offers leaders from diverse industries, organizational infrastructures, and multicultural settings four frames from which to assess organizational situations:

1. Structural, which focuses on patterns of exchanges and expectations between leader and employees.

2. Human resources, which is built on the assumption that organizations and people need each other and that a good fit promotes effective performance.

3. Political, which requires the leader to build coalitions that will help promote and support goals.
4. Symbolic, which helps communicate core values and principles deemed important to the organizational setting. Symbols help reinforce leadership vision and goals (Boleman & Deal, 1997).

Transformational and transactional leadership studies began with Downton and his 1970s work on different types of leaders and continued with work by Burns, Bass, Avolio, Bennis, Waldman, Conger, and others (Bass & Avolio, 1997). Transactional theory constitutes leader and follower relationships based on exchanges between both a leader and followers. When deficiencies exist in the work environment, the transactional leader will correct and clarify follower expectations and communicate what they can expect to receive in return for their commitment to the expectations. These returns may be economical, psychological, or political exchanges. Empirical research exists for this theory (House & Mitchell, 1974). Yammarino and Bass (1990) stated “the transformational leader articulates a realistic vision of the future that can be shared, stimulates subordinates intellectually, and pays attention to the differences among the subordinates” (p. 151).

Transformational and transactional descriptions do not yield a uniform definition but have expanded studies to consider a variety of contexts: political, follower-leader
relationships, organizational culture, and impact of cultural variables (House et. al, 2000).

Pielstick's (1998) metaethnographic study and analysis on transformational leadership literature conducted to identify various factors which appear to shape transformational definitions yielded a profile consisting of seven key areas: "(1) creating a shared vision, (2) communicating the vision, (3) building relationships, (4) developing a supporting organizational culture, (5) guiding implementation, (6) exhibiting character, and (7) achieving results" (pp. 4-5). Additionally, the study highlights "shared vision [as] the touchtone theme of transformational leadership . . . . [And] most often referenced characteristic of transforming leaders [as having] self-confidence [and] . . . a need for achievement" (pp. 5, 9).

Church and Waclawski (1998) refer to Lord, DeVador, and Alliger's meta-analytic study on the relationship between personality traits and leadership style that found "several traits including intelligence, masculinity-femininity, and dominance were in fact consistently significantly related to leadership" (p. 102). Church and Waclawski have seen a renewed interest in the study of personality in relation to transformational-transactional practices in an effort to "explore the link between individual differences in
personality orientation and subsequent leadership behaviours in the workplace” (p. 100). They proposed that transformational and transactional leadership styles are discriminated based on personality profiles. Population samples included Latin American senior executive personnel who participated in the administration of the Myers Briggs Type Indicator, Kirton, and The Leadership Assessment Inventory. Study conclusions seem to indicate

(1) individual differences in personality orientation do seem to have a highly significant impact on leadership behaviour as perceived by others; and, (2) Executives . . . similar to the inventors, innovators of change, or the motivators (i.e., enthusiastic idealists) may tend to be perceived by others as being more transformational, innovative, and influential.

(Church & Waclawski, p. 108)

Leadership studies conducted by Bass and colleagues (1997) produced the following possible strategies of how transformational leaders achieved results:

Transformational leaders become a source of inspiration to others through their commitment to those who work for them, their perseverance to a mission, their willingness to take risks, and their strong desire to achieve. Transformational leaders diagnose, meet, and elevate the needs of each of their associates through individualized consideration. They stimulate their associates to view the world from new perspectives, angles, and informational sources and
question even the most successful strategies to improve over time. Associates [employees] trust their transformational leaders to overcome any obstacle, because of their hard work, their willingness to sacrifice, their self-interest, and their prior successes. (pp. 27-28)

Avolio (1999) referenced Bass's distinction between a transformational and a "pseudo-transformational leader" who may also acquire a leadership position. These leaders "act like transformational leaders from an impression management perspective" (p. 59). He cites the article "Charismatic Leaders and Destructiveness: An Historiometric Study," by O'Conner, Mumford, Clifton, Gessner, and Connelly (1995) describing these types of leaders as "self-contained, self-aggrandizing, exploitative, narcissistic, and power oriented" (pp. 59-60).

The exploration of transformational and transactional practices through a cultural lens provides researchers with the opportunity to expand their understanding of cross-cultural theory. Studying Mexican and U.S. cultural contexts is a fundamental step when studying the transformational leadership practices of culture-specific populations. The scope of information and materials generated on the construct of culture embrace multiple perspectives that include anthropological, cross-cultural, and intercultural interaction research studies. Martinez
and Dorfman (1998) suggested that researchers need to be aware of emic (culture-specific) knowledge derived from the country’s native inhabitants if they expect to understand the nuances of leadership behaviors in that specific culture. They warn that solely etic (universal) comparative studies on leadership practices may be perceived as problematic. Their qualitative ethnographic study on Mexican entrepreneurs consisted of in-depth interviews with Mexican owners with the goal to "obtain detailed descriptions of their behavior, values, and attitudes" (p. 104). The 6 informants (3 men and 3 women) represented both medium and small diverse industries. Utilizing the snowball sampling technique and semi-structured interviews, informants were asked to identify additional participants, who were asked to discuss and describe their experiences and interactions in their role as empresarios (defined as manager and entrepreneur). A systematic thematic analysis of transcripts collected during the interviews was used as a tool to uncover the leader’s role within the context of the Mexican setting. Data analysis surfaced six Mexican empresario roles and three related themes. These include

1. The empresario creates a system of values supported by rhetoric and symbols to describe the function and meaning of the firm, articulate a vision for his (or her)
company, establish the objectives of the firm, and define higher goals for the firm beyond making money.

2. The empresario develops and implements strategy, especially as it relates to building a network of alliances and interpersonal links, both inside the firm and in the external environment.

3. The empresario determines the boundaries of a leadership role within the firm and Mexican society in general by modifying and adapting to the patriarchal model of Mexican leadership.

4. The empresario establishes relationships characterized by confianza (confidence, trust, and reliance) with clients, partners, colleagues, and employees.

5. The Mexican empresario makes decisions about the flow of information, what information flows downward and upward, and the criteria for such decisions.

6. The Mexican empresario determines what position to adapt to relating to issues of social responsibility, including the degree to which social mobility is supported within the firm.

Martinez and Dorfman's study limitations take account of the small sample size, the fact that several of the informants represented image-related industries, and the
fact that the study was limited to a specific geographic location.

Jung and Avolio’s (1999) research on transformational and transactional leadership styles and their impact on individualists and collectivists conducting a brainstorming session results indicated collectivists who had a transformational leader came up with more ideas than individualists who had a transactional leader. The study, consisted of 347 Asian and Caucasian business major students were asked to brainstorm ideas to improve the quality of education at their school. Leadership style was manipulated by using trained confederates as session leaders; each demonstrated either transformational or transactional behaviors and cues during the brainstorming sessions. The study included an adaptation of Bass and Avolio’s Multifactor Leadership (2000) questionnaire completed by the students and used to measure the transformational and transactional leadership qualities of the study leaders. Also used was the Bass and Avolio collectivism-individualism scale (Jung & Avolio, 1999), which students used to rate their personal responses. The study continued with additional leadership training, and a group of undergraduate students viewed a videotape of the leader. The undergraduate students evaluated the videotapes
using 17 out of the 45 Multifactor Leadership questionnaire form 5X items. The questionnaire "assesses leadership behaviors that are associated with what is generally considered 'exceptional' or 'exemplary' leadership . . . [and] includes scales that measure dimensions associated with effective and ineffective leadership (p. 4). It measures "five components of transformation, three components of transactional leadership, one non-transactional leadership component, and three outcome components" (Bass & Avolio, 1997, p. 12). Doctoral students repeated the process after the leaders completed an additional 5 hours of leadership training. Results indicated that students perceived leader behavior as transformational or transactional as designed for the leaders to portray. The initial students who were involved in the brainstorming session yielded Asian student scores of "(3.42) was significantly higher than it was among Caucasian students (3.10)" (Jung & Avolio, p. 6). Findings yielded that Caucasians who had a transactional leader came up with more ideas than those who had a transformational leader. Jung and Avolio suggested that perhaps one reason for this was the short-term focus of the exercise. Transformational leadership promoted the Caucasians to develop ideas with long-term focus. Asians who worked with
transformational leadership direction did better when compared to those who worked under transactional leaders in terms of quantity and practicality measures.

Jung and Avolio (1999) stated that their research results regarding leadership styles may be seen as different, and their effects may differ on performance motivations and performance depending on the cultural groups studied. Finally, the researchers indicated that these results point to the value of teaching leaders on the flexibility of leadership styles and culturally diverse groups.

Leadership and cultural theories provide fertile ground for cross-cultural research studies and researchers fundamentally agree that, "leadership practices and the level of leadership success will depend on the congruence between cultural values and leadership processes" (Shenkar & Punnett, 1996, p. 279). Schwartz and Bilsky (1987) believed value influences on human behavior should be clustered in domains in order to glean differences that exist in social settings. Cross-cultural comparisons can be refined in three ways:

(a) Similarities and differences in the meaning of specific values will be revealed "by their location in the same or different value domains in different cultures; (b)
Comparisons of value importance will be more comprehensive if value domains are used; (c) Structural relations among value domains in different cultures can be compared, revealing differences . . . [in] compatibility . . . [or] contradictions". (p. 551)

Bass (1990) discusses various studies on leadership similarities and differences in different countries and their cultures. He highlights the works of Podsakoff, Dorfman, Howell, and Tudor (1986) who studied and found similarities in how Mexican and United States employees working for the same Maquiladora (industries located along the United States-Mexican border) industries perceived leadership behaviors and reward and discipline practices.

Conversely, Bass (1990) discussed the variances found between how people define leadership within the context of national and cultural lines, reporting that while "some behaviors, attributes, causes, and effects are found everywhere in similar fashion . . . other elements tend to be concentrated in some cultures and countries rather than others" (p. 761). He reports "cultural boundaries are likely to have a greater impact on values, sentiments, ideals, language, and role models" (p. 762).

Bass (1990) cited Rosen and Shenkar's (1985) research, which consists of eight culture clusters. These are based
on similarities and differences of work perceptions and interpersonal and personal values. Latin culture clusters included "a lower capacity for openness, trust, and the rational expression of feelings . . . competence, consideration for formal status . . . lower tolerance for uncertainty and ambiguity . . . and centralization of decision-making and bureaucratic protection" (pp. 763-764). Most of these findings are in contrast to findings among Anglo-Saxons. Additionally, Bass articulates the need for researchers to consider within-country differences of the various ethnic groups that inhabit a country.

Bjerke (1999) attempted to clarify Anglo-American culture by framing it within an American business culture frame. Support for this frame is derived from numerous research studies utilizing this context. American culture themes emerging from his work include: (a) progress and growth; (b) modernity; (c) materialism; (d) activity and work orientation; (e) informality and equality; (f) logic, efficiency, and pragmatism; (g) individualism and achievement; (h) freedom and competition; and (i) knowledge and specialization (p. 102).

Martinez and Dorfman's (1998) review of current organizational and management studies and scholarly literature identified the following Mexican cultural
patterns:

1. Mexicans value their families highly, and family is a key cultural influence on leadership practices within a patriarchal paradigm.

2. Mexicans place great importance on personal relationships communicated through the importance they place on the trustworthiness of business colleagues and the cultivation of networking.

3. Courtesy and signs of respect are highly valued, and leaders are expected to show respect for all levels of employees.

4. Mexicans exhibit a pronounced emotional sensitivity and aesthetic nature in which public criticism is perceived as disrespectful and resented.

5. Mexicans maintain greater social and professional distances between management and employees reinforced through the disparity that exists between upper and lower sociostrata.

6. Mexicans exhibit an informal-formal duality in their organizational behaviors, which is demonstrated through both formal and informal behavioral codes.

7. Mexicans demonstrate a flexible perception of time and deadlines but are aware of international norms and the potential negative perceptions others may form if they do
not conform to promptness.

Martinez and Dorfman (1998) cited the work of Stephens and Greer (1995) who suggested that Hofstede’s uncertainty-avoidance dimension and previously reported distances between Mexico and United States may not be as vast as reported in Hofstede’s study, because Mexican owners encounter constant risks such as economic and political fluctuations.

Kuchinke’s (1999) research on the differences in leadership styles and work-related values among American and German employees who worked for a telecommunications company produced findings of lower levels of transformational leadership styles among German employees, with country level differences and job category having an effect on cultural values. The researcher utilized Bass and Avolio’s (1997) full-range leadership model and Hofstede’s (1984) theory of culture to examine the survey results. Additionally, study results showed similarities between these two groups as well as between specific leadership and culture differences. Differences included the transformational leadership dimensions of charisma and inspirational motivation, with U.S. employees reporting more focus on vision and optimism. No differences in transactional behaviors were noted. Findings also indicated
that cultural values did appear to predict leadership style but accounted for only a small portion of the variance. The study group consisted of 3,540 employees (majority of the study sample were males) at three sites of a fortune 500-telecommunication company with United States and Germany locations. The Values Survey and the Multifactor Leadership questionnaire with a series of demographic questions were used in this research.

Global Leadership and Organizational Effectiveness (GLOBE, as cited in House et al., 1999), a research consortium, is comprised of 170 social scientists and management scholars who represent 61 cultures around the globe. The goal of their project is to design an empirically based theory to describe, understand, and predict the impact of cultural variables on leadership. Research methodology includes both quantitative and qualitative designs. Initial findings from the GLOBE research program identified six global leadership dimensions of culturally endorsed implicit theories of leadership. Preliminary evidence indicates that these dimensions are significantly correlated with isomorphic dimensions of societal and organizational culture. These findings are consistent with the hypothesis that selected cultural differences strongly influence important ways in
which people think about leaders the hypothesis that charismatic/value-based leadership would be universally endorsed is strongly supported. Team-oriented leadership is strongly correlated with charismatic/value-based leadership (dignity, peace, order, beauty, freedom), and also universally endorsed (House et al., 1999). The GLOBE research project formulated construct definitions that expanded Hofstede's dimensions. The constructs are power distance, uncertainty avoidance, human orientation, collectivism I, collectivism II, assertiveness, gender egalitarianism, future orientation, and performance orientation (Bond & Smith, 1996; House et al., 1999; Shenkar & Punnett, 1996; Ralston, Holt, Terpstra, & Kai-cheng, 1995; Sue & Sue, 1999).

Carl & Javidan (2001) utilized GLOBE data to conduct an empirical cross-cultural multination study on the universality of charismatic leadership. Using the constructs of visionary, motivational, and proactive, their study found the constructs extremely applicable across cultures. The researchers recommend that while the attributes seem to support a universality concept, their study does not identify specific behaviors demonstrated by leaders from various cultures. Smovar (1997) reports, "(1) culture is learned, (2) culture is transmissible, (3)
Researchers pursuing international cross-cultural leadership studies encounter fundamental research-methodological issues and biases inherent in this field of study. Researchers confront the issue of potential biases found in normative theories that have their beginnings in one country, historically, the United States (Dorfman et al., 1997; Peterson & Hunt, 1997). These issues challenge the researcher's goal to contribute research knowledge that is applicable to large numbers of population. Several comprehensive international cross-cultural leadership studies have faced these fundamental challenges. The Misumi Japanese comprehensive leadership study (Bond & Smith, 1996) consistently yielded findings that indicated "Different specific behaviors contribute to each function in differing situations [cultures]" (p. 216).

The Dorfman et al. (1997) study investigated hypotheses addressing the universality of six leadership behaviors of leaders in Japan, South Korea, Taiwan, Mexico, and the United States. Research findings illustrated that cultural universality promoted supportive, contingent reward, and charismatic behaviors and culture-specific
behaviors supported directive, supportive, and contingent punishment behaviors. Population samples were composed of managers and professionals of multi-national or national companies. Both etic (universal aspects of culture) and emic (unique aspects of culture) research methodologies were employed in the study. Reliabilities for leadership, mediator, and outcome measures yielded Chronbach alpha scores in the .80 to .95 ranges. "[The six leader behaviors] . . . showed acceptable convergent validity, with each item being significantly related to its predicted leadership behavior." (pp. 249, 251).

Other studies indicated significant differences in the values and motivations of leaders from diverse nations that may present a link to leadership and management differences (Hooijberg & DiTomaso, 1996). Ross and Offerman (1997) noted that little is known, according to these researchers, of the "effects of transformational leadership on subordinate . . . performance" (p. 1078). They indicated that "most supportive studies reveal that performance measures often suffer from single source bias . . . and when more objective performance measures are used results are unpredictable" (p. 1080).

These international cross-cultural leadership studies reflect the important contributions future research studies
will make on this complex and universal topic. While quantitative and qualitative studies can be found in the research literature, most studies focus on managers and professionals who are members of multi-national organizations. Few international and cross-cultural leadership studies exist on small business owners. Scholarly research on transformational and transactional leadership and cross-cultural studies provide the researcher with grounded theory and structure to study these phenomena with small business owners in Mexico and the United States.

Scholars Gudykunst and Kim (as cited in Neuliep & Ryan, 1998) posited that when people are placed in an environment filled with cultural differences each sees the other as a stranger which, then, creates an air of uncertainty, and in turn may lead to higher anxiety. One apprehension may manifest in intercultural interactions. Neuliep and Ryan’s study investigated the influence of intercultural communication and identifies intercultural communication apprehension “as the fear or anxiety associated with interacting with people of different cultures and/or ethnic groups” (Neuliep & Ryan, p. 2).

Thousands of empirical leadership studies are available for review with minimal representation of those
that address culture as a contingency on leadership practices and even less representation of small business owner leadership practices along the Mexican and United States border. Ardichvili (2001) conducted a study on leadership styles of Russian entrepreneurs and managers to investigate their leadership styles. Results brought to the surface significant differences in leadership styles between small business owners and managers and their counterparts in the West. Entrepreneurs more often used inspirational and charismatic styles than managers who worked for larger organizations did. Entrepreneurs also appeared to motivate their teams by establishing linkages between employee performance and rewards (Ardichvili).

The seminal works of Hofstede, Schwartz, Bass, Avolio, The GLOBE project researchers, and others have contributed to both scholarly knowledge and an empirical database, providing future researchers valuable data to replicate, expand, and/or challenge previous research findings. To address the small business scholarly leadership research gap, this researcher utilized the Multifactor Leadership questionnaire 5X factors and explored transformational and transactional similarities and differences of United States South Texas and northern Mexican small business owners. Bass and Avolio's (2000) model continues to be used by
those interested in studying leadership research. Several meta-analyses of over 33 empirical studies conducted utilized the Multifactor Leadership questionnaire, and results demonstrated strong positive correlations between all transformational leadership components.

Finally, Bass and Avolio (2000) addressed critics of the Multifactor Leadership questionnaire by conducting additional and broader leadership style studies with the Multifactor Leadership questionnaire 5X instrument comprised of the six-factor model. These research studies were designed to surface a comprehensive analysis of the factor structures, which tested leadership conceptual models found in scholarly literature work. Results of these last tests has positioned the Multifactor Leadership questionnaire as a survey and model with a high degree of reliability, inter-correlations, and factor-loading consistencies when comparing the initial with the replication sample results, thus providing users a broader base of evidence for the six-factor model. This doctoral study was designed to explore specific leadership behaviors and practices of small business owners and how these linked to Bass and Avolio’s six-factor model as demonstrated across a variety of cultures and company settings, specifically as they related to the universality of
leadership styles and a variety of cultures (Bass & Avolio, 2000; Avolio, Bass, & Jung, 1999).
Chapter Three
Methodology

The researcher’s interest in this study is a result of 20 years of developing and delivering leadership assessments and training to leaders in multi-national corporate and small-business settings. Specifically, the writer’s experience with implementing leadership models and products designed in the United States and used in Latin American countries has yielded a less than perfect cultural fit in Latin American countries. Researchers who conduct international studies confront the issue of potential biases found in normative theories from United States samples (Peterson & Hunt, 1997). The growing trend toward small business ownership and NAFTA opportunities will require expansion of leadership studies to ensure that models such as Bass and Avolio’s (1997) are applied appropriately to different environments and move closer to determining the results of transformational and transactional leadership.

Based on an interest in exploring and identifying specific transformational and transactional leadership behaviors and experiences of the representative sample, this writer employed a triangulation of data collection methods consisting of personal interviews, field notes, and
observations, coupled with results from the multifactor leadership questionnaire and Schwartz’s values inventory administered during the initial phase of this study. Inventory results served as a starting point for formulating follow-up questions during the interview phase of this study.

A nonrandom, purposeful, qualitative approach was chosen to study the leadership styles and personal values of 10 South Texas and Northern Mexico small business owners. The nonrandom purposeful sample included 10 cases: 5 South Texas and 5 Northern Mexico business owners. One alternate business owner from each country was selected for potential sample attrition. Specific selection criteria was designed for sample selection, and all business owners

1. Met the Nacional Financeria (NAFIN) definition of small businesses employing between 16-100 employees.

2. Were males, based on Bass and Avolio’s research indicating female propensity to demonstrate transformational leadership practices (1997).

3. Had an established business for a 3-year minimum based on the stabilization business phase of the Eggers and Leahy model (CCL, 1998), who defined stabilization as a business that is stable enough to return a profit and support its principal owners.
4. Were policy decision makers with operational decision-making authorities.

5. Were primary owners or maintained at least a 50% ownership in the company.

6. Were native to their representative countries.

The majority of the biographical data sheets were completed by the Northern Mexico sample during the initial research presentation meeting conducted at the Economic Consulate location. These sheets served as meeting selection criteria documentation. Tables 3.1 and 3.2 illustrate the sample selection criteria for South Texas and Northern Mexico business owners. Table 3.3 illustrates both sample means.

Table 3.1

South Texas Sample Selection Criteria and Characteristics

<table>
<thead>
<tr>
<th>Case</th>
<th>No. of Years</th>
<th>Age of Owner</th>
<th>Status</th>
<th>Highest Education</th>
<th>Type of Business</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUS</td>
<td>35</td>
<td>43</td>
<td>68</td>
<td>Owner Master's</td>
<td>Construction/Builder-Mgmt.</td>
</tr>
<tr>
<td>BUS</td>
<td>100</td>
<td>10</td>
<td>53</td>
<td>Co-Owner Master's</td>
<td>Sales</td>
</tr>
<tr>
<td>Case</td>
<td>No. of Years</td>
<td>Age of Staff</td>
<td>Status</td>
<td>Highest Education</td>
<td>Type of Business</td>
</tr>
<tr>
<td>------</td>
<td>--------------</td>
<td>--------------</td>
<td>--------</td>
<td>-------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>CUS</td>
<td>22</td>
<td>17</td>
<td>49</td>
<td>Co-BA owner</td>
<td>Export/Import</td>
</tr>
<tr>
<td>DUS</td>
<td>57</td>
<td>6</td>
<td>47</td>
<td>Co-High owner</td>
<td>Catering/Eating</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>School Diploma</td>
<td>Establishment</td>
</tr>
<tr>
<td>EUS</td>
<td>20</td>
<td>5</td>
<td>37</td>
<td>Owner High School</td>
<td>Catering</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Diploma</td>
<td></td>
</tr>
</tbody>
</table>

Table 3.2

Northern Mexico Sample Selection Criteria and Characteristics

<table>
<thead>
<tr>
<th>Case</th>
<th>No. of Years</th>
<th>Age of Staff</th>
<th>Status</th>
<th>Highest Education</th>
<th>Type of Business</th>
</tr>
</thead>
<tbody>
<tr>
<td>AM</td>
<td>25</td>
<td>7</td>
<td>40</td>
<td>Sole BA owner</td>
<td>Catering/Eating</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Establishment</td>
</tr>
<tr>
<td>BM</td>
<td>40</td>
<td>12</td>
<td>42</td>
<td>Co-BA owner</td>
<td>Lumber/Door</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Construction</td>
</tr>
<tr>
<td>CM</td>
<td>100</td>
<td>18</td>
<td>30</td>
<td>Co-CPA owner</td>
<td>Steel &amp; Building</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Supplies</td>
</tr>
<tr>
<td>DM</td>
<td>16</td>
<td>9</td>
<td>37</td>
<td>Sole BA owner</td>
<td>Construction</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Builder</td>
</tr>
</tbody>
</table>
Table 3.3
South Texas and Northern Mexico Sample Means

<table>
<thead>
<tr>
<th>Sample no. of company employees</th>
<th>Years in current business</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Northern Mexico</td>
</tr>
<tr>
<td>Mean</td>
<td>39.40</td>
</tr>
</tbody>
</table>

Business owner age

|                                | Northern Mexico | South Texas |
| Mean                           | 42.40           | 50.80       |

Figure 3.1. Sample study location.

Figure 3.1 depicts the regional location of the sample.

Miles and Huberman stated that qualitative research methodology attempts to capture data on the perception of local actors "from the inside" through a process of deep attentiveness, of empathetic understanding, and of
suspending or “bracketing” preconceptions about the topics under discussion. A primary task is to explicate the ways people in specific settings come to understand, account for, take action, and otherwise manage their day-to-day situations (p. 7). Maxwell (1996) recommended purposive sampling if the researcher’s goal is to acquire in-depth knowledge of the research participants and their setting. He described a strength as a small sample that has been systematically selected for typicality and relative homogeneity [which] provides far more confidence that the conclusions adequately represent the average members of the population. Purposeful sampling can [also] establish particular comparisons to illuminate the reasons for differences between settings or individuals (pp. 70-72).

Miles and Huberman (1996) discussed the importance of establishing parameters of sample selection as this step helps the researcher “define aspects of . . . cases(s) [the researcher] can study within the limits of . . . time and means . . . that connect directly to . . . [the] research questions” (p. 27). Maxwell (1996) recommended purposive sampling if the researcher intends to deliberately select specific “settings, persons, or events . . . in order to provide important information that can’t be gotten as well from other choices” (p. 70). This type of sampling
typically consists of 5 to 10 participants.

In order to verify that the South Texas sample met the selection criteria the writer conducted personal telephone interviews with the participants and documented them by completing the biographical data sheets. Acquiring the required sample from two different countries presented unique challenges including timely identification of appropriate resources and gaining entry into the South Texas and Northern Mexican business communities. Professional and academic contacts were established with the staff of the University of Texas at Pan American and the South Texas Chamber of Commerce office directors while completing the summer doctoral practicum projects. Chamber directors provided Texas Chamber of Commerce business directories. The director at the University of Texas Pan American Mexican Relations Center, arranged a meeting between this researcher and the Mexican Economy Consulate director. He allowed this researcher access to the Mexican business directory and assisted in identifying 25 Northern Mexican business owners who met the required selection criteria and were invited to attend a research presentation meeting arranged through their Mexican Economy Consulate Business Center. Seven attended the presentation meeting. The researcher reviewed the purpose of the study, outlined
participant selection requirements and sample size for each country, and discussed sample role and responsibilities during the study and further, discussed confidentiality, participant anonymity, voluntary participation, site entrance agreement, and my personal role during and after the study. To confirm that the potential participants met the selection criteria, they completed a data demographics sheet (see Appendix C). After reviewing the data sheets, the researcher established that 6 of the participants met the selection criteria. An informed consent form (see Appendix B) was distributed to those who expressed interest as participants, and they were asked to read and sign the consent form. The consent forms and demographic data sheets were kept in separate sealed envelopes. Interview schedules were set during the meeting.

The same selection procedures and presentation meeting were used for South Texas business owners. Five business owners expressed interest in the study and requested that the writer conduct a follow-up telephone discussion. The demographic data sheets confirmed the sample eligibility requirements, and 3 of the 5 South Texas business owners met the criteria. These business owners received faxed consent forms, and they returned the forms to the interviewer by fax and or mail. The South Texas Chamber of
Commerce directory served as the primary source for identifying and selecting the remaining 2 sample participants and 1 alternate. To secure the remaining South Texas sample, the researcher identified a list of business owners who did not attend the research presentation meeting and confirmed that they met the selection criteria using the Chamber of Commerce databases and information provided during the initial phone call. The scope of the study and the consent form were reviewed with the business owners during the first telephone meeting. They asked questions and their roles in the study were clarified. Those who agreed to participate in the study were faxed and/or hand delivered the consent form for their signatures. South Texas sample consent forms and demographic data sheets were stored in individual coded envelopes.

One sample participant decided to remove himself from the study and offered no explanation. His request was honored, and all the research documents and tapes containing his information were destroyed. The same sample protocol used to secure the second round of South Texas business owners was used to identify an additional business owner.

During the initial phase of the study, this researcher administered the multifactor leadership and Schwartz value
inventories. The primary goal for utilizing these inventories was to review inventory results and probe for specific transformational and transactional leadership behaviors and values deemed as important to sample participants. Multi-leadership factor (5X) instrument dimensions defined potential leadership behaviors as the following (Bass et al., 2000):

1. Charisma/inspirational behavior (also called idealized attributes and behaviors IIA & IIB in the inventory) provides followers with a clear sense of purpose that is energizing and acts as a role model for ethical conduct that builds identification with the leader and his or her articulated vision.

2. Inspirational motivation (IM) provides followers with symbols and metaphors to get them to increase their understanding of mutually designed goals.

3. Intellectual stimulation (IS) gets followers to question the tried and true ways of solving problems and encourages them to question the methods they use to improve upon them.

4. Individualized consideration (IC) focuses on understanding the needs of each follower and works continuously to get them to develop their full potential.

5. Contingent reward (IR) clarifies what is expected
from followers and what they will receive if they meet expected levels of performance.

6. Active management-by-exception (MBEA) focuses on monitoring task execution for any problems that might arise and correcting those problems to maintain current performance levels.

7. Passive-avoidant management (MBEP) tends to react only after problems have become serious to take corrective action and will often avoid making any decisions at all.

The MLQ 5X revised psychometric properties, which included an evaluation of psychometric concerns articulated by Hunt, Yukl, Smith, and Peterson (as cited in Bass et al., 2000), yielded the following results:

Reliabilities for the total items and for each leadership factor scale [dimension] ranged from .74 to .94. All the scales' reliabilities were generally high, exceeding standard cut-off for internal consistency recommended in the literature. The goodness of fit index (GFI) of .91 for the full model exceeds the .90 cut-off criterion recommended in the literature. Results [provide] the strongest support for the six-factor model with four transformational/transactional leadership factors, one corrective and one passive/avoidant. (pp. 25-26) Scale scores represent an
average score of each scale. Each of the scales is comprised of four items (see Appendix D). The 3,786 respondents... from the United States and other countries were included in the most recent reliability and validity study" (cited in Bass et al., 2000, pp. 25-26, 3).

Schwartz’s values inventory validity and reliability results are based on data gathered from 1988-1992 from 86 samples, including 41 cultural groups in 38 nations, with the cultural groups categorized primarily by participant nationality. Schwartz developed the survey to “measure the content of individual values recognized across cultures” (Schwartz, 1994, p. 88). The Schwartz value types are designed around two dimensions, which include higher order and standard values of (a) openness to change versus Conservation and (b) self-enhancement versus self-transcendence. Each of these two higher order values are comprised of (a) power, (b) achievement, (c) hedonism, (d) stimulation, (e) self-direction, (f) universalism, (g) benevolence, (h) tradition, (i) conformity, and (j) security.

The data from Schwartz’s (1992) research strongly support the assumption that members of almost all cultures, when they relate to values as guiding principles, implicitly distinguish 10 basic types of values that
express different motivational goals . . . these ten value types are likely to be recognized within and across cultures and used to form value priorities. (pp. 51-52, 59)

Schwartz (1992) offers these goal definitions for the 10 motivationally distinct type values:

1. Self-direction is focused on personal choice of thoughts and autonomy demonstrated through one’s propensity for creativity, freedom, choice of personal goals, curiosity, and independence.

2. Stimulation is based on a need for arousal conditioned by one’s societal exposure and is described as a need for a varied, exciting life and daring experiences.

3. Hedonism defines the motivational goal seeking personal gratification for the values of pleasure and enjoyment of life.

4. Achievement encompasses personal success as demonstrated through socially acceptable competence indicators, with competence and cultural standards linked. Motivation for this type of achievement is the outcome for social approval. The values that describe achievement include ambition, success, capability, and influence.

5. Power is central to achieving social status, prestige, and control over individuals and resources. Specific values describing power are authority, wealth,
social power, preserving one’s public image, and social recognition.

6. Security motivation, anchored in achieving safety and stability of relationships, society, and self, is defined through the values of social order, family security, national security, reciprocation of favors, cleanliness, sense of belonging, and good health.

7. Conformity focuses around restraining oneself from daily interactions that may violate social norms or other individuals. Obedience, self-discipline, politeness, and honoring parents’ and elders’ values are included in this motivational value.

8. Tradition aims at meeting the motivational need for respecting, committing to, and accepting customs and ideas proscribed by one’s cultural mores. Values in this value domain include respect for tradition, humility, devoutness, acceptance of one’s portion in life, and moderation.

9. Benevolence is concentrated on concern for preserving the welfare of those people one interacts with on a consistent basis. The values related to benevolence are helpfulness, loyalty, forgiveness, honesty, responsibility, true friendship, and mature love.

10. Universalism targets the appreciation, tolerance, protection, and understanding of everyone, including
nature. Values linked to universalism are protecting the environment, a world of beauty, unity with nature, broadmindedness, social justice, wisdom, world peace, and inner harmony.

Spirituality, a value region identified by Schwartz (1992), was not included as part of this study because this value is not included in any of the two higher order value dimensions.

Table 3.4 illustrates these values for the study.

Table 3.4
Culture Dimension Totals Value Item Comparisons With (6 & 7 Ratings) of South Texas and Northern Mexico Samples

<table>
<thead>
<tr>
<th>Country</th>
<th>Openness</th>
<th>Conservation</th>
<th>Self-to</th>
<th>Self-to</th>
<th>Enhancement</th>
<th>Transcendence</th>
</tr>
</thead>
<tbody>
<tr>
<td>South Texas</td>
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<tr>
<td>Northern Mexico</td>
<td>19</td>
<td>36</td>
<td>26</td>
<td>41</td>
<td></td>
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</tbody>
</table>

As the sample participants read and signed the consent form, each received a self-addressed and stamped packet containing both inventories. Sample participants had 3 days
to complete the inventories.

As stated previously in this chapter, the business owners participated in one-on-one interviews in their work settings where they were observed by the researcher during their day-to-day operations, which provided the opportunity to compile extensive field notes. A semi-structured questionnaire comprised of 13 questions aimed at identifying specific leadership behavioral examples. The multifactor leadership and Schwartz's values survey results served as the primary data collection tool during this data collection phase (see Appendix E). Interviews uncovered examples of previous experiences and practices and assisted in checking for observation accuracy. Observation provided information required to make inferences that were not possible strictly through interviews (Miles, 1996). The writer's organizational development competencies were an asset during on-site observations, particularly the skills on how to remain objective, record factual observations, and maximize on-site observation activities by uncovering unwritten organizational norms.

Interviews have been described as conversations with purpose helping (Erlandson, Harris, Skipper, & Allen, 1993) "the researcher to understand and put into a larger context the interpersonal, social, and cultural aspects of the
The writer conducted audio-recorded interviews, which were used to document sample responses, produce transcriptions and conduct translations, and assist in validation of future replication studies. Field notes comprised of on-site observations augmented interview responses, aiding in this analysis for common and dissimilar leadership behaviors and values, themes, and patterns. Sample interviews were scheduled once completed biographical data sheets were received confirming that the sample met the selection criteria, and consent forms were signed. Sample participants were assigned a company code for their respective interview tapes, transcriptions, translations, and field observations and notes.

Being fluent in both the English and Spanish languages, the writer conducted all the personal interviews and served as an additional reviewer and quality controller of all translated documents. Specifically, the researcher read the translated documents and randomly checked translation accuracy using online Spanish and English dictionaries. Interviews were conducted in English for South Texas participants and in Spanish for northern Mexico participants, and the researcher’s proficiency in Spanish was instrumental in establishing rapport with the Mexican
sample. Research documents and data collection methods designed in English for South Texas business owners and Spanish for northern Mexico business owners enhanced the validity of interview and survey results. A translation-back-translation iterative process was used to translate all research-related documents, interview questions, Spanish transcripts, the Multifactor Leadership Questionnaire (5X), and Schwartz's values inventory.

Behling and Outlaw (2000) outlined a four-step process for conducting translations and back translations:

1. A bilingual individual translates the source language instrument into the target language.

2. A second bilingual individual with no knowledge of the wording of the original source language document translates this draft target language, rendering it back into the source language.

3. The original and back-translated source language versions are compared.

4. If substantial differences exist between the two source language documents, another target language draft is prepared containing modifications designed to eliminate the discrepancies.

Behling and Outlaw (2000) stated that this process "has substantial source language transparency . . . it
rates high in (1) formativeness, (2) security, and (3) intermediate in practicality" (p. 20).

A professional translation and transcription service transcribed the Mexican interviews, and an assistant was hired to deliver and pick up interview transcriptions between Mexico and South Texas. Since audiotape interviews were conducted, the Mexican audiotapes were sent to professional translation services where the tapes were translated from English to Spanish and then back translated to English to increase the dependability and credibility of the original interview contents. Two separate professional translation firms completed original translations from the transcripts and back translations, and the writer reviewed the audiotapes, checking the translated and back-translated documents for accuracy. These steps were integral to achieving interpretive validity, as the interviews were the primary data collection source of this study. Mexican interview transcriptions were completed within a 2-week time frame to facilitate sample member checking while in Mexico. Transcriptions were reviewed with the sample and clarifications were made during the initial transcription review with subsequent member checking conducted during the back-translation process for the Mexican sample. Subsequent Mexican member checking was conducted through telephone
conversations. The same member-checking procedures were used for the South Texas sample.

Interview results supported by the researcher’s observations and field notes document each of the sample cases. After the interviews, observations, final translations, and member checking were completed, the interpretations were verified with the sample and study conclusions established.

Research analysis must take into account differences between quantitative and qualitative assessment strategies. A fundamental cornerstone of qualitative studies is determining the trustworthiness of a study’s data, or as Krefting (1991) stated, “researchers need alternative models appropriate to qualitative designs that ensure vigor” (p. 174). Guba’s (1981) model identified four areas of trustworthiness: (a) credibility, (b) applicability, (c) consistency, and (d) neutrality (free of bias). This study included the following strategies to increase the trustworthiness of the research findings:

(a) triangulation (reflexivity) of data collection methods, (b) member checking, (c) recorded interviews and transcriptions, (d) triangulation of data analysis methods to confirm findings, (e) third-party Spanish translators to increase credibility, and (f) QSR NVivo 1.2 coding software
to accelerate the process and minimize manual coding errors. QSR NVivo 1.2 software package was the primary tool for coding and analyzing the data collected during the qualitative study. QSR NVivo 1.2, the upgrade to QSR NUD*IST 4 and N5, permits the editing, coding, and linking of documents in real time. NVivo also allows the researcher to store data in a new attribute system where the selection of a variety of methods for exploring data based on study goals is possible.
Chapter Four

FINDINGS

NAFTA has facilitated United States small business owners and their northern Mexican counterparts the opportunity to conduct business with each other. Lower tariffs have opened the doors for American businesses to enter the Mexican market. (Jones, 1993). Research shows (Office of Economic Research of the U.S. SBA, 1998) that small firms make a significant impact to the United States' role in international markets, as small business owners tend to be the visionaries who open the windows to changing market structures. From an organizational perspective, unique international leadership practices and cultural norms may create management challenges. Goleman and Hay Group’s (Goleman, 2000) research establishes robust correlations between company climate and company financial performance, with 30 percent of performance variance contributed to a company’s climate. This climate is defined as an employee’s view of his/her environment, and how this environment affects his/her ability to perform on the job. In addition, up to 70 percent of the climate was attributed to managerial style differences. Findings such as this support the need for examining leadership practices of organizational leaders. Research studies focused on
investigating leadership and cultural dynamics between organizations are numerous, but those focused on small business organizations appear to be limited (Bass, 1990; Gadenne, 1998).

It is the expectation of this researcher that the study may help practitioners and scholars with future investigations and leadership development work. Study results may also provide practitioners with research data to help them identify methods for improving small company performance. The data may possibly encourage further academic research of small businesses found along the 2000 miles of Mexican and United States border towns. Additionally, it is this researcher's anticipation that the study will persuade researchers to further examine the implications of utilizing western-developed leadership and training models for training Mexican small business owners. The purpose of this phenomenological purposeful study was to examine, through qualitative inquiry, similarities, and differences of South Texas and northern Mexico small business owners transformational and transactional leadership style and values demonstrated by small business owners in their respective businesses and countries.

Study findings are divided into three sections. The first section, individual business owner case interviews,
presents an in-depth review of each business, including a description of the company, individual MLQ and Values inventory results, and examples reflecting transformational and transactional leadership behaviors as defined by Bass & Avolio’s (Bass et. al, 2000) six-factor leadership model.

Bass & Avolio define (Bass et.al, 1997) the most effective leaders as displaying the following behaviors:
Transformational leadership fairly often (3.0);
transactional leadership at least sometimes (2.0);
management-by-exception active between sometimes (2.0) and once in awhile (1.0); and management-by-exception passive between once in a while (1.0) and not at all (0.0).

The case interviews are presented chronologically as found in Table 3.1 and Table 3.2. The tables include sample respondent examples of factor behaviors they demonstrated and/or discussed during the interview. The section helps the reader establish an understanding of individual case findings, assisting the reader with anchoring subsequent research findings. This section also includes an overview of the values the leader considers important for both himself and his employees to emulate.

The second section, within-case analysis, addresses research questions 1: What are the differences and similarities within each of the sample country’s
respondents transformational and transactional leadership styles as defined by Bass and Avolio’s full-range six-factors leadership model? Specifically, what behaviors, actions, activities, and practices do these leaders demonstrate? This section also concentrates on research question 2: What are the human value differences and similarities of South Texas and northern Mexico business owners, specifically, which do they consider important and significant for their employees to emulate? The research questions are answered, through a within-case analysis, and identify themes within each group.

The third section, across-case analysis, identifies similarities and differences of South Texas and northern Mexico business owner transformational and transactional leadership practices as defined by the Multifactor leadership dimensions. In addition, country value preferences are included in this section.

**Individual Business Owner Case Interviews**

**South Texas Business Owners**

**Interview: Company AUS (Joe)**

Business owner AUS, Joe, operates a construction and building management company, employs 35 full-time employees and has been in business for 43 years. He is the sole owner, is 68 years old and holds a Master’s degree from
Texas A & M in Architectural Construction. He was born in Iowa, and decided to begin a company in South Texas immediately after he completed his degree. His company is represented by a conservative building consisting of administrative offices and a receptionist area typical of a doctor’s waiting room. The walls, decorated with pictures of his company holdings, construction sites, and social company gatherings, display a pictorial history of his business during the past 43 years.

Joe’s personality mirrors the informality of the office environment where friendly employees laugh and talk while working. This business owner starts his day reviewing the status of his jobs before traveling to the work sites very early in the morning. This has been part of his routine since he started his business, as has been his commitment to building high quality properties. According to Joe, he has demonstrated this commitment by requiring his employees to redo work that did not meet the highest quality standards. To him, eating into his profit becomes secondary to teaching his employees that quality is at the core of the company’s reputation and building trust in the business community. He monitors quality, and has the opportunity to reinforce his beliefs through his daily site visits. Joe believes mistakes are learning opportunities,
and when his staff has made "goofs" that cost big money, they are not required to pay for them if they learn from their mistakes.

Initially, he started building single and multi-family residential properties on a specification basis, built capital, and started accumulating single and multi-residential properties. Once he established his company in this market, Joe expanded into the commercial building industry starting with building Dairy Queen fast food establishments. His business also developed subdivisions consisted more than 240 acres of homes in the area, and his company has recently finished construction of fifty lots and sold all of the homes. This business helped keep him solvent during the 1980's when South Texas experienced a major economic decline precipitated by a severe cold winter that destroyed one of the key products, citrus, and turned the winter tourist season area into something that looked like an atomic bomb had been detonated. Joe, shaking his head and sighing reflected,

The tourist did not like this so did not return for a few years which sent unemployment soaring. The peso devaluation went from trading 122 to 2 to 300 to 1, which curtailed Mexican retail sales. As final blows, the gas prices spiked and the savings and loans were
Because of these external factors, his company experienced 45-55 percent occupancy.

He fell behind in his real estate taxes but he decided he could not put his employees out on the streets. Because of the equity in his specification homes and subdivision, and his outstanding payment history, a local banker helped him "stay financially alive." This allowed him to maintain his staff employed throughout this hardship. Joe stated, "I had made a commitment to my staff when I employed them. They depended on me and it was up to me to keep my company viable and them employed. Many companies folded during this time, but I kept looking for opportunities to build and keep my employees on the payroll." Joe believes that his perseverance, confidence in his ability to overcome difficulties, and willingness to economize helped him survive. A conservative backbone philosophy was necessary, and this meant asking his employees to curb expenses and not waste materials. Joe, with tears in his eyes, shared that his employees did everything they could to find ways to economize, cut their timelines to maximize profits, and cultivate prospects. He mentioned that this continues to be standard practices today.

He measures part of both his residential and
commercial company success on his ability to learning Spanish and the local culture, which he believes helped him grow his business. Additionally, he believes a business owner in this industry must be a researcher, remain flexible, and keep looking for trends such as finding out where municipalities are building streets because the surrounding property then becomes prime for building subdivisions. Currently his company holdings include 400 single and multi-family residents and half in commercial holdings. He continues to build new properties with his son managing this segment of the business. His focus for the last five years has been on growing the residential side of the business and managing the operations. Unlike other type business owners who hire subcontractors to maintain real estate properties, Joe believes that hiring a full-time staff helped him build loyalty and commitment. He thinks he has an obligation to provide them with a sense of security. His staff consists of construction builders, maintenance personnel, electricians, plumbers, carpenters, and administrative staff. Employees, with the exception of the office staff receive company-owned vehicles, which they keep 24 hours a day and have the liberty of using for personal use. Joe commented, "My employees appreciate this additional perk, and except for a few times, they have not
abused this privilege. I just see it as another way I can help make life easier for my employees." He commented that his leadership role includes doing his part in keeping his employees satisfied because if he takes care of them he has found that most of them do the same for his business. He pays them well and provides as much overtime as they need, as this is how his employees can double their income. He considers himself very liberal in his policies. For example, "I am not strict with time off. If people need time off, I accept the fact that they have families and let them take the time off," he explained. "I also, if I can, loan them money because everyone has needed extra money at one time or another."

This 68 year old entrepreneur sees himself as someone who sees the importance of seeking new ways of doing things from his staff, grow a profitable business, treat employees fairly and build properties that he would not hesitate for his family to live in. Joe shared that he has contemplated retiring and selling his business during the last couple of years, but he feels a sense of great responsibility to his staff and their future. He feels a strong sense of commitment and obligation to his employees, stating that this has always been one of his accountabilities. He cites an example during the lean years when he consistently took
a variety of construction projects to keep everybody busy. When the rainy season rolled in he would find work for them to do because, “If they showed up to work, well then I’m going to give them a job.” When this researcher asked Joe why he chose not to follow standard construction practices such as hiring on a contractual basis or layoffs if work was not available, he smiled and without hesitation offered his motivation,

Reliability and dependability. I was brought up pretty much to believe your word was your bond. If you told someone, you were going to do something you performed even if it cost you some money. That becomes your reputation and I think it comes back. I think I got that from my dad. Character, all those things are important. Most of my employees have been with me since I started the company. His final comments at the conclusion of the interview were, You have to enjoy what you do and have perseverance, have a forward vision, and know your business.

Joe’s Values Inventory results are reflected in comments shared during his personal interview. His responses to research question number two asked the sample to list those values they perceived as core to their leadership practices and those they wanted their employees
to emulate. Joe stated, "Perseverance, feel a sense of responsibility and accountabilities for my employees; being open to new ways of doing things and having a forward vision; fairness; dependability, your word is your bond; [having] character, being honest; and being reputable."

When asked what he wanted his employees to emulate, he stated, "I would rather have one that's dependable than a rocket scientist and honesty."

The Values inventory he completed prior to participating in the personal interview yielded his propensity for openness to change, selecting six out of the 11 items found in the openness to change dimension, compared to four out of the 16 items that make up the conservation dimension. Table 4.1 shows Joe's value inventory results. He did not show a distinct preference for the self-enhancement or self-transcendence dimension. However, he selected 67 percent of the achievement values that comprise the self-enhancement scale, and selected 57 percent of the benevolence values included in the self-transcendence dimension. Joe illustrated his benevolent nature during the interview when he shared with the researcher his commitment to his employees to keep them on the payroll even during difficult financial times. He also shared a story concerning a tenant who could not pay his
rent because he lost his job. Joe put him to work. He found out the new employee didn’t have legal work papers, so he loaned him the money to get the papers, and the employee has since bought a home and today “is one of my best employees I’ve got.”

Table 4.1

Company AUS Values Inventory Results

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<thead>
<tr>
<th>Dimensions:</th>
<th>Openness to change vs. Conservation</th>
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</thead>
<tbody>
<tr>
<td>Co. Value</td>
<td># of items</td>
</tr>
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<td>AUS Self-Direction</td>
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</tr>
<tr>
<td>AUS Stimulati on</td>
<td>1/3</td>
</tr>
<tr>
<td>AUS Hedonism</td>
<td>0/2</td>
</tr>
<tr>
<td>Total items:</td>
<td>6/11</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Dimensions:</th>
<th>Self-Enhancement vs. Self-Transcendence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Co. Value</td>
<td># of items</td>
</tr>
<tr>
<td>AUS Achieve ment</td>
<td>4/6</td>
</tr>
<tr>
<td>AUS Power</td>
<td>2/5</td>
</tr>
<tr>
<td>AUS Hedonism</td>
<td>0/2</td>
</tr>
<tr>
<td>Total items:</td>
<td>6/13</td>
</tr>
</tbody>
</table>

This researcher asked Joe to share examples of his leadership practices. He answered interview questions based
on the MLQ's six-factor model designed to identify a leader's transformational and transactional leadership style. This section illustrates examples of Joe's multifactor leadership questionnaire survey results yielding ratings of how he perceives his leadership transformational and transactional leadership role. Bass and Avolio (1997) report effective leaders demonstrate each style at variance degrees. However, their frequency to interact with others, and the impact leadership style has on their performance, yield a leader's propensity to place more prominence on active transformational and transactional styles. This researcher was primarily interested in the specific behaviors the leader demonstrated in his leadership role, as these behaviors aligned with the behavioral items found in each of the multifactor leadership six-factor model.

During the personal interview segment of this study, Joe articulated numerous incidents related to transformational leadership practices. Joe's incidents mirror charisma and inspirational factor behaviors. He discussed his values and personal beliefs; illustrated the importance of having a strong sense of purpose; described how he placed his group's interest above his own; shared his commitment to his customers and employees and the
personal obligation he felt for them; and described how self and employee confidence and sense of collective purpose helped him build his business.

Joe recalls his decision to stay committed to his business and employees during the 1980's, while the majority of businesses were filing bankruptcies caused by several economic and natural disaster factors affecting south Texas. "It got tough and you could have easily quit." He shook his head, and told the researcher, "My focus and vision of the business and its future, this is what I was responsible for communicating to both my employees and banker." This became especially important during the tough times because it was up to him to keep positive, and communicate his confidence in his employees' sense of purpose by living up to these same expectations. "I kept looking for contract work that would bring in income during these difficult years," he continued. Joe saw this as his way of showing his employees that they were all in the same situation. He fondly remembers doing "Whatever it took to move the houses. "We didn't lay anyone off." Joe and his company were in the minority during this timeframe. Joe stated, "I had made a commitment to my staff when I employed them, they depended on me and it was up to me to keep my company viable and them employed. Many companies
folded during this time, but I kept looking for opportunities to build and keep my employees on the payroll."

He also advised the researcher that as a leader, one has the responsibility to show employees what one considers as critical as to how the business should operate. "I have a strong sense of obligation to provide housing that I would not mind living in myself. If you told someone you were going to do something you performed, then you must perform it even if it costs you some money," he explained. He offers an example of a recent lease that one of his employees had negotiated and signed with the tenant. The employee told the tenant that all bills were included which typically, does not happen. He told the employee to honor the commitment, and that the employee would not be charged for the mistake as it was a learning opportunity.

He also believes that leadership includes enjoying the type of work you are doing. "You have to look forward and have confidence. The big reward as a leader is in, 10 to 15 years when it pays off. That's why you have to have that forward vision," Joe said. This is a lesson he shares with his employees offering proof that his personal vision reflects in daily employee practices. He reminds this researcher of the previous example, practicing a
conservative stance during the lean years as a method to keep the company and jobs intact. Initially, Joe was concerned with economizing and identifying ways to reduce waste and maximize profits. Today, this is a common occurrence, and his employees continue to model this practice and communicate this philosophy to new employees. While he continues to advocate that everyone needs to work within a collective purpose, he understands that each person has individual potential, and it is part of his role to provide them with opportunities to maximize their potential. He reiterates the need for a leader to help employees live up to their potential by providing them the resources they need to succeed. “Our training is on the job,” he said. “I typically will put someone new with an employee who can train them on how to perform the job, and is a positive employee model.” Employees have the liberty of being trained in various jobs, “We provide the resources and time for those who want to grow and succeed,” Joe explained.

His company enjoys low turnover, which he attributes to providing employees with opportunities to grow. “I have two men who are true leaders. They grew into the jobs,” he said. [Today], “we just assign them a job. Their staff and they go out and organize their work.” Joe took a serious
tone and shared that he has a habit [when] someone does the job wrong, regardless of whether the customer would ever know the difference. He takes this opportunity as a learning moment. Even though he is paying the employee twice, he coaches them, allowing the employee to develop the skill, and learn the importance of doing things right and with top quality. "I feel that [he] learns number one how you expect things to be done, and number two recognizes that you will not accept bad work." On a personal level, Joe continues to assist his employees by providing through loans to help them buy their own homes, legal assistance to help them file for permanent residency, teaching new skills, and giving them the latitude with taking time off when they need it. "I am not strict on people if people need time off," he said. "I accept the fact they have families." Joe reminds me of one of his senior supervisors who started as a tenant who could not pay his rent. Joe hired him, loaned him money to get his paperwork in order, helped him with navigating the judicial system, learning English, learning the construction business, and today he is one of Joe’s best supervisors. Throughout the interview, Joe illustrated his belief in rewarding employees for performing their jobs as he expected.

Since the start of his business more than 43 years
ago, he has continued to proscribe to high company standards, and finding ways to motivate his employees to help him meet those high standards. Joe employed various tactics designed to gain compliance from employees through contractual arrangements with the leader.

Bass and Avolio (1997) advise that effective leaders exhibit this factor at least sometimes (2.0) on the inventory rating scale. This comment reflects Joe’s use of this factor. “I communicate expectations of the quality of the work I want. I reward them by giving them the opportunity to earn overtime and each one has a vehicle that they drive and take home,” Joe said. “Overtime is very important down here.” His employees know that they are expected to protect the business reputation of honesty, dependability, and integrity. One of the ways he has rewarded them for helping maintain his reputation is by hiring them on a full-time basis with no layoffs, which he lived up to during the 1980’s. For those who demonstrate the initiative to expand their areas of expertise, he provides training opportunities to help them build their skills, and in turn, earn more money.

Joe’s daily routines include visits to each of the construction sites, meeting with the field staff every morning to discuss work status, and utilizing tools such as
radios to keep in constant communication with the work crews to monitor progress.

I am constantly out looking at jobs as constant supervision is critical in construction, he explained. I am constantly observing how the work is coming, progressing, and if something is not working the way I think it needs to be I correct and point it out. If a problem arises, they [employees] contact me on the phone, we discuss it and then sort it out. I also have a man out on the field checking the jobs. The problems cited by this employee are shared in the morning meetings and corrective actions take place.

Joe realizes that mistakes are made, and his role is to make sure they are corrected. The methods he cites in the above samples are his way of monitoring mistakes and taking immediate corrective action. He illustrates this point with this story: "The other day they leased this apartment and told the tenant all utilities were paid, so the lease was executed to include utilities," Joe said. He brainstormed with his staff about ways to correct this in the future, and as a result, modified the system they had for setting up leases. He monitors this process on a quarterly basis to ensure leases meet specified criteria.
Multifactor Leadership Questionnaire Results

Figure 4.1
Multifactor Leadership Results for Company AUS

Individual Business Owner Case Interviews

South Texas Business Owners

Interview: Company BUS (Jerry)

Jerry (BUS) is the co-owner of a catalog fundraising company. The 10 company provides employment for up to 100 employees during their peak season, with year round employment for 60 south Texas residents. The business caters to schools and organizations that participate in fundraising activities. Catalog products consist of local south Texas-grown fruits and smoked meats, cataloged in a variety of packages. Jerry, 53 years old with a graduate degree in counseling, was originally from Central Texas. He migrated to South Texas and taught school for a couple of years, took a two-year hiatus and moved back to central Texas where he earned his Master’s degree in Counseling. He returned to south Texas where he practiced school
counseling, and started his fundraising fruit and meat sales business on a part-time basis for 11 years. "When I was around 30 which was around 1980, I devoted my full time to this and started expanding," Jerry explained. In 1992, he formed a partnership and expanded his business. "That really, us merging, helped expand into other states and really grow." Company BUS' business staff spends 10 months out of the year growing its customer base and promoting its company commitment to customer satisfaction and quality of products. Peak sales for this company occur during the Christmas holiday season. Jerry's partner is primarily responsible for growing the business in other states while he maintains his focus in South Texas, which includes the production of the produce and smoked meats.

This researcher conducted the interview at Jerry's business office where administrative and sales staff shares a space they use as a common home base. He expressed his belief in "working side by side with your workers, and yet they know that you are the person in charge." He clarified his definition of being in charge,

Where you are not at a level where you think you are above them, or that you are better than them. But you are able to lead and they respect you for that leadership because they know you can get down with
them at the level they are being able to relate with whoever you are working with. And we have many kinds of employees, many different educational backgrounds, different economic backgrounds, home life. I think a key in being a leader is learning that everybody has a value, and showing them they are valuable to you, that they are important to you.

Jerry paused for a few seconds, sighed and stated, "When I was younger I was a ball of fire and went past this or that person, not paying attention to the people you pass along the way," he said. "I didn't even acknowledge who they were." Jerry believes it is important to tell his employees they are doing a good job and that "their job is important whatever they are doing, and pat them on the back, praise them, tell them that the good job they are doing is of great value to my company, and in turn, they are valuable as a person." Jerry believes, "I think they know we are a good company to work for." Ninety nine percent of the seasonal workers have continued to return year after year accounting for his low turnover rates. Additionally, he discussed the way he handles his business and what he considers important operational practices. "I think you have to be very organized. I write down the 15 to 20 things I have to do and check them off as I get them
done. I think procrastination is the worst thing in the world that can happen in a business. That is when you make mistakes. That’s when your business suffers,” Jerry said. The staff is expected to be organized and efficient, using calendars and related self-management tools on a routine basis. A bulletin board lists potential client sales, projected follow up and closing target dates. A core company practice is “the mistake we try to avoid is a negative connotation that can be passed on to [our company].” “Our business is customers, and we do not have assets in the sense of major equipment. Our asset is our customer base. That’s basically the key to our business,” he explained.

Jerry’s Value inventory results are analogous to his interview comments. He selected conformity and tradition items 75 and 60 percent of the time, respectfully, generating a preference to the conservation dimension. “I am from the old school,” Jerry said. “I am trying not to lead this into a religion thing but rules and tradition and things like that. I think you have to put things in your life and prioritize these things.” Jerry selected value items with six and above ratings for 90 percent of items defining universalism and benevolence, clustered in the dimension labeled self-transcendence. His results are
indicated in Table 4.2. A consistent theme he articulated during the interview was his commitment to treat every person as an equal because each person brings value to the company, regardless of the position the employee holds in the company. "It is just being able to let the people who work for you know that you care about them, and yet they know you are in charge. Everyone has a value and showing them that they are valuable," he explained. He continued, somehow you have to get your employees to feel that whatever they are doing for the company is important, and has a value. I think they have to do that so they don’t feel like they are just an hourly employee or just a weekly salary employee. You have to let them know the job is important and get out there with them, hold a barbeque, set up way for them to have fun. We also pass on fruit and meats that are left over for them to take to their families. It’s our job to take care of our employees. He stated, I see equality, fairness, and respect as core leadership values and expect the same of my employees.
### Table 4.2

**Company BUS Values Inventory Results**

**Dimensions:**

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<td># of %</td>
<td></td>
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<td>BUS Self-Direction</td>
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<tr>
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<td>3/7  43</td>
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**Dimensions:**

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<th>Self-Enhancement</th>
<th>vs.</th>
<th>Self-Transcendence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Co. Value</td>
<td># of %</td>
<td># of %</td>
<td></td>
</tr>
<tr>
<td>BUS Achievement</td>
<td>3/6 50</td>
<td>5/8  63</td>
<td></td>
</tr>
<tr>
<td>Power</td>
<td>0/5 0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hedonism</td>
<td>0/2 0</td>
<td>7/7  100</td>
<td></td>
</tr>
<tr>
<td>Total items:</td>
<td>3/13</td>
<td>12/15</td>
<td></td>
</tr>
</tbody>
</table>

During the personal interview segment, Jerry shared numerous examples of his contingent reward leadership.
practices including being clear about what employees will receive if they achieve expected performance levels, discussing specifically who is responsible for achieving performance targets, and expressing satisfaction when others meet expectations. "As a leader, you get in there and get your ideas across. I pull everybody together and express my expectation of accomplishing the goal," Jerry said. "Monetary is very important to my workers in south Texas in terms of immediate satisfaction. If we have a good season, we pass on some bonuses to them, put on barbecues, and show them I appreciate them this way. We also have parties at the end of each season." I tell them,

You did a great job. I pat them on the back, tell them they are valuable and they know they have a job if they meet my expectations. I praise their work and show them that they are important and that the job they are doing is important. Somehow you have to get your employees to feel that whatever they are doing for the company is important, I think you have to do that, I think you do that by having some incentive, bonuses. We all have to stay focused, we all have certain responsibilities and need to make sure those responsibilities are done. We tell them the importance of the quality of how they put the products together.
Every year at season time, we are under a time schedule. I tell them and everybody knows we have to get the product packed in good order, be timely and get it to the customer when they want it. I make sure everyone lives up to their responsibilities. I expect everyone to stay motivated and work hard. On one occasion, we stayed up all night, and I told them that if we got the orders out by morning they would get a nice bonus. We sent the products out on time and they received their bonus. We expect them, and tell them, it is important to let the customers know they are right whether the employee may disagree with this. We tell the employees, you are representing our company even though the customer may not be right. This is my expectation and value on how I run my business. Those who don’t want to work with this belief choose to leave my company.

Jerry believes his focus on quality and being proactive by looking for potential quality or work mistakes accounts for his business success. "Mistakes for us can be a salesman on the road not calling our customer base, not taking the right information, time frame when the customer needs the products delivered to him, quality of shipping, and the main one negative connotation in the kind of
feedback I get back about my company," Jerry said.

According to Jerry, this focus, helps us get a feel from our customer on their needs and what we can do to increase sales and increase profits. I monitor staff mistakes through customer feedback, level of customer referrals, and number of complaints I get from them. I can tell immediately by the feedback I get once we shipped this product if we are doing a good job in putting the quality in the shipping of the product. It is built into the system to check with them. Areas that aren't pulling their weight, say with shipping, loading, I sit with them and tell them that problems exist by telling them, You all are not taking your time putting this product. I then walk through the process with them to find out where the mistake occurred. My goal continues to be getting quality employees, who care about what they are doing. I correct the problem. One way I correct problems is by talking to them and telling them how I have handled problems in the past and try to teach them, this is the way I handled this in the past. I give them a couple of changes, check on their progress, and if they still make mistakes and just don't perform find someone else that can do it. We are
not a company that fires a lot of people, they know
our expectations and how we handle problems and if
they don’t do quality work they move on.

Jerry’s examples support his rating of the management
by exception active factor. Additionally, he stated that on
occasion when he sees an opportunity to observe and assess
his staff, he would not jump in to take corrective action
immediately. He continued,

I might for a time if I see someone do something, I
might watch them a little longer, give them a chance
to wallow around and see if they can handle it
themselves, but I have it in the back of my mind, if
it becomes habitual then I will address it. If it is
a major mistake, I take immediate action. Once we were
at a convention and one of my salesmen was not
spending the quality of time that he needed to the
convention, nor was he making our customers feel at
home at our booth. I watched this for a day and then
pulled him over and told him this was a critical time
for us so you have to be on your toes, treat the
customers with kid gloves, let them know they are
important and we appreciate their business.

Figure 4.2 illustrates Jerry’s Multifactor leadership
questionnaire results as compared to the South Texas mean
sample. The contingent reward, management by exception Active and management by exception passive factor results, display ratings similar to those of leaders who demonstrate effective transactional leadership behaviors.

![Multifactor Leadership Questionnaire Results](image)

**Figure 4.2**

**Company BUS Multifactor Leadership Results**

**Individual Business Owner Case Interviews**

**South Texas Business Owners**

**Interview: Company CUS (James)**

Company CUS, a customs brokers facility, was founded by James’ father in 1958. Today, it continues to be a viable enterprise providing services to companies who import and export auto parts, lumber, consumer electronics, domestic appliances, manufacturing components, and fresh and frozen produce. CUS prides itself with delivering the highest quality service to its customers through its commitment to superior quality and exceeding customer
expectations. Located between the United States and Mexican border, it takes advantage of two international bridges connecting Reynosa, Mexico and McAllen, Texas. The facility is a modern 78,000 square-foot warehouse with dock space for 30 trailers. It also owns a two-acre parking lot with short and long-term parking space availability. Their equipment includes imported cargo clearance via a highly sophisticated customs automated import and export system. James informs the researcher, "This is a highly regulated business, and we have systems in place to insure NAFTA compliance and binding rulings from U.S. Customs."

The interview took place in their administrative suites. Visitors greeted by a receptionist are escorted into a lounge area. This area displays pictures of employees working in the warehouse and administrative offices, numerous company and employee awards, and civic sponsored activities. The office was meticulously clean and organized with no visible stacks of paper or files. People were busy at work, and the administrative offices were relatively quiet except for the piped-in music in the background. Every employee smiled, said hello, and were very polite. Employees enjoy a large cafeteria equipped with all of home comforts including a large television set. The company’s mission and commitment to quality and
superior customer service posters are displayed in the cafeteria and common areas. In the warehouse, the ambiance mirrors the administrative offices, except that the piped-in music is replaced by the humming of forklifts, incoming trailers, and shipments flowing in and out of the warehouse. Company dress is casual, including company short-sleeve polo shirts and neatly pressed jeans. Warehouse employees wear a similar uniform. Safety posters, additional mission statement posters, and error and production rate charts frame the warehouse lounge area.

James greeted the researcher in the waiting lounge who was escorted to his office. The office is an open area with unassuming modern furniture, one wall encased in glass with a full view of the warehouse. His desk consisted of three neatly placed stacks of paperwork which he said were the reports from the previous day and his administrative work for the day. James explained, "I have not had a lot of jobs. I worked a couple of jobs, went to college. My dad asked me if I thought I could work with him, so I became interested and went to work in 1974 straight from college. When I went to work for our dad, he had two other employees besides me and my mother. Today the company employs 22 full-time workers. After he earned his customs brokerage license, he and his father formed a partnership and worked
together for 10 years, incorporated, and brought in an additional licensed individual. "I started at the very bottom of the rung, James said. My dad believed it was the way to learn the business, and which turned out to be the right place to start. After the 10 years, he took over the business, built it, and then took in a partner five years ago. He selected a partner who had the same vision and dream to expand their business. James, with pride in his voice, stood up from his chair and walked over to the company's mission statement. "The company has a mission to exceed customer expectations by continuously improving the quality of our employees, processes, and services," he said.

Our procedures and systems meet ISO 9000 standard series ensuring our services comply or exceed recognized manufacturing industry standards and requirements of our customer base. The nature of our business has changed we went from strictly dealing with imports of produce to handling just the paperwork and then went into warehousing where we actually handle the stuff. So the nature of the stuff has gotten more complex, and mistakes are critical. I think one has to put up with bureaucracies and not give into moving your business to because you can get
cheap labor. I have a client who has become my friend. He had a chance to move his boot business to China to take advantage of the labor cost difference, but he chose to stay here and I admire that. If I look back five years and the facility we had, we have changed, nothing stays the same. We had to be receptive to finding something I could do to allow the company to grow, even though I had to get new equipment, hire somebody to train new people or just adopt a new attitude that we will do this instead of that. He talks about accepting the need to change, to stay ahead.

James continued to express his definition of leadership behavior. "One of the things I admire about people is that they give something back and that is one of the things I try to emulate. I teach Bible study two nights a week and am active in church."

When asked to discuss values he considers core to his leadership practices James looked out on to the warehouse, "I am visible, accessible to both my customers and employees. I delegate when I get overwhelmed. I walk around a lot sometimes three times a day into my employees offices and look them in the eye and ask them, how are you doing, how are things going? If you need anything, I’m here. I am
the employees’ reminder my job is to make them aware we are here to meet the demands of our customers, by being open 7:30 a.m. to 8:30 p.m. I set the example for them. I am here early. We have a kitchen here, require they take their hour lunch because it is healthy, and I eat lunch here with them most of the time.” He added, “Because we are a service business, I try to instill in these people that the customer is always right and our job is to figure out how to do it and do it quickly.” He offered an incident: “The other day someone came up to me and needed a tariff classification, because they had a shipment sitting there and it couldn’t be processed without the number. I dropped what I was doing and got them the number, told them they did the right thing because this is top priority. My partner and I take turns coming in on weekends so they have someone here if they need us. James restated my employees know I have the discipline to show up even on the weekend and stay at the office everyday until 5:30 even though he owns the company.

James was asked to define those values he considered critical to the way he operates his business. Again looking toward the warehouse he stated,

That’s a tough question. I guess the answer is, it’s who I am. Having a strong work ethic. There is a real
problem with the work ethics of young people. Even the simple things like coming to work on time and going to lunch when you are supposed to. Also, being responsible, respectful, helping others and being nice to people, ethical, fair, and honest. I put things in perspective, you have to care about people and realize if the employees ask for time off at the last minute because their kid has something at school and they have to be there, then I say let them off, it’s important. If they want the weekend off at the last minute and go to get drunk, sorry you have to be here at work. We post schedules for the whole month so if you have something on a given day you can get someone to change with you.

Fairness is important according to James. For example, "When someone does get punished, I speak with the manager and make sure it is handled in accordance with the guidelines we established to be fair," he explained. "We require you to be here when you are supposed to and you work. You’re on the clock. I come early everyday. Responsibility and punctuality is one of the things we try to instill in people." Integrity and ethics are very important to James and the way he runs his company.

Recently one of our clients wanted to import broccoli
and they had a USDA for signed by them that it was 
free from bugs and examined. The certificate was 
wrong. We couldn’t release it so we told the guys to 
call the shipper and get the inspector to fill out 
another certificate. They wanted to doctor it up and 
white out the wrong number. We told them we would not 
do that, so we lost the account. They found another 
broker. Another time, the city had asked us for 
$15,000 in contributions for an exchange of referrals. 
We just don’t do that. We have a reputation for our 
integrity, and it is easy to get involved with these 
types of dealings close to the border. You have to 
have high standards and not participate in such 
matters. If you can’t do it right then we are not 
going to do it at all. When asked how James expected 
his employees to conduct themselves in his workplace, 
he echoed the same values he attempts to emulate 
everyday. Through actions, I try to demonstrate to 
employees those same values I want them to emulate. 
This business owner’s Values inventory profile mirrors 
the examples he shared with the researcher. The overall 
results indicate that he prefers conservation instead of 
openness to change values, although he rated self-direction 
defined as creative, curious, independent, and choosing
one's goals, highly, 83 percent of the time. He rated security (family, sense of belonging, and social order) and conformity (politeness, honoring of parents, obedience, and self-discipline) highly 71 and 100 percent of the time, respectively. He manifests his preference for self-transcendence values, specifically benevolence, in his daily work behaviors and norms he has established in his company. Specific values he rates highly in this dimension include honesty, responsibility, loyalty, a spiritual life, and helpfulness.

Table 4.3
Company CUS Values Inventory Results

<table>
<thead>
<tr>
<th>Dimensions:</th>
<th>vs. Conservation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Openness to change</td>
<td>Co. Value</td>
</tr>
<tr>
<td>Conservative</td>
<td>Security</td>
</tr>
</tbody>
</table>
Dimensions:

<table>
<thead>
<tr>
<th>Co. Value</th>
<th>% of</th>
<th>Value</th>
<th># of</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUS</td>
<td>67</td>
<td>Universalism</td>
<td>2/8</td>
<td>25</td>
</tr>
<tr>
<td>Power</td>
<td>0</td>
<td>0</td>
<td>5/7</td>
<td>71</td>
</tr>
<tr>
<td>Hedonism</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total items: 4/13</td>
<td>Total items: 7/15</td>
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<td></td>
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</tr>
</tbody>
</table>

His focus and ratings on individual motivation, individual consideration, contingent rewards, and management by exceptions through both active and passive factors align with ratings of those effective leaders in the above factors. The company walls are a constant reminder of the business owner’s vision and mission. Posters, certificates, and rewards for superior customer service and exceeding quality standards are visible on employee workspaces. Additionally, one can find the company vision, commitment to quality and excellence and growth in their marketing brochures and related marketing materials. “I am visible, make our employees aware we are here to meet the demands of the customers,” he explained. James describes the way he has anchored the vision, and feels
confident in his ability to reach the goals by formalizing and institutionalizing things like roles and responsibilities with a direct connection to the goals. "Now you come in and you know pretty much where you are going and suppose to be doing that day, and the why the job is important."

This company owner has spent considerable time and money on training and coaching his employees to support his company’s mission. His company is committed to preparing itself to comply and/or exceed ISO 9000 standards. This commitment required company CUS to invest in training its staff, implementing new processes, and changing the company’s existing infrastructure. It requires continual employee training in quality systems and customer service skills. "If someone wants to work and go to college, we have told our office manager to schedule them when they can work and fit them in. We have other people work around them," James said. "I think it is good to get that education." James handles coaching opportunities with employees during their daily and monthly staff meetings. Daily, problems the employees confronted the previous day are discussed in the open and James dialogues with them. "Give employees the opportunity to raise questions and ask them how they handled the problem, or how they plan to
handle it." This generates several ideas from all the employees and he works through the viability of each of the ideas with them. The formal systems of an ISO 9000 process facilitated company CUS' ability to clarify employee expectations, rewards, and consequences. Evidence of his preference to demonstrate this transactional factor was abundant through the examples he shared with the researcher. "The company has a formal organizational chart outlining every employee's roles and responsibilities," he said. "We have taken all the processes we do here and assigned them to certain people." A fundamental philosophy and practice articulated by James is, "If you do your job without mistakes, you can keep your job, and if you keep your job long enough, we will raise your salary enough to where somebody won't come along and be tempted to take you away from us." James continued, "Written instruction or procedures for our employees helps if something happens that shouldn't have happened. "They are allowed to work overtime and I pay them time-and-a-half if they do. Everybody has an opportunity for that. I made sure that when the idea of a retirement plan came along we (company) signed up to give it to our employees. We give bonuses one or two times a year and usually two or three weeks pay, so in one year we give a total of six weeks pay as bonus as
well as the two weeks vacation." On a more personal venue, James has extended the rewards for performance to the family. "We charter buses to take people to Sea World, Fiesta Texas and pay their way for the day," he said. "We pay for the spouses and kids, and allow them to bring other relatives and ride the bus at no charge." The company has established a defined bonus structure based on a performance grade and tenure. James stated, "A grade of 120 hours or straight-time pays for 100 percent, so if you make 80 on your performance evaluation you get 96 hours."

James and his partner conduct awards meetings where they present performance awards and communicate their appreciation and satisfaction with their performance. James admitted the primary motivation for implementing the ISO 9000 system, "Our internal motivation has been to eradicate mistakes because our customers are paying us to do their work right." James believes in terminating people who cannot get repetitive tasks right every time. "We think it is reasonable to say if you are doing this 15 times a day that you do it right. In the last 18 months, we started monthly staff meetings, and there is a group and my partner, and I and four managers, we talk about corrective actions. We initiate this when someone makes mistakes our customers complain." James, explained the process,
On the given day we bring half of the employees in from 12-1 p.m. and the next group from 1-2 p.m., provide food, document the meeting and have an agenda typed up. We document problems and mistakes and complaints. We have discipline records, we train and discipline when there is a problem and work with the manager to establish how many strikes we let them have before we fire them. When I find an error on an entry, I write it in the file that there was an error, take it to the supervisor. When someone makes a mistake, we slam on the brakes and corrective action is taken. Someone is assigned to figure out what happened. We don’t hide anything, we write up the employee and file it.

His management by exceptions passive factor rating of 0.75 places James on the same continuum rating of effective leaders who demonstrate this factor. However, this researcher did not have the opportunity to observe or collect interview data that yielded examples of this factor.
Multifactor Leadership Questionnaire

Figure 4.3

Company CUS Multifactor Leadership Questionnaire Results

Individual Business Owner Case Interviews

South Texas Business Owners

Interview: Company DUS (John)

John, co-owner of a catering and restaurant business, is a seasoned restaurant owner with 20 years in the industry. At 47 years old, his work experience is as varied as his restaurant and catering menus. His resume lists school board union representative, independent welder, club and concession manager, food director, marketing director, and restaurant owner. John credits his varied personal and work experience to his current success as a business owner. He grew up in Philadelphia, with a self-made father who started as a union representative in the coal mining industry, and would become vice president of the union. John envisioned a different life, and decided to find his
future in Houston, Tx. after he graduated from high school. He worked in construction, and within a few years, he owned a small construction firm bidding for jobs. In 1984, John moved with his wife to her home, south Texas. He continued working this welding company, but encountered economic challenges in the area, which forced him to close his business and find a hospital staff job. Unhappy with the potential for earning a high salary, he approached his father-in-law about turning a dilapidated house in the downtown section to a philly cheese steak café. A few months later, the breakfast and lunch café had become a local business district eatery. This would be John's first successful restaurant experience that included being voted on of the top 100 small café's in South Texas by the State Monthly Journal. He admits that this was "a great learning experience, but it wasn't putting any money in my pocket. As I learned more about the business, what we did then is sell the building and went to work for a successful businessman where I got my real education on how to run a business." A New York firm hired him to establish a concession and beverage facility at the new south Texas racetracks where he learned the culinary business. "I worked with chefs from Morocco, Algiers, Scotland, and San Francisco restaurants," he said. John was promoted to
marketing director and was selected as the United States employee of the year. Offered a position in San Francisco, John decided to stay in south Texas and buy a restaurant property six years ago, charging the down payment on his credit card. Today, it is a successful restaurant and catering service bearing his father’s nickname. His restaurant and catering service employs 57 full-time associates. He laughs out loud and boasts, “It took a lot of hard work and we broke every rule on how you are suppose to start a business.” He proudly added, “Our commitment has always been more than simply creating another restaurant. Our servers will great you with a smile and always try to call you by name, and the chef will prepare your dish the way you like.” His restaurant clients include people from all corners of the world who travel to south Texas and find their way to John’s restaurant based on a recommendation from friends or colleagues who dined in his restaurant or attended a function catered by John’s catering service.

His business day and that of his employees is routine and repetitive. With newspaper in hand, he charts the day on the day’s activities bulletin board and completes the financial and administrative work from the previous day while his staff checks existing inventory and makes a list of mistakes made the previous day. Meetings are held before
they open doors for business to discuss previous day activities and the goals for the new day. Waiters and other staff employees arrive at 10:00 a.m., make cleaning rounds of the restaurant and the necessary preparations for the new business day. John adds, "It’s pretty routine and it took years of doing it everyday, just the repetition." He proudly describes the creativity his company brings to "the cruise ship quality catering." He has taken his welding skills and applied them to carving techniques in his catering business. His clients have included the actor, Edward James Olmos, President Bush, President Fox of Mexico, and other local, state-wide, and national dignitaries who have conducted business in south Texas.

John discussed the challenges he encounters in the restaurant and catering business.

The national chains will beat up an independent really quickly. I just keep going and get creative and go in a different direction. In my role I have to constantly look for ways to stay ahead of the competition. He continued to describe how he demonstrates his leadership role to delegate effectively, adapt, earn employee respect, first of all by showing them that you know what you are doing, being knowledgeable. I think my job is to make the team better, and show them
that you know what you are doing. That I just didn’t read it out of a book and the only way to know what you are doing is to do it. It is not above me that in a time of crisis I get in there and wash dishes, go on the line and cook or get the deck washed down before we open.

Results from John’s business decisions and activities support his Values inventory ratings yielding his preference for openness to change and self-transcendence dimensions. This business owner’s business decisions emulate values he articulated as core to his leadership behaviors during the personal interview. “You have to be responsible, honest, punctual, forgiving, creative, being forward-thinking, choose your own way, helpful, and be loyal,” he said.

I just keep going and get creative and go in a different direction. So this is one of my strategies is to look at how can we expand and how can we be creative and be a little more different. We bring variety to our restaurant entertainment, changing restaurant concepts, menus, and in catering I do food sculptures that are unique. Before you know it, I was carving watermelons that looked like Elvis and word
started spreading that our presentations go above and beyond the norm. He stated that his creativity and the freedom he has taken to operate his business helped him build his business. That has been our major test of overcoming the competition and success; being creative and reaching out and doing things different.

John proudly announced that he attempts to mirror his father’s practice of helping others in his leadership endeavors. "He worked for the poor always helping out everybody and he never said no to anybody in need and was very understanding," he explained.

When I have a catering event and an order of for example, 700 and only 300 people show up, most of it goes to the churches and places like that. I try to give it to the areas across the Mexican border and donate to charity. It is not above me that in a time of crisis I get in there and wash dishes, go on the line and cook or get the deck washed down before we open. I will get my hands dirty and get in there with them. I continue to show them I am willing to work along side of them. He added, Respect people and if you work hard you’ll get back what you give. They [employees] can come to us at any time for help. Our main challenge is making sure our employees have
support. I remind them that things will get better and I just jump in and help them. When asked to describe those values he expected his employees to hold without hesitation he stated, I would like for people to share those same values and that sense of responsibility and honesty. That way I would not have to worry about things so much. I try to pick responsible people. I rely on my managers to perform and trust them. Without trust, you'd be pulling your hair out. There are so many aspects to this business.

Table 4.4

Company DUS Values Inventory Results

<table>
<thead>
<tr>
<th>Dimensions:</th>
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</thead>
<tbody>
<tr>
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<th>Co. Value</th>
<th>% of items</th>
<th>% Value</th>
<th># of items</th>
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<td>5/7</td>
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115
Dimensions:

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<th>Self Enhancement</th>
<th>vs.</th>
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<tr>
<td>items</td>
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<tr>
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<tr>
<td>ment</td>
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<td></td>
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</tr>
<tr>
<td>Power</td>
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<tr>
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<td>Total items:</td>
<td>7/13</td>
<td></td>
<td>12/15</td>
</tr>
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</table>

John's MLQ results listed in Figure 4.4 indicate higher ratings than the norm and study sample means for all factors. This overview includes incidents and interview quotations linked to the four transformational leadership factors and the transactional leadership factors of contingent reward and management by exception active.

"In my role, I constantly look for ways to stay ahead, John said. "We have one goal at every meeting, that is we open up with our mission statement and our number one goal to keep our customers coming back, and for them to keep it in the back of their minds. We have always been more than creating another restaurant. Before we opened this restaurant, my partner and I put together the training manual, our commitment, vision, and mission statement. We
tell our employees they are like actors, they have to always have a smile on their faces. Bartenders have listen and remain positive and always remember happy customers is our mantra. I tell them everyday, we do three shows a day, and you are like actors. John described his leadership responsibility as one where my job is to make the team better not for only my success and show them I am willing to work along side of them to make the company a success, its success being our success as a team. John shared an example of how his employees' motivation goes beyond individual success.

Johnny comes into this place and does everything he needs to do because it is the right thing to do, and does it quietly. Everything is calm around him and I know Johnny is living the restaurant commitment and mission because I don’t have to worry, the right things will get done.

Restaurant and catering service employees understand the business goal is a mutual responsibility. Servers greet with a smile, learn customer names and advise them that the chef will prepare 'your dish just the way you like.' Sit back and let us strive to grant your every wish, and our commitment guarantee will be that you are satisfied with every minute detail.” John delivers this speech at every
morning meeting and articulates his belief and trust in them. "Without them you are nothing," he said.

John is constantly challenging his staff to be proactive and change systems that are not working. The general managers need to make sure they are able to see what works and what doesn’t and make changes. They need to be able to look at where the industry is right now and looking for ways to do things differently if things change. We had a restaurant in Harlingen that included a different floor map from the typical restaurant format. We weren’t meeting business projections and we couldn’t figure it out. The employees turned the box upside down and sideways, and made recommendations on the ambience and menus. They closed the restaurant for lunch, opened at 4:00 for a sandwich and appetizer fare designed for a nightclub establishment.

When confronted with employee performance issues, John invites the employee to his office, offers his chair and informs the employee, "You are me now, let’s look at the issues and you decide how this issue should be resolved. Walk me through your suggestions and rationale." He considers his employee’s developmental and training needs and makes training a core leadership
strategy. "It's all in the training, when things are running like a well oiled machine, one tends to not do it then one day everything isn't working and the reason is because you forgot to train and coach." John sees that it happens daily and he offers a recent incident, "I overheard a customer order a Caesar salad and a recently hired waitress asked what kind of dressing the customer wanted in his salad. I had her taken off the floor immediately and trained her on the basics." He reminded the researcher that his business has a thorough training manual. It became apparent to him the new waitress been trained according to procedures. He coached his managers on the importance of consistent training. Mistakes and problems are considered learning opportunities. Nobody is perfect. If I see a problem I bring it to their attention, take them aside and coach. He calls them tips of the day. You can do twenty, and thirty tips a day and not even know it.

Contingent reward requires clarification of what is expected from followers and what they will receive if they meet expected levels of performance. "We have performance reviews and if they excel they are financially rewarded." For those, "who are in your team you reward the good ones and make sure the rewards are known and mentioned so others
can reach that goal."

John has established a company infrastructure to monitor mistakes and implement corrective actions. "Following true with procedures and standards, I make sure the general managers are doing their jobs right by recording incidents. These are discussed every day at our daily morning meetings. "I look at my data, share the information with the employees and establish ways to address future mistakes." "If you see a problem, you bring it to their attention." John has his staff conduct daily inspections and review of the previous day activities and mistakes. These become part of a report with recommendations, which are discussed on a daily and weekly basis with corrective actions implemented immediately. John's MLQ management by exception passive avoidant factor rating of 2.0 does not include examples that support this factor because incidents and examples were not articulated by this business owner during his interview.
Company DUS Multifactor Leadership Questionnaire Results

Individual Business Owner Case Interviews

South Texas Business Owners

Interview: Company EUS (Jacob)

Jacob’s journey to becoming a business owner begins in California, where he lived until he moved with his new bride to South Texas to start their future as a husband and wife team. The previous 14 years of work and life experiences. Jacob attributes to the knowledge and skills he has honed to help him operate a successful business. Jacob does not possess a business degree, “just high school, and no degrees.” At age 37, he has held a variety of jobs, which he took to support his family. “I have peddled myself to find jobs to make ends meet,” he said. I used to work on bodywork, detailing, and even worked in a car lot where I met this customer who would expose me to
the catering business." Jacob shared with this researcher his propensity to "being nosy" opened the door to exploring the catering business. He talked the catering business owner into teaching him the business while he worked for him as a prep cook and server on a part time basis. "We started fixing up the kitchen a little bit at a time, improved the commercial kitchen, and I helped build the clientele. The customer base expanded to four cities. A year later, the owner offered him a partnership but Jacob had a different plan, to open his own catering business. Five years later, with a staff of 20 employees, he is in a position to buy the building where he operates his business. Jacob discussed some of the challenges he has encountered in this business. "It is very hard to keep full time employees because of the type of business. I have family that comes out to help us out. It is important to take care of family. Our clients really vary from schools, to doctors, the marine reserves, to private customers who book for weddings, quincieneras [sweet 15 celebrations] and things like that," he said. Jacob believes his self-motivation and belief in himself helped realize his dream of becoming a successful entrepreneur. He considers the word of mouth advertising his business has received as one of the key reasons for his catering success. "All it took
was someone giving us an opportunity. Once we got in the door we gave them our 110 percent, by being loyal, which gave us many returning clients." "To run a business you have to be responsible. People depend on you. You have to be honest. "I try to make the people feel comfortable with you. So I give them good service and product and this helps." "You have to stay self-motivated and show people they can trust you and I do this by giving 110 percent."

This business owner admitted, "It's hard for me to trust people. I have been through a lot and many people have affected my life. My wife tells me I have to start depending on other people because we continue to grow. I am very responsible and punctual; I have always been on time. You have to show people they can trust you. When I make a commitment and I do what I need to make that commitment, I will do whatever it takes to come through." Jacob expressed values he expects from his employees are those of honesty and loyalty. "That way I don’t worry about things so much. I try to pick responsible people. Sometimes I don’t have much of a choice on who I take. Not everybody shares the same values I do. I do have some people that look out for us and take care of us [business]."

Table 4.5 represents Jacob’s preference for a conservation values dimension through his assignment of six
and seven ratings on the security, conformity, and tradition scales. Jacob's results do not indicate a preference for either self-enhancement or self-transcendence. His highest scored scales are achievement and benevolence rating the following values at either the very important or of supreme importance: (a) ambitious, (b) influential, (c) capable, (d) successful, (e) loyal, (f) responsible, and (g) forgiving.

Table 4.5

Company EUS Values Inventory Results

Dimensions:

<table>
<thead>
<tr>
<th>Openness to change vs. Conservation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Co. Value</td>
</tr>
<tr>
<td>-----------</td>
</tr>
<tr>
<td>EUS Self-Direction</td>
</tr>
<tr>
<td>Stimulation</td>
</tr>
<tr>
<td>Hedonism</td>
</tr>
<tr>
<td>Total items:</td>
</tr>
</tbody>
</table>
Jacob spoke of his focus on anticipating potential problems and developing ways to minimize mistakes because of his commitment toward establishing repeat business and "building a reputation." He strives to lead and manage his employees through this perspective. "We have a schedule and we tell people what needs to be done and by what time. We give them strict timelines and direction. I am always around so if there is a mistake I am going to catch it right away." Jacob offered an example. "We cater to the Marines once a month and we had a new server who was giggling on the serving line and made the customers uncomfortable. I took the new server out of the line and corrected her behavior." This incident prompted Jacob to add this type of incident to his checklist of potential
errors and mistakes. "It's very important to be organized and check on things, that is why the checklist is so important, to minimize mistakes. He makes a conscious effort to monitor this type of behavior during catering events. Jacob admitted his apprehension toward ongoing performance problems. "If I have a performance problem its easier for me not to use them again. I don’t like being careless, Jacob commented."

**Multifactor Leadership Questionaire Results**

<table>
<thead>
<tr>
<th>Factors</th>
<th>EUS</th>
<th>MEAN SAMPLE (N=5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>IIA</td>
<td>2.25</td>
<td>2.69</td>
</tr>
<tr>
<td>IIB</td>
<td>2</td>
<td>2.87</td>
</tr>
<tr>
<td>IM</td>
<td>3.5</td>
<td>3.17</td>
</tr>
<tr>
<td>IS</td>
<td>2.75</td>
<td>2.57</td>
</tr>
<tr>
<td>IC</td>
<td>2.25</td>
<td>2.97</td>
</tr>
<tr>
<td>CR</td>
<td>2.25</td>
<td>2.61</td>
</tr>
<tr>
<td>MBEA</td>
<td>2.75</td>
<td>2.53</td>
</tr>
<tr>
<td>MBEP</td>
<td>0.75</td>
<td>0.95</td>
</tr>
</tbody>
</table>

**Figure 4.5**

Company EUS Multifactor Leadership Questionnaire Results

**Within-Case Analysis**

This researcher conducted the within-case analysis using qualitative coding of data collected during the interviews and field notes accumulated during the study. Coding categories represent Bass and Avolio’s full range six-factors (Bass et al, 2000). Additionally, values deemed important to the business owners and those they perceived
as important for employees to emulate were collected during the interviews and coded. This researcher utilized Schwartz's theory to code the data. Schwartz theorized there are 10 motivationally distinct types of values recognized unreservedly in all cultures (Schwartz et al, 1995). The researcher also used MLQ and Schwartz's inventory results administered at the onset of the study.

Bass & Avolio postulate that effective leaders demonstrate each of the factors, displaying transactional active and transformational factors most frequently with a multifactor leadership questionnaire (3.0) mean rating. The sample transformational mean score was (2.85). Bass & Avolio's (1997) effective transactional leadership mean ratings are (2.0) for contingent reward (CR), between (2.0) and (1.0) for management by exception-active (MBEA), and between (1.0) and (0.0) for management-by-exception-passive (MBEP). Sample study results are listed in Figure 4.6.

Interview results coded for each factor overall support the Multifactor leadership questionnaire mean factor results. Additionally, this researcher assessed inventory mean results data from a collective group perspective. Table 4.6 illustrates the coding categories used to conduct the within-case analysis.
### Table 4.6 Coding

<table>
<thead>
<tr>
<th>Bass &amp; Avolio Transformational Factors</th>
<th>Bass &amp; Avolio Transactional Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Charisma-Inspirational</td>
<td>5. Contingent Reward</td>
</tr>
<tr>
<td>2. Inspirational Motivation</td>
<td>6. Management by Exception-Active</td>
</tr>
<tr>
<td>3. Intellectual Stimulation</td>
<td>Management by Exception Passive</td>
</tr>
<tr>
<td>4. Individualized Consideration</td>
<td></td>
</tr>
</tbody>
</table>

### Table 4.6 Coding

<table>
<thead>
<tr>
<th>Schwartz Values (Business Leader)</th>
<th>Schwartz Values (Employees)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Power</td>
<td>1. Power</td>
</tr>
<tr>
<td>2. Achievement</td>
<td>2. Achievement</td>
</tr>
<tr>
<td>3. Hedonism</td>
<td>3. Hedonism</td>
</tr>
<tr>
<td>4. Stimulation</td>
<td>4. Stimulation</td>
</tr>
<tr>
<td>5. Self-Direction</td>
<td>5. Self-Direction</td>
</tr>
<tr>
<td>6. Universalism</td>
<td>6. Universalism</td>
</tr>
<tr>
<td>8. Tradition</td>
<td>8. Tradition</td>
</tr>
<tr>
<td>10. Security</td>
<td>10. Security</td>
</tr>
</tbody>
</table>

The South Texas within-case analysis documented examples of transformational and transactional leadership behaviors and activities articulated during the interviews. This researcher sought to uncover the presence and/or absence of factor behaviors utilized by the sample for each factor, which helped surface trends. These trends established a framework for conducting the across-case analysis designed to answer the two research questions outlined in chapter one and chapter three of this study.

The analysis format begins by presenting findings for
each of the six MLQ factors, Charisma-Inspirational Behaviors Table 4.7, Inspirational Motivation Behaviors 4.8, Intellectual Stimulation Behaviors Table 4.9, Individualized Consideration Behaviors Table 4.10, Contingent Reward Behaviors Table 4.11, Management by Exception-Active Table 4.12, and Management by Exception Passive Table 4.13. Next, the researcher assessed the human value results displayed in Table 4.14 and concluded with a synthesis of transformational and transactional leadership findings and value dimension preferences.

FIGURE 4.6
MLQ South Texas Sample Mean Results

Transformational Leadership Behaviors

Charismatic-Inspirational Factor and Related Behaviors

An interesting result is the absence of data for three of the eight behaviors (instills pride in others for being
associated with me, specifies the importance of having a strong sense of purpose, and acts in ways that built other's respect in me) anchored to the charismatic-inspirational factor. Though the MLQ combined mean results for the factor was 2.78, interview data did not reveal behaviors or activities linked to these three specific behaviors. One participant provided the researcher with data related to displaying a sense of power and confidence behaviors. Joe demonstrated this behavior during the tough times in the 1980's when bankruptcy and layoffs represented the status quo in South Texas. Tenacity fueled his determination to save his company and responsibility to keep his commitment to the employees. The remainder of the participants did not specifically speak of major economic threats when they shared their leadership practices.

Twenty percent of the sample participants discussed the role ethical behavior continues to play in the way they operate their business. They linked their personal belief systems and reiterated how important honesty, dependability, and responsibility are in their business. Joe believes that quality and honesty is at the core of a company's reputation and building community trust. He reminded this researcher, "If you told someone you were going to do something, you performed even if it cost you
some money. That becomes your reputation and I think it comes back." James, the second participant, exemplified situations when he considered the moral and ethical consequences of his decisions. The two examples cost him a long-term customer and the second the opportunity for future income. "One of the things that has helped us in the long run is to say no to things that are wrong. We had someone, who was importing, they had this USDA form signed that the import was free from bugs. The certificate was wrong." He said no and lost the customer. Similar to Joe, this participant directly linked his decisions to how he operates his life. Integrity and ethics are very important to the way he runs his company.

Eighty-three percent (five of six) of the comments categorized under the "goes beyond self-interest for the good of the group," are incidents and practices illustrated by Joe. A notable observation is Joe's individual charismatic-inspirational rating result (combined average of IIA & IIB) of 3.60 as compared to the sample mean of 2.69.

The data populating the remainder behaviors tied to this factor (talks about the most important personal values and beliefs and emphasizes the importance of having a collective sense of mission) represents examples from all
of the participants. Communication strategies designed to articulate a common and collective vision were as varied as the sample’s type of business. Joe measures it through employee commitment to building high quality properties because in doing so he continues to earn his customer’s trust and keeps his reputation intact. James cultivates a collective mission at the opening of every meeting reminding his employees their number one goal is to keep bringing the customer back. Jerry demonstrates this by telling his employees, “things will get better and I just jump in and help them.” Both John and Jacob articulate never losing sight of why the business exists and the need to pull together to maintain the customer is our mission focus “Happy customers is our mantra and commitment toward establishing a repeat business and building a reputation.”

Table 4.7

Within-Case Analysis Assessing Types of Charismatic-Inspirational Behaviors

<table>
<thead>
<tr>
<th>Factor Behaviors:</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talks about the</td>
<td>&quot;Equality, fairness, and respect are core values.&quot;</td>
</tr>
<tr>
<td>most important</td>
<td>&quot;Reliability and dependability. I try to set an example for them. I come in early everyday, usually eat lunch here and don’t leave till 5:30.&quot;</td>
</tr>
<tr>
<td>personal values</td>
<td>&quot;I was brought up pretty much to believe your word&quot;</td>
</tr>
</tbody>
</table>
was your bond. If you told someone you are going to do something, you perform even if it costs you some money."

"To run a business you have to be responsible. I am very responsible and punctual and always on time."

"People depend on you, you have to be honest."

"I teach Bible study two nights a week and am active in church. I give back to the community."

"Having character and clean reputation"

"Diplomacy and being ethical"

<table>
<thead>
<tr>
<th>Instills pride in others for being associated with me</th>
<th>Data was not presented during the interview for this factor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specifies the importance of having a strong sense of purpose</td>
<td>Data was not presented during the interview for this factor</td>
</tr>
<tr>
<td>Acts in ways that built other's respect in me</td>
<td>Data was not presented during the interview for this factor</td>
</tr>
<tr>
<td>Considers the moral and ethical consequences of decisions</td>
<td>&quot;One of the things that has helped us in the long run is to say not to things that are wrong. We had someone who was importing. They had this USDA form signed that the import was free from bugs. The certificate was wrong. I told the guys to call the shipper and get the inspector to get another certificate. They wanted to doctor it up and white</td>
</tr>
</tbody>
</table>
out the wrong number. We told them we would not do that. We lost the account. We have a reputation for our integrity. You have to have high standards and not participate in such matters. If we can't do it right, we are not going to do it at all."

“I have a strong sense of obligation to provide housing I would not mind living in myself.”

“One time the city had asked us for $15,000.00 dollars in contributions for an exchange of referrals. We just don’t do that. We have a reputation for our integrity.”

<table>
<thead>
<tr>
<th>Displays a sense of power and confidence</th>
<th>Especially during tough times it was up to me to stay positive and communicate confidence. “I kept looking for contract work that would bring in income during these difficult years.”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emphasizes the importance of having a collective sense of mission</td>
<td>“Focus of finding ways to reduce waste and maximize profits. Today, employees model this practice and communicate to new employees.” “Our main challenge is making sure our employees have support. I remind them things will get better and I just jump in and help them.” “It is not above me that in a time of crisis I get in there and wash dishes, go on the line and cook or get the deck washed down before we open. I will get my hands dirty and get in there with them. I continue to show them I am willing to work along side of them.” “We have one goal at every meeting, that is, we open up with our mission statement and our</td>
</tr>
</tbody>
</table>
number one goal is to keep our customers coming back. "We have a commitment to building high quality properties. I require employees to do rework that do not meet the highest standards. Eating into profits becomes secondary to teaching employees that quality is at the core of our reputation and building trust in the community."

Goes beyond self interest for the good of the group

"It's our job to take care of our employees." "I had made a commitment to my staff when I employed them. They depended on me and it was up to me to keep the company viable." "Whatever it took to move houses, we didn't lay anyone off. Many companies folded during this time, but I kept looking for opportunities to build and keep my employees on the payroll." "I have contemplated retiring and selling the business during the last couple of years, but, feel a sense of great responsibility to the staff and their future." "In this business, other companies hire subcontractors. "Hiring full-time staff helped build loyalty and commitment from the staff. I have very low turnover and most of them have been with me since the beginning. I have a responsibility to provide them with a sense of security." Employees receive company-owned vehicles...and have the liberty of using them for personal use. I see it as another way to make life easier for my employees.
Transformational Leadership Behaviors

Inspirational Motivational Factor and Related Behaviors

According to Bass & Avolio, (1997), the most effective leaders rated the inspirational motivation factor at least (3.0). The sample mean for this factor was (3.17). Sample participants articulated incidents, activities, and or behavioral examples in each behavior category except for "talks optimistically about the future." Sample participants voiced examples of their attempts to motivate their employees toward valuing the importance of meeting the goals, but did not specifically discuss their optimism toward their business future from a motivational perspective. The goal of inspirational motivation is to represent "the appeal of challenging but simple words, symbols, and metaphors, and the ability, enthusiasm, and optimism to envisage the future" (Bass et al, 1997, p.12). Sixty percent of the participants cited verbal and/or visual cues in their attempt to motivate employees toward accomplishing company goals and using a variety of communication vehicles to articulate their long-term company vision. Jerry sighed, stating, "When I was younger I was a ball of fire and went past this person or that person, not paying attention to people along the way. I
didn’t even acknowledge who they were.” Jerry has learned a few lessons along the way and today understands his role in creating an excitement about what needs to be accomplished in his company. He chooses addressing the human value employees bring to accomplishing goals by reminding them, “Their job is important, tell[ing] them that the job they are doing is of great value to my company, and, in turn they are valuable as a person.” For John, verbal exchanges appear to be the vehicle for creating an enthusiasm and clarifying the role each employee portrays. “We tell our employees they are like actors. We do three shows a day, and you are actors.” This message is representative of someone who proudly describes how he uses creativity to help build the business. James takes a structured approach that he has embedded into his company’s daily meeting routine. “Employees understand the business goal is a mutual responsibility. This speech is delivered every morning.”

Four of the five participants discussed methods they utilized for articulating a compelling vision for the future. Of these, 50 percent of the business owners chose the printed medium to articulate a compelling vision creating a formal communication structure. James has the most formalized process linked to company ISO 9000.
certification systems. James, with pride in his voice states, "The company has a mission to exceed customer service expectations by continuously improving the quality of our employees, processes, and services." This mission is a constant reminder for James' employees which he exercises to reinforce through office displays of company employee pictures and awards; posters of company mission and commitment to superior customer service. Certificates and rewards for superior customer service and quality standards are visible on employee workspaces.

Expressing confidence that the goals will be achieved yielded a 50 percent split. One sample participant looked inwardly to find personal strength, with the second attributing confidence for goal attainment to the employees. James expounds, "I feel confident in my ability to reach the goals by formalizing and institutionalizing things like roles and responsibilities." Jerry continues to tap into his human capital to inspire them into action. "I tell them [employees] without you I am nothing."
Table 4.8
Within-Case Analysis Assessing Types of Inspirational Motivation Behaviors

<table>
<thead>
<tr>
<th>Factor</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behaviors:</td>
<td></td>
</tr>
<tr>
<td>Talks</td>
<td>Data was not presented during the interview for optimistically this factor</td>
</tr>
<tr>
<td>about the future</td>
<td></td>
</tr>
<tr>
<td>Talks</td>
<td>&quot;I have to get employees to feel whatever they are doing for the company is important and has value.&quot;</td>
</tr>
</tbody>
</table>
| enthusiastically about what needs to be accomplished | "Employees understand the business goal is a mutual responsibility. This speech is delivered every morning." We have one goal at every meeting. That is we open up with our mission statement and our number one goal is to keep our customers coming back."
| | "We have always been more than creating another restaurant. We tell our employees they are like actors, they have to always have a smile on their faces, bartenders have to listen and remain positive and always remember happy customers. I tell them everyday, we do three shows a day, and you are like actors." |
Articulates a compelling vision of the future. “Before we opened the restaurant, my partner and I put together our commitment, vision, and mission statement.”

“My focus and vision of the business and its future, this is what I was responsible for communicating to both my employees and banker.”

Office displays of company employee pictures and awards; posters of company mission and commitment to superior customer service. These are also found in the company marketing literature and company property.

Certificates and rewards for superior customer service and quality standards are visible on employee workspaces.

Expresses confidence that goals will be achieved. “I feel confident in my ability to reach the goals by formalizing and institutionalizing things like roles and responsibilities with a direct connection to the goals.” “Now you come in and you know pretty much where you are going and supposed to do that day, and why the job is important.”

“I tell them [employees] without you I am nothing.”

You have to look forward and have confidence. The big reward as a leader is 10 to 15 years when it pays off. That’s why you have to have that forward vision. I share this lesson with employees.”
Transformational Leadership Factor

Intellectual Stimulation

A noteworthy analysis consideration is the sample's use of factor behaviors requiring their active participation for activity to occur. These played a pivotal role in the re-examination of existing ways of doing business and soliciting feedback from others when confronted with daily operational problems. James and his partner made the decision to restructure their company technical processes and implement ISO 9000 certification practices. Part of their rationale, according to James was, "This is a highly regulated business, and we have systems in place to insure NAFTA compliance and binding rules from U.S. Customs. The company has a mission to exceed customer expectations. Our processes and systems meet ISO 9000 standard and series ensuring services to comply or exceed recognized manufacturing standards and requirements of our customer base. The nature of our work got more complex and mistakes are critical."

During the interview, John conceded that the restaurant business is a tough, competitive market and he has to constantly look for ways to stay ahead of the competition. His motivation is to keep his business viable, but he expects his general managers to analyze the market
and assist him in this effort. The expectation is that John views the bigger picture, and their role is to stay in tune with John’s focus on potential changes. Simply stated, John made this point, “I look at the industry where it is now and making sure general managers are thinking also and seeing if we need to change.”

When seeking ideas to solve company issues or problems, they controlled the medium from which these conversations occur, facilitated the solution-seeking meetings, and/or created a forum where employees “turned the box upside down and made recommendations.” Four of the five sample participants stated they reserved the right to make the final decision.

The remaining two factor behaviors: “gets others to look at problems from many different angles” and “suggests new ways of looking at how to complete assignments” appear to require others to take a more directive and self-initiating role. Both of these two factor behaviors were void of interview or field note coding data.

The sample mean score for this factor was (2.57) in alignment with MLO data base mean score of (2.51), but did not align with the score of the most effective leaders who display this factor with a rating of (3.0). Bass & Avolio (Bass et al, 1997), stipulate effective use of this factor
"is not just being a smart and creative leader, it is helping to make associates smarter and more creative...continuously [tapping] into the intellectual capital of their associates" (p. 13).

Table 4.9

Within-Case Analysis Assessing Types of Intellectual Stimulation

<table>
<thead>
<tr>
<th>Factor</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behaviors:</td>
<td></td>
</tr>
</tbody>
</table>
| Re-examines            | "Look at the industry where it is now and making sure general managers are thinking also and seeing if we need to change."
| critical assumptions to question | "If I look back five years and the facility we had, whether they have changed. We had to be receptive to finding something I could do to allow the company to grow, adopt a new attitude."
|                        | "Implemented ISO 9000 standards, invested in training the staff, new processes, and equipment."
|                        | "I have to constantly look for ways to stay ahead of the competition."
|                        | "We bring a variety to our restaurant entertainment, change restaurant concepts, menus, and in catering do food sculptures that are unique."
| Seeks differing perspectives | "Give the employees the opportunity to raise questions, and ask how they handled the problem or when solving plan to handle it. This generates several ideas from all employees and work through the viability" |
of each of the ideas with them.”

“Early morning 10 minute meeting conducted with warehouse and administrative employees to discuss previous activities, problems, and solutions. Give employees the opportunity to pose questions. Several employees raised questions about a client’s merchandise and timeline and I asked, “How will you solve it differently?” “Several ideas were shared from the group and I selected one for the ideas. Asked supervisors also for their input.”

“Constantly challenging the staff to be proactive to make sure they see what works and what doesn’t, and make the changes.” We weren’t meeting business projections and we couldn’t figure it out. “The employees turned the box upside down and made recommendations to close the restaurant for lunch and opened it at 4:00 p.m. for sandwich and appetizer fare designed for a nightclub.”

“The other day they [employees] leased this apartment and told the tenant all utilities were paid, so the lease was executed to include utilities. I asked the employees to find ways to correct this in the future and as a result modified the system they had for setting up leases.”

“I give employees responsibility and have confidence in what they do, and accept their suggestions. Often times some employees have a
whole lot better ideas of how to get things done than I do." "Ask them to show me a different way of doing things and problems."

Gets others to look at problems from many different angles

Suggests new ways of looking at how to complete assignments

Transformational Leadership Factor

Individualized Consideration

Leaders who demonstrate individualized consideration in their interaction and management of their employees strive to crystallize an awareness of their employees' developmental needs, and consistently seek opportunities for employees to develop their full potential (Bass et.al, 1997). A Multifactor Leadership questionnaire rating of (3.0) is a minimum score for those identified as most effective leaders.

The primary developmental focus of the sample in this area was on developing employee skills required for their
current role and responsibilities. Sixty-seven percent of the key comments coded for this factor documented the sample’s use of teaching and coaching, and these activities focused on correcting or enhancing employee performance in their current position. Methods varied from establishing an infrastructure to just-in-time training and coaching. James, the customer broker company owner, informed this researcher, "We had to be receptive to finding something I could do to allow the company to grow, even if I had to get new equipment, hire someone to train new people." This company has spent considerable time and money on training and coaching employees. The ISO 9000 certification required the company to implement new processes and change their previous infrastructure, as it requires ongoing customer service and quality training of its employees.

John, the restaurant and catering business owner, at the onset focused on developing processes to ensure he had a trained staff. "You have to have something in place to be successful. We have employee handbooks, training, and procedures. It's all in the training." John is a proponent of development, as he consistently credited each new venture as "a great learning experience. As I learned more about the business, what we did then was sell the building, went back to work for a successful businessman where I got
my real education on how to run a business. When things are
running like a well-oiled machine, one tends to not do it
[training], then one day everything isn't working and the
reason is because you forgot to train and coach." Coaching
and just-in-time training are the two techniques Joe, the
construction building owner, has been practicing the past
30 years to maintain a skilled workforce. "Whenever someone
does something wrong on the job, my habit is to coach the
employee, develop the skill. He learns importance of
quality and doing things right. Even if I am paying the
employee twice."

Two of the three sample participants displayed
consideration for an employee's individual future
developmental needs, during the interview and/or field
notes. Both James and Joe articulated their support of
employees who wanted to grow into other jobs or pursue
further educational opportunities. However, the business
owners did not consciously create systems, resources, or
processes to encourage continual developmental
opportunities outside of existing roles and
responsibilities.

The sample did not articulate specific examples or
incidents of their emphasis on treating others as
individuals rather than just as a member of a group or
helping others develop their strengths. Two participants commented, “I am not strict with time off, if people need time off. I accept the fact that they have families and let them take time off. You have to care about people and realize, if my kid has something at school and have to be there. This is important.” Although, the business owners demonstrated awareness for individual needs these examples were not related to future developmental opportunities.

Table 4.10
Within-Case Analysis Assessing Types of Individualized Consideration

<table>
<thead>
<tr>
<th>Factor Behaviors:</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spends time</td>
<td>“We invest in employees continual training in teaching and coaching. Commitment to ISO 9000 standards required us to invest in training the staff, requires continual training.”</td>
</tr>
<tr>
<td></td>
<td>“Our training is on the job. I typically will put someone new with somebody I know is capable of leading them and telling them how we expect the work to be done, and will be a positive employee model.”</td>
</tr>
<tr>
<td></td>
<td>“I pair employees with experienced and non-experienced so they are learning from the experienced by watching them do it.”</td>
</tr>
<tr>
<td></td>
<td>“You try to lead by example. So I just talk to them and tell them some of the things I have done in the past to handle a situation. I have a couple of guys out on the road and I tell them I have been there...”</td>
</tr>
</tbody>
</table>
and this is the way I have handled this type of situation in the past. This seemed to work for me, teach by example." "You have to have something in place to be successful. We have employee handbooks, training, and procedures. It's all in the training. I overheard a customer order a Caesar salad and a new waitress asked, "What kind of dressing would you like?" We immediately took her off the floor and trained her. Assumed she knew the difference." "Whenever someone does something wrong on the job, my habit is to coach the employee, develop the skill. He learns the importance of quality and doing things right. Even if I am paying the employee twice."

<table>
<thead>
<tr>
<th>Treats others as individuals rather than just as a member of a group</th>
<th>Data was not presented during the interview for this factor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Considers an individual as having different needs, abilities, and aspirations from others</td>
<td>&quot;If someone wants to work and go to college, we have told our office manager to schedule them when they can work and fit it in.&quot; &quot;Employees have the liberty of being trained in various jobs. We provide the resources and time for those who want to grow and succeed.&quot;</td>
</tr>
<tr>
<td>Helps others develop their strengths</td>
<td>Data was not presented during the interview for this factor</td>
</tr>
</tbody>
</table>
Transactional Leadership Factor

Contingent Reward

This factor is a component of transactional leadership. Leaders who demonstrate this factor are concerned with engaging others in attaining the proscribed goals and measures accomplished by focusing on transactional exchanges (quid pro quo) between themselves and others. Leaders demonstrating successful behaviors for this factor are motivated to establish ways toward staff goal attainment (Bass et al, 1997). The mean sample for this factor was (2.61). "Effective leaders display contingent reward at least sometimes (2.0)" (Bass et al, 1997, p. 14).

Goal and role clarification was one of the primary methods utilized by sample participants displaying/discussing specific terms and role responsibilities, and performance actions represented the most coded examples for this factor.

Joe consistently monitors the quality standards of his employees' output through his daily visits to each of the construction worksites. He starts the day by reviewing the status of construction projects, meeting with his employees before they start the day, and distributing updated status reports. Included in this routine is the daily reminder of
employee responsibility toward attaining quality, cost
containment, and client satisfaction. Joe has successfully
embedded these performance targets into daily work
practices. During the 1980’s, Joe was concerned with
economizing and finding ways to reduce waste and maximize
profits. These goals are part of the company is unwritten
code with employees, and shared these expectations with
each new employee.

Jerry has zero tolerance for substandard work and the
lack of customer orientation. His company has a strong
quality and customer focus norm. It starts with Jerry’s
propensity toward organization. “I think you have to be
very organized, procrastination is the worst thing in the
world. That is where you make mistakes.” Staff is expected
to be organized and efficient through self-management
tools. A visual board displaying status of sales goals is
an explicit reminder of staff expectations. He advises the
staff, “We all have to stay focused. We all have certain
responsibilities and need to make sure those
responsibilities are done. We tell them the importance of
the quality of the products we put together.” “I make sure
everyone lives up to their responsibilities.” The most
powerful example of this factor at work was Jerry’s comment
in reference to staff understanding his expectations. “We
are not a company that fires a lot of people. They know that we expect quality work, and if they are not doing quality work they know it and move on."

James has defined and categorized role and goal expectations through the used of ISO 9000 processes. He serves as a daily reminder of company goals and expectations. "I am visible, accessible to both my customers and employees. I walk around a lot, sometimes three times a day. [I] walk into their offices, ask how they are doing and how are things going? My job is to make them aware we are here to meet the demands of our customers. We have taken all the processes we do here and assign them to certain people." James had the most formalized processes that facilitated his demonstration of this factor.

The remainder of the sample participants mirrored Joe's and Jerry's practices of verbal reminders to meet goal attainment, and through the constant reinforcement of company expected behaviors. The participants use of communicating clear expectations and establishing rewards in exchange for goal attainment represented the second most coded behaviors for this factor.

A recurring reward theme across the sample was the use of incentives that included bonuses and overtime. The
sample addressed the economic situation of South Texas and explained their rationale for using monetary rewards was based on these rewards serving as a powerful incentive in this geographical locale. The complexity of the bonus structures varied with the sample. James, the customs broker owner, has designed a formalized compensation and performance management plan linked to ISO 9000 standards. James explained their reward system. "We give bonuses one or two times a year and usually two or three weeks pay as a bonus plus vacation time." The bonus structure is based on performance grade and tenure, a grade of 120 hours or straight time pay for 100 percent."

John's philosophy toward reward systems, though not as structured as James', is similar. "We have performance reviews and if they excel, they are financially rewarded." James also utilizes implicit behaviors to motivate his employees toward goal attainment. "For those who are in your team, you reward the good ones and make sure the rewards are known and mentioned so others can reach the goal."

Jacob, the catering owner, offered this example as his method to communicate consequences for not meeting goal expectations. "If I have a performance problem it is easier for me not to use them again."
Joe articulated his preference to use overtime to reward effective performance outcomes. "I reward them by giving them the opportunity to earn overtime; overtime is very important down here."

The sample demonstrated through a lesser degree use of providing employees with assistance for their efforts. Joe rewards those who display initiatives to expand their knowledge and skill base. He provides them with the opportunity to build their skills, and in turn, increase their salary. Barbecue parties, family outings to family attraction parks, allowing employees to use company vehicles off the clock, and the sharing of company products such as catering meals and catalog food items were activities the sample displayed to communicate their appreciation for employee commitment toward the company's goals.

Table 4.11
Within-Case Analysis Assessing Types of Contingent Reward

<table>
<thead>
<tr>
<th>Factor</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides</td>
<td>&quot;Took a tenant who couldn't pay his rent. Hired him, others with</td>
</tr>
<tr>
<td></td>
<td>loaned him money to get paper work in order and</td>
</tr>
<tr>
<td></td>
<td>assistance in helped him navigate the system, helped him learn exchange</td>
</tr>
<tr>
<td></td>
<td>for English, the construction business, and today, he is their efforts</td>
</tr>
<tr>
<td></td>
<td>one of my senior supervisors.&quot;</td>
</tr>
</tbody>
</table>
"If there is food left over, I let them split it up among themselves."

"We deal with fruit and meat, we pass some of our products, so they can take home to their families."

Discusses in specific terms who is responsible for achieving performance targets makes clear what one can expect to do. "We have a schedule and we tell people helping us this is what needs to be done by this time. We give them the timeline and direction."

"We are not a company that fires a lot of people. They know that we expect quality work and if they are not doing quality work they know it and move on."

"They follow true with the procedures and standards that we set. Making sure that the general managers are doing their jobs right."

"I communicate expectations of the quality of the work that I want."

"A bulletin board lists potential client sales, projected follow up and closing target dates."

"We all stay focused, we each have certain responsibilities. I expect every one to stay motivated. I tell them everyone has to get the product packed and in good order, be timely and get it to the customer when he wants it. "I pull everyone together and express my expectation of them meeting the goal."

Makes clear what one can expect to do. "Monetary is very important to my workers in South Texas in terms of immediate satisfaction. If we have a good season, I pass on some bonuses to them."
| receive when performance goals are achieved | "When the general managers do their jobs right we reward and record these incidents.

It is important to be diplomatic to reward the good ones and make sure the rewards are told and known so other people can reach that goal."

"We have performance reviews and we go over how well they have been doing in their jobs and if they have excelled they will be financially rewarded."

"I let them work as much overtime as they want. I reward them by giving them the opportunity to work the overtime."

"We give bonuses one or two times a year and usually two or three weeks pay, so in one year we give a total of six weeks pay as bonus."

"We establish a grade of 120 hours or straight time pay for 100%."

"On one occasion, we stayed up all night and I told them that if we got the orders out by morning they would get a nice bonus. We sent the products on time and they received their bonuses." "A fundamental philosophy and practice is if you do your job without mistakes, you can keep your job, and if you do your job long enough, we will raise your salary enough to where somebody won’t be tempted to take you away from us."

Expresses satisfaction | "Well, I do thank them. I don’t smile till the job is done and everything has gone well." "I praise
when others meet expectations their work and show them they are important as a person, and they are doing a good job."

"I say thank you." We charter buses to take people to Sea World, Fiesta Texas and pay their way for the day. We pay for the spouse and kids, and allow them to bring other relatives and ride the bus at no charge."

"We hold a barbecue, set up for them to have fun and show them I appreciate them this way."

Transactional Leadership Factor

Management by Exception-Active

Mean U.S. sample for this factor was (2.75). The recommended rating "can be between sometimes (2.0) and once in awhile (1.0)" (Bass et al, 1997, p. 14).

Leaders, who practice Management by-exception-Active behaviors, take a proactive approach toward culling out mistakes and responding immediately with appropriate corrective measures. Leaders who utilize this factor monitor employee performance and establish an expectation that problems will be resolved.

The U.S. sample reported a higher mean rating (2.75) than the recommended rating of (2.0 -1.0). Coupled with numerous examples coded for this factor, this may raise a concern in its overuse, resulting in a work environment
where low risk avoidance and missed opportunities impede creativity and innovation, resulting in low performance output. The primary motivator for displaying these ineffective behaviors is the avoidance of leader disapproval.

Keeping track of all mistakes and directing attention toward failures to meet standards represented 64% of the total coded examples in this factor. The sample incorporated formal and informal processes designed to collect data identifying potential problematic activities. These data collection tools facilitated the sample’s ability to maintain continual attention on deviations from the standard performance norms.

Joe monitors the work crews on a daily basis through meetings and the use of radio communication, using these tools to track both work progress and mistakes. Joe shared with this researcher, “I am constantly observing how the work is coming, progressing, and if something is not working the way I think it needs to be working, I point it out and correct it.” He offered the leasing mistake as an example of taking immediate action. When a tenant was given utilities coverage as part of the lease, which translates into a major cost for the company, he brought his employees into a meeting room, discussed the mistake and created a
system to keep this mistake from recurring. Additionally, he incorporated a process where he checks for these types of mistakes on a quarterly basis.

Jerry echoes similar concerns regarding mistakes by advising this researcher that a company must is, "The mistake we tried to avoid is a negative connotation can be passed on to our company. Methods and processes we use to accomplish this goal include being proactive and keeping the company focus on quality, consistently looking for potential quality errors or work mistakes." "Mistakes for us can be a salesman on the road not calling the customers, misinformation, missing customer delivery times, quality of shipping, and negative company comments." Jerry’s focus on monitoring mistakes has assisted him in identifying and categorizing recurring problems.

A common data source Jerry uses to monitor mistakes is through customer feedback. "I can tell immediately by the feedback I get once the product is shipped." He takes corrective measures with these types of problems by pulling those employees whose performance is substandard and tells them, "You all are not taking your time with packaging this product. I walk through the process with them to find out where the mistake occurred."

Jerry summarizes his position on how he manages mistakes by
stating, "My goal continues to be getting quality employees who care about what they are doing. I correct the problem, give them a couple of chances, check progress, and if they still make mistakes find someone else."

James relies on work performance standards he established for his company, specifically, the ISO 9000 certification processes, which help him monitor mistakes. "Written instruction for procedures for our employees helps if something happens that shouldn’t have happened." James states his primary motivation for implementing ISO 9000, "Our internal motivation has been to eradicate mistakes." For the past 18 months, James has conducted monthly meetings designed to discuss mistakes and corrective actions with all of his employees.

Jerry’s company takes mistakes seriously, advising the researcher that when someone makes mistakes, "We slam on the brakes and take corrective action."

John documents and monitors mistakes through checklists which are compiled from information from the previous day which he shares with his staff at daily meetings. John also incorporates proactive measures to minimize mistakes by challenging his employees to look for mistakes and change systems that have outlived their effectiveness. Additionally, he uses mistakes as learning
opportunities. "Nobody is perfect. If I see a problem, I bring it to their attention, take them aside and coach."

Jacob addresses mistakes by controlling his employees' activities through scheduling and activity checklists. His goal continues to be customer satisfaction, to build repeat business which is critical to continued success in the catering industry.

The sample demonstrated their use of all factor behaviors with major activity through formal and informal processes for tracking mistakes, developing, and implementing corrective measures.

Table 4.12
Within-Case Analysis Assessing Types of Management By Exception-Active

<table>
<thead>
<tr>
<th>Factor Behaviors:</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focuses attention</td>
<td>&quot;We are always around. So if there is a mistake, we are going to catch it right away, before our clients get there.&quot;</td>
</tr>
</tbody>
</table>
| on irregularities, mistakes, exceptions, and deviations from standards | "I am constantly out looking at jobs and constant supervision is critical in construction. Pointing out problems. I am constantly observing how the work is progressing."
| | "We have radios in our vehicles and I have a radio in my vehicle so they can call if there is a problem you can get in touch with me."
| | "The work is done downstairs comes up to billing" |
and then to me and I check for errors."

"The formal systems of ISO 900 process facilitated company ability to clarify employee expectations and consequences."

| Concentrates full attention on dealing with mistakes, complaints, and failures |
|---------------------------------|---------------------------------------------------------------|
| "An area that is not pulling its weight, mistakes with shipping, loading or accounting, pull them out sit down with them and tell them," you are not taking your time putting this product for instance loading trucks." |
| "We had a big problem with food inventory it wasn't being run correctly by the kitchen manager. We did away with the kitchen manager and went with a streamline menu and kept the head chef he was the only one that kept his job on the floor." |
| "Every month there is a group with my partner and I we talk about what we call corrective actions. We initiate this when someone makes a mistake or customers complain." |
| "If someone makes a mistake we slam on the brakes and corrective action is taken. Someone is assigned to figure out how this happened. We do make a big deal about big mistakes. They know that, they know the importance of not making mistakes like that." |
| "I don't get into confrontations. If I ever have a problem with them I will just not use them again." |

"Look at inventory for mistakes we made. We
mistakes identify problems, revenue losses making notes when people were leaving in regards to bad bands.”

"On a given day we bring all the employees, monthly, document problems and mistakes, and complaints in a rigid format that we didn’t used to have before. We distributed to all in attendance.”

"My back up systems documenting and assessing whether its an error in the training or human error, or procedure is wrong.”

"I have worked with the manager to establish how many strikes we let them have before we fire them.”

"I monitor staff mistakes through customer feedback, level of customer referrals, and number of complaints I get from them. I can tell immediately by the feedback I get once we shipped this product if we are doing a good job in putting quality into the product, it is built into the system to check with them.”

"When I find an error in an entry I write it down and take it to the supervisor. We don’t hide anything we write up the employee and file it.”

"Following true and with procedures and standards I make sure the general managers are doing their jobs and recording incidents. These are discussed every day at our daily meetings.” “A problem with
a server, added to checklist, its very important to be organized and check on things. Added to checklist of potential errors and mistakes."

Directs attention toward failures to meet standards

"Get a feel from sales people on what they find out on the road while talking to customers. Things that work or didn’t work. So we ask for feedback from our employees on our customer base."

"Corrections that need to be made or deficiencies I find in my employees, give immediate feedback on what they have to do differently."

"If I see a problem I have to bring it to their attention and bring them aside."

"If a problem is not resolved with the assistant manager, they go to the general manager. I will meet with whoever is having the problem and the managers, and I will find a way to resolve the problem."

"In this business you may have a lot of deadweight, so if you have employees like that after giving them several chances and they just don’t perform you have to find someone that can do it."

"If something is not working or ending up the way I think it needs to be as far as the quality, I correct and point it out, and if it needs to be redone, it is redone right then and there."

"We can’t make people care. So our internal motivation has been for having a quality system, has been to eradicate mistakes because our
customers are paying us to do their work right."
"Our procedures and systems meet ISO 9000 standard series." Error and standard deviation detection methods are built into this type of system.”

Transactional Leadership Factor

Management by Exception-Passive

The absence of behaviors for this factor, with the exception of one isolated entry, was an expected result, given the amount of examples coded for management by exception-active factor. The MLQ mean sample results for this factor was 0.95. Bass & Avolio (Bass et al, 1997), report use of this factor "should be between once in a while (1.0) and not at all (0.0) (p. 14)." This factor identifies behaviors displayed by leaders who may respond to potential mistakes and performance issues from a reactionary position. Behaviors include not taking action for problems until the leader has other limited choices of action. Demonstrating passive behaviors include the lack of activity to resolve problems and/or mistakes. These types of behaviors communicate a status quo posture, and action is taken by the owner to correct the problem.
Table 4.13
Within-Case Analysis Assessing Types of Management By Exception-Passive

<table>
<thead>
<tr>
<th>Factor Behaviors:</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fails to interfere until problems become serious</td>
<td>Data not presented during the interview for this factor</td>
</tr>
<tr>
<td>Waits for things to go wrong before taking action</td>
<td>Data not presented during the interview for this factor</td>
</tr>
<tr>
<td>Firm believer in &quot;If it ain't broke, don't fix it&quot; [sic, if it isn't broken, don't fix it]</td>
<td>Data not presented during the interview for this factor</td>
</tr>
<tr>
<td>Demonstrates that problems must become chronic before taking action</td>
<td>&quot;I might for a time see if I see someone do something, I might watch them a little longer. I might think it could be a mistake and I will give them a chance to wallow around to see if they can handle it themselves.&quot; During a product convention, I observed one of the sales people on how they were handling interacting with the customers and level of assertiveness going interacting with them. Gave them feedback at the end of the day for the next day.</td>
</tr>
</tbody>
</table>
Research question number two asked the sample to discuss values they perceived as important. This researcher administered Schwartz 56 item values inventory and used the theory's 10 basic types of values to assist with categorizing the values sample participants articulated during the interviews. This researcher selected Schwartz's values inventory (1995), because he postulates these "ten value types are likely to be recognized within and across cultures and used to form value priorities" (pp. 51-52, 59). Schwartz and Bilsky (1987), built the value typology using universal human motivational needs, social motives, and social institutional demand. Each of the 10 standard values that comprise the typology represents a goal expressed by the individual. The Schwartz value types are designed around two dimensions, which include higher order and standard values of (a) openness to change versus conservation and (b) self-enhancement versus self-transcendence.

Table 4.14 represents the sample cumulative score for each of the two value dimensions: openness to change vs. conservation and self-enhancement vs. self-transcendence.

TABLE 4.15 lists values expressed by the sample as
important to them personally, and those they expect their employees to emulate. Values rated either a six or seven by the sample were used in the tabulations because these were considered very important and of supreme importance, respectively.

Table 4.14 inventory results illustrate the sample's value motivational goal was focused on self-transcendence, defined as a concern for the welfare of others and being open to accepting others as peers, as opposed to motivational goals directed toward individual success and dominance (Schwartz et. al, 1995). The data analysis reveals clear motivational goals that are those of benevolence and universalism. These goals are demonstrated by exercising behaviors that communicate to their market they are a company that can deliver, can be trusted, and is worthy of the customer's patronage. James shares his belief, "If you can't do it right then we are not going to do it all. You have to have high standards. We are here to meet the demands of our customers." "I try to pick responsible people. I rely on my managers to perform and trust them."

Table 4.15 shows 80 percent of the values the sample discussed during the interview as important in their leadership practices were self-transcendence motivational
type goals, as were 66 percent of the values they expected employees to demonstrate. An emerging theme during Jerry's interview was his strong belief in valuing all of his employees, and expecting the same from them toward each other and the customers. "I think a key in being a leader is learning that everybody has a value and showing them they are valuable to you, that they are important to you."

"It's our job to take care of our employees. I see equality, fairness, and respect are core leadership values and I expect the same from my employees."

Responsibility, honesty, ethical behavior, and being helpful, were the values James manifests as his self-transcendence motivational goals. "Being responsible, helping others, being nice to people. I put things into perspective [you] have to care about people. I teach Bible study two nights a week and am active in church." James has demonstrated his stance on ethical behavior many times during his tenure as a business owner. He has lost clients because he refused to cut corners and accept improper paperwork requests from these clients. He has missed opportunities for future business when asked for contributions that represented a conflict of interest. "They wanted us to doctor it [paperwork] up and white out the wrong number. We told them we would not do that. They
found another broker. Another time the city had asked us for $15,000.00 as a contribution for an exchange in referrals. We have a reputation for our integrity."

Self-transcendence is focused on the needs of others as opposed to meeting personal motivational goals. Joe offered the most consistent examples during the past 30 plus years. Unlike most construction companies in South Texas, Joe’s employees enjoy full time positions instead of contractual work, and Joe continues to stay committed to keeping his staff on full-time payroll including during times of hardship. "I had made a commitment to my staff when I employed them, they depended on me and it was up to me to keep my company viable and them employed. I have an obligation to provide them with a sense of security." Joe has thought about retirement and selling his business but he still feels a great sense of responsibility to his staff and their future.

Using six and seven rating scores, inventory results did not reflect as strong a preference for either openness to change vs. conservation dimension for this sample. Similarly, interview results do not show a distinct partiality to either of these dimensions.
TABLE 4.14
South Texas Sample: Culture Dimension Totals Value Items
With (6 & 7 ratings)

<table>
<thead>
<tr>
<th>Country</th>
<th>Dimensions:</th>
<th>Conservation</th>
<th>Dimensions:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Openness to</td>
<td>(Values:</td>
<td>Self-Enhancement</td>
</tr>
<tr>
<td></td>
<td>Change vs.</td>
<td>conformity</td>
<td>Values</td>
</tr>
<tr>
<td></td>
<td>(Values: Self</td>
<td>Tradition</td>
<td>vs.</td>
</tr>
<tr>
<td></td>
<td>direction</td>
<td></td>
<td>Achievement</td>
</tr>
<tr>
<td></td>
<td>Stimulation</td>
<td></td>
<td>Universal-ism</td>
</tr>
<tr>
<td></td>
<td>Hedonism</td>
<td></td>
<td>Security</td>
</tr>
<tr>
<td>South</td>
<td>32</td>
<td>36</td>
<td>25</td>
</tr>
<tr>
<td>Texas</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TABLE 4.15
South Texas Sample Interview Value List Results

<table>
<thead>
<tr>
<th>Country</th>
<th>U.S. Value/Schwartz Type</th>
<th>Value</th>
<th>Company selection totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>South Texas</td>
<td>Important for</td>
<td>Responsible/Benevolence</td>
<td>5/5 100%</td>
</tr>
<tr>
<td>South Texas</td>
<td>Leaders to</td>
<td>Reputation/Character/Power</td>
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</tr>
<tr>
<td></td>
<td>demonstrate</td>
<td>Honesty/Benevolence</td>
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<tr>
<td></td>
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<td>Ethical/Universalism</td>
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<td>Direction</td>
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<td>Responsible/Benevolence</td>
<td>5/5 100%</td>
</tr>
<tr>
<td>South Texas</td>
<td>Employees to</td>
<td>Honesty/Benevolence</td>
<td>5/5 100%</td>
</tr>
<tr>
<td></td>
<td>demonstrate</td>
<td>Respectful/Conformity</td>
<td>3/5 40%</td>
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Individual Business Owner Case Interviews

Northern Mexico Business Owners

Interview: Company AM (Jose)

Jose started his catering and cafeteria-style restaurant in 1995, and today continues as the sole proprietor. The cafeteria-style establishment, housed in a building supporting two maquiladoras (foreign owned manufacturing companies) serves breakfast, lunch, and dinner to approximately 500 manufacturing workers. Company AM operates a 24-hour cafeteria style eatery and catering service responsible for preparing up to 1000 meals per day, seven days a week. Schedules operate in two shifts, requiring a supervisor to be on the premises for each of the 12-hour shifts. Jose manages both the restaurant and catering businesses with a full-time staff of 25 employees. The interview took place on the restaurant premises.

The environment consisted of a large dining and television viewing area. Each employee has specific roles and responsibilities: Some are servers, chefs, inventory clerks, cleaning helpers, or food preparing assistants. A supervisor is in charge at every shift. The work climate was professional with minimal dialogue between employees during the serving rush hours and between heavy serving times, employees focused on their specific tasks preparing
for the next meal or shift. Employees were required to wear a uniform, and colors varied depending on their job function. Supervisors were required to wear business attire, shirts and ties, and their role was to monitor activity during the rush hours, punch the meal ticket, and thank the customers.

Signage in the cafeteria-style restaurant included informational posters on safety, hygiene, quality, and customer service. After the meal rush hour the onsite supervisor accompanies the owner on sales visits to market his catering service. This researcher visited Company A on three different occasions and observed that worker behavior was more relaxed with loud laughter, joking, and less attention to cleaning and details (debris would be swept to the sides of the wall and cursory cleaning activities) in the absence of the owner and supervisor.

Jose, a graduate of the Technical University in Monterrey, Mexico, earned a degree in engineering and agriculture. A native of Mexico his family has been part of this community for many generations, building a lineage of ranch businesses producing grain, feed, and meat products. He attributes his success in his business to the skills he learned during his formative years in his family business. Jose worked 15 years in the food production aspect of the
business, and during the last six years, he combined food production with his own catering and restaurant business. Jose shared his experiences and described key people who had an indelible mark for the way he behaves as a leader and business owner. He describes the attributes, values, and behaviors he strives to emulate in his role as a leader.

A person I admired most was my paternal grandfather, he said. He was a person who lived in childhood in poverty, he was very young and he had desire to move ahead. He had great vision of the future, little education. He turned into a very important person in the field of business. He wrote his biography, gave it to his children and grandchildren. People saw him as someone that guided them on the right path.

He also believes this is one of the responsibilities he must endure as a business owner. Being organized and finding the motivation to keep progressing and finding new opportunities are primal motivators for Jose, especially within the constraints he faces in his business.

Key challenges he has faced as a business owner, states Jose, I think that what can happen at the owner in business like mine is that you fall into a work routine, everything is the same. I get into a routine...
and so do my employees. He talked about the human equation challenges he has encountered in his leadership role. There are times you end up being the person in which they confide. At times when I am stressed and the employee wants to see me, through my body language they get the message not to come in and see me. There are employees who sometimes come to me and they ask me as a favor to loan them money and it is a very important loan.

Jose sometimes chooses not to lend them the money, or lends them a portion. "This makes me feel and I think I am failing them." He strives to create an environment where employees feel a sense of responsibility and loyalty to stay with him. "There is no rotation amongst the guys. I’ve got guys who have been working with me a long time." His overarching goal as a business owner, despite the challenges he faces, is to offer the best service to the client. Jose’s strategic business focus continues to be, "Deliver the best service to the client and send the message to my employees that I expect honesty, responsibility, and working efficiently as this will help secure the business."

Jose’s Values inventory results support the comments he shared during the interview. He has established business strategies and activities, which he hopes will secure the
future of his business, which include standardizing work processes, training activities, and monitoring employee actions and behaviors. Through these activities, Jose demonstrates his preference to operate his business within a more stable and conservative approach. One standardized approach was the implementation of a systematic way of conducting every task of the business. We contracted with a young man for awhile to help us develop a program to work more efficiently. The employees were used to personalizing their work, they were used to doing things one way. There was a sense of rejection to change on their part, but it's going to make us more efficient and in their work, and help us grow. His goal is that this company-wide system will help him prepare for ISO 9000 certification, which will establish/enhance his current work processes. "It is very important to train people. The last training we had was on quality systems." Jose stated, "Before implementing changes, we would give them courses instructing them of the changes." He saw this as an investment in his people and future of his employees and company because it helps "Commit to doing a good job and at the end, we all end up winning."

His clear belief in honesty, holding oneself responsible, and having a sense of loyalty appeared to be
Jose’s preference toward benevolent values (selected 71 percent of these values) of which honesty, responsibility and the continual investment in his employees, comprise the motivational goal “benevolence” yielded his propensity to be motivated toward the needs and goals of others and the future of his company as opposed to his personal self-enhancement. "We’ve had cases of people that have worked with us that are dishonest, and they have seriously hurt the company. We have detected it and have to let the person go...A person who is not loyal here, it is part of the duties of this leader to detect those people and get them out. Jose attempts to instill the values of honesty by removing temptations from employees to be dishonest...In our business there is always merchandise or the prime materials laying around.

Table 4.16
Company AM Values Inventory Results

<table>
<thead>
<tr>
<th>Dimensions:</th>
<th>vs. Conservation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Openness to change</td>
<td></td>
</tr>
<tr>
<td>Co. Value</td>
<td># of items</td>
</tr>
<tr>
<td>AM Self-</td>
<td>2/6</td>
</tr>
</tbody>
</table>

177
This section illustrates examples of leadership practices Jose furnished during the interview, and also included are survey result self-ratings of transformational and transactional behaviors. Behavioral examples offered by Jose during the interview appeared to support his MLQ transformational leadership survey rating of (3.0). His examples were concentrated to certain behavioral factors. He exemplified 8 out of 20 (40 percent) possible transformational behavioral items. He is a leader whose
personal values and convictions of honesty and personal responsibility appeared to serve as his primary motives and guideposts to his leadership and management practice. Jose’s interview data yielded interesting methods he employed to get “them so they can get into the habit of being responsible and honest, and establishing a common purpose.” He did articulate personal beliefs, and employees were keenly aware of these. In addition, he firmly believed that he was capable of motivating his employees into emulating these core personal values through inspection.

One of the ways in which I instill the habit of them being responsible and honest is through inspection, he explained. Try to find ways to teach guys to do this and not that. Employees were coming in with backpacks and we told them to keep them at home. We would put a person, someone we trusted and told him/her to check the backpacks as they were leaving. We have a lot of prime materials laying around.

His undercurrent theme in his message for establishing a collective company purpose was, “If we commit to doing a good job, at the end we all end up winning,” meaning the company remains in business and the employees would remain employed. The context from which these transformational leadership behaviors were demonstrated appeared to this
researcher to align closer to the contingent reward factor, because the themes appeared to have a "this for that" sensibility.

Jose’s persona is directive and behavioral examples that illustrate a direct approach surfaced in his use of intellectual stimulation, and the remainder of Bass & Avolio’s leadership factor model. He engaged employees in intellectual stimulation, but he contained the control to his role, “’I like to get them involved, always between the two of us. I ask how they would solve it and at the end I say, “Okay let’s do it this way or let’s go that way.” ’I don’t let them make the decision. There are times when I am not around, they are to reach me by phone and I solve the problem.” He utilized teaching and coaching, an individual consideration factor item to control the service and quality of his company, and he understands the important role training plays in the future of his business. “It is very important to constantly train our people,” Jose said.

Jose’s contingent reward MLQ rating of (3.0) is one point higher than the recommended rating (2.0). He did articulate his goals and expectations through role and responsibility clarification, sharing with the employees his established doable goals for the year, as with transformational examples, the security of ongoing
employment if they worked to help make the company a success and demonstrate honesty and loyalty. This researcher’s contention is many of Jose’s leadership behaviors are linked to his propensity to use direct and indirect contingent reward behaviors, coupled with his focus on anticipating mistakes and creating systems to identify and correct employee and company-related mistakes.

Finally, this researcher notes the contradiction in Jose’s MLQ survey result of (2.0) for the Management-by-Exception-Passive factor, and the absence of behaviors during the interview phase of the study. Jose has taken many steps, “implemented a quality system, continues to change menus consistently to keep the guys from getting bored by helping them develop their existing cooking skills, and implemented methods to detect errors, among others.” This researcher inquired about this contradiction with the business owner during the member-checking phase of this study, and he confirmed his understanding of the questions and accurate ratings. He also confirmed this researcher’s analysis of the interview data.
Figure 4.7
Company AM Multifactor Leadership Questionnaire Results

Individual Business Owner Case Interviews

Northern Mexico Business Owners

Interview: Company BM (Joel)

Joel shares the 12 year old lumber/door construction company with his brother, who is a silent partner. At age 40, Joel is thankful for the work experiences that he believes has prepared him to lead and manage his 42 employees. He studied agricultural engineering with the intent to go back and assist with running his family business. However, he chose to work for the federal government and the national Bank of Mexico, Banamex, where he learned the financial side of operating businesses and managing people. Joel’s face, over-taken by a large smile as he reminisced of his choices in jobs, was for the experience.
Company BM, remains the only company out of five in this industry and geographical location open for business. Joel’s primary business is commercial, with a small market of private business designed to meet the demands for custom hand-carved doors. Joel shared with this researcher many of the challenges he continues to face in operating a business in this region. These include lack of skilled craftsmen, the cost of specialized materials which he must buy from the United States or Canada, and the lack of an entrepreneurial culture and services. This, coupled with limited financial banking resources, lack of water, and an entrenched family business culture, continues to cause many of the surrounding businesses to operate on crutches. Perhaps the most devastating obstacle this business owner has encountered since he started the business was the fire, which destroyed most of his facility six years ago.

The 10,000 square-foot facility consists of the manufacturing facility, showroom, employee cafeteria, executive offices, and administrative functions. Employees display their certificates awarded for their demonstration of using quality practices and displaying company values. Employees on the manufacturing line display their certificates along the cafeteria walls, and Joel exhibits photographs of employee award and function ceremonies in
the customer showroom. Despite the geographical barriers Joel struggles with operating a business, he advised this researcher, "You have to be sure of what you want, you have to feel love for what you’re doing, and you have to be persistent. I am very convinced this is the business I want, have a lot of faith, and work a great deal." Through his daily leadership practices, he has cultivated a company climate that driven by his personal value and belief system where caring for others, establishing a sense of cohesion and collectivism, and subdued humility can be found in company policies, celebrations, and reward systems. All new employees are placed on probation during their first four weeks on the job. "We need to find out their background, and during this time, the rest of the team [employees] watch them to find out if they are on time, are they honorable, behave in a sociable [sic: socially] acceptable manner, and are they nice people," he said. Joel reiterated, "If they pass the probation time, then they are welcomed into our team." As this researcher analyzed interview notes and transcripts, Joel voiced, "Values are the main thing in the company...If very well set, everything else is a tool. Being socially responsible, responsibility, honesty, being respectful, and having a sense of balance are critical to running a business and what I look for in
workers...So is having honor and integrity, you can’t say one thing and not live up to it.” Value inventory results in table 4.17 indicate his preference toward Conservation, with a major emphasis on motivational values of conformity and tradition. Joel selected politeness, self-discipline, social order, moderation, and humbleness. Joe also offered several examples of thinking about the welfare and well-being of others over his personal achievement, which translate to his preference of self-transcendence in the values inventory results, allocating a six and seven rating to 87 percent of the values in this dimension. His actions support these findings through his investment in training his employees, sharing his profits by establishing retirement packages, scholarships for his employees’ children, consistently communicating his honesty and loyalty by showing them they are a team and all part of the company. “Team spirit helps us reach our goals, Joel explained. “Every two months we meet and everyone is expected to attend, with the purpose of tightening everyone’s binds of camaraderie. They all talk, socially, and I make the food, I cook.”
Table 4.17

Company BM Values Inventory Results

Dimensions:

<table>
<thead>
<tr>
<th>Co. Value</th>
<th># of</th>
<th>%</th>
<th># of</th>
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<tr>
<td>Openness to change vs. Conservation</td>
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<td>BM Hedonism</td>
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Dimensions:

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<td>Self-Enhancement vs. Self-Transcendence</td>
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<td></td>
<td></td>
<td></td>
</tr>
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<td>75</td>
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<td>50</td>
<td>7/7</td>
<td>100</td>
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<tr>
<td>Total items:</td>
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<td>13/15</td>
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</table>

Joel's transformational leadership score of (3.15)
meets the (3.0) minimum rating of effective leadership behaviors. This researcher’s data analysis yielded numerous examples of intellectual stimulation and individual consideration. Joel, has made concerted efforts to delegate problem-solving to the lowest employee levels. "It's very easy to get used to things and make them part of a routine, and if we don’t evolve, our company gets stuck. Our employees know they get the credit for new initiatives but we tell them, let’s evaluate it and see how we can make it better. If we improve, it we will get better results," he said.

Joel believes that in order to consider new ways of doing things and learning how to avoid mistakes, he must invest in training and coaching employees, an activity linked to individual consideration. "Mistakes, for the most part, are involuntary, made because of the lack of knowledge and lack of training," he said. He articulates this message to every new employee. "I am very interested in your improvement, your progress with this company. We are looking for you to make a career for yourself, it is not just a job. We ask you to evolve, to aspire and keep tabs on better positions." Analysis of Joel’s interview responses continued to support this researcher’s findings of his value belief system serving as his foundational
framework work for the way he performs as a business owner and leader.

Joel voices his belief system, I feel being successful in what one does is due precisely to the values you bring from home it is the keystone that strengthens a company. Employees are hired initially for two weeks, and are observed by current employees, who are responsible for getting to find out about them as a team player. I observe them to see if they will fit our team, what we believe and how we operate, with honesty, being respectful.

His Charismatic-Inspirational Behavior factor rating of (3.25) places Joel within the effective leadership range. Additionally, the goal to establish common purpose and vision, an item in this factor, Joel again uses his value belief system as the underpinnings of his leadership practices, as is the focus of contingent rewards. The rewards transcend goal accomplishment and compensation transactions, but rather Joel’s individual consideration invests in his employees’ future. “We have a scholarship program for their children and we look for ways to promote them to middle management for good performance. Many opportunities keep coming up as the company grows.”

Effective leadership includes timely and applicable use of
transactional factors, and Joel’s score for management by exception-active was (3.25) which exceeds the effective leadership range between sometimes (2.0) and once in awhile (1.0). Joel demonstrates each of the behavioral items of this factor, however, the high degree of frequency may ultimately inhibit his workers to take risks with standards that have become too rigid and traditional because of the focus on catching mistakes (Bass et al, 1997). Joel appeared to utilize concentrating his full attention on dealing with the mistakes and failures through feedback and retraining if necessary. “When mistakes are made, I feel it is important to immediately explain to the person why he/she was wrong, give them the reason and explain why the criteria we have is important and correct the quality, service or technical problems,” he said. Joel chooses to do this privately. “We don’t publicize mistakes, and we don’t enlarge the mistakes, but rather focus on why it happened and how to correct them.”

<table>
<thead>
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<th>IIA</th>
<th>IIB</th>
<th>IM</th>
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<th>IC</th>
<th>CR</th>
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<td>3</td>
<td>3.05</td>
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<td>0.85</td>
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</table>
Javier shares co-ownership of a profitable steel construction and supplies sales company established in 1983. He stepped into the chief operations officer role in 1994, after completing his CPA academic training. He has enjoyed growing the company to 100 full-time employees and increasing profit margins. The moment one walks into the company retail area, housed within the 20,000 square-foot building, one experiences the professional ambience and flawless operations Javier has diligently worked to create. A sales clerk greets customers at the door and asks if they require commercial or retail service, and escorted to the appropriate section of the retail store. Store counters, inventory rooms, and the warehouse are spotless, with computers at every station with screen savers that read, “Don’t despair, look toward your dreams and they can be reached.” The administrative offices, one of the office’s Javier visits, share an open conference room and offices have glass doors and windows. The dress code is the same for all employees including Javier: Khaki pants, blue polo-tailored shirts bearing the company logo, and black shoes. Javier advised this researcher that the company dress code
projected a professional and successful image, and this helped create confidence and trust from their customers. Javier’s conversation and the examples he shared during the interview surfaced two core tenets of how he lives his life and operates his business.

Take care of family and be socially and morally responsible. Decisions that are based on morals, in my opinion, are the ones a successful person makes, because he/she has peace of mind and is happy. It’s in the sense of working to help your family out, to educate your kids, that’s what’s most important, as is the dignity and integrity of people.

He shares an example of when he had to test this value with one of his key employees. The employee was involved in an extramarital affair with his secretary and when Javier asked him to consider the negative implications of his behavior on the employee’s family and company co-workers, the employee advised him it was not of his concern. Though, firing this individual came at a time when he was overseeing the implementation of a comprehensive and expensive inventory system, Javier told him, “There is no place for you here, because if you betray your family, what can I expect from you?” Javier told this researcher he sees the employees as part of the team, to be treated with
dignity, fairness, and provide them with the security as he would his own family.

From a community level, he enlightened the researcher on how businesses have a social responsibility to their community. He approached the community about the need to build bridges for pedestrians, in an area where many hit-and-run accidents had taken place. His company funded this project, and at the time of this interview, Javier proudly announced that the city was going to have a ribbon cutting ceremony within the week to officially open the new bridge. Javier’s propensity for values reflecting behaviors that communicate obedience, self-discipline, honoring of the family, mirror his values inventory results, which yielded his preference for Conservation, specifically conformity. His tendency toward self-transcendence, having concern for others instead of his personal needs, was also evident during the interview. He spoke of the importance of operating a company where honesty, being helpful, demonstrating responsibility, and being forgiving were values he expected of himself and his collaborators [employees].

It’s important to tell the truth. We can make mistakes, but if we accept that and work towards not making them again, it helps us grow. A sales person
here who is a liar doesn’t have a future. Employees who have been faithful and honest and encounter problems, we help them correct it through training, observation. They have a job as long as they want to work in an honest fashion.

Both values, self-enhancement and self-transcendence findings comparable, and analysis of the examples Javier conferred on during the interview, he rated high social recognition, authority, and protecting his image in public as an important motivational value. These ratings support comments he made regarding projecting a sense of confidence and trust to his customers. “I meet with every new employee during the orientation program and communicate work expectations, values, and my vision of my company’s future. I tell them it is important to deliver the best quality service, highest quality standards while remaining honest and with integrity.”
Table 4.18
Company CM Values Inventory Results

Dimensions:
Openness to change vs. Conservation

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<th>Co. Value</th>
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<th># of items</th>
<th>%</th>
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Dimensions:
Self Enhancement vs. Self-Transcendence

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<th>% Value</th>
<th># of items</th>
<th>%</th>
</tr>
</thead>
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<td>Power</td>
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</tr>
<tr>
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<td>0 Benevolence</td>
<td>5/7</td>
<td>71</td>
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<tr>
<td>Total items:</td>
<td>6/13</td>
<td>Total items:</td>
<td>7/15</td>
<td></td>
</tr>
</tbody>
</table>

Javier's overall transformational score of (2.60), except for the charisma/inspirational behavior factor, is
below the effective transformational overall rating of (3.0). Although, he did present behaviors and examples linked to all transformational factors, these were confined to a limited number of items for each of the factors, and the scope of these behaviors were also limited.

Review of the interview data point to Javier’s preference for talking about his beliefs, considering moral beliefs with regards to behaviors, and creating a sense of collective mission and purpose with his collaborators [employees]. “One goal is to make them feel part of the family and the company. That’s what’s most important,” Javier explained. “We treat employees as if they were also the most important clients, in reality they are clients of information. Every Mexican and collaborator (employee) is a leader, [who] has to set good examples and show which path is right. We make decisions based on morals, that is what makes one a successful person.”

This business owner’s overuse of transactional leadership practices for both contingent reward and management by exception-active, indicated on Figure 4.9, may explain missed opportunities to utilize all five transformational factors. Interview data for this case revealed Javier has established clear roles, expectations, and compensation strategies for his collaborators.
Additionally, he has invested in sophisticated equipment and technology to assist him to track mistakes and inefficiencies and keeping track of potential mistakes is part of the company culture. Javier stated, "My role is, more than anything, that of an observer. I'm watching that everything is done right. The supervisor plays an important role."

"In terms of goals, we manage a type of incentive where each one of them is graded based upon the results of the survey which includes the work they are doing. Their coworkers talk about the team member's work and then we grade and give him/her a monthly bonus. If mistakes have been made and they are serious, they don't get bonus for that month." "Our pay is one of the top salaries in the geographical region."

One hundred percent of the examples in this factor consisted of interview responses articulated by Javier. He makes clear what one can expect to receive when performance goals are achieved. Bass & Avolio caution the overuse of this transactional factor because an employee's performance is often impacted by contextual variables outside of their legitimate power and control (1997). Because Javier's mechanisms for catching mistakes and the collaborator's contingent rewards are intertwined, performance and
productivity may decline if glitches in the technology or external factors begin to affect the collaborator’s ability to perform to established standards.

Figure 4.9
Company CM Multifactor Leadership Questionnaire Results

Interview: Company DM

Juan, sole-owner of company DM, a commercial and residential building company, provides employment to 16 full-time construction and administrative employees. His primary clients are 7-11-type convenience stores, and most residential projects come directly as a reference from previous customers. "The main thing is to satisfy the client, even though in the end we don’t make a profit for X or Y reason because of a mistake. We have to respond. This is very important," Juan explained.

His company has competed with 50 construction builders in the geographical location since Juan opened his doors
nine years ago. Juan, 37 years of age, a resident of this region, believes in education and training as a vehicle for growing a company and instilling a quality and customer service mindset in his employees. He earned a degree in civil engineering and continued his education enrolling in business-related courses to help him operate his company. He earned a diploma in Construction Business Management. Training and education are a common management practice at company DM, with the most recent initiative, a total quality and project management six module series. The courses were company paid, and every employee was directed to attend during work hours. Juan justified this investment, "I believe that core to our business is the delivery of a quality job, and the potential to improve our standards and procedures. This can be accomplished by educating our employees." He offers an example, "Recently, we bided for the construction of a shopping center. We did a work program, good planning of resources and projections of material utilization and cost. The courses my staff had taken as part of the training helped us put the plan. We received the contract and the program verbatim came out very well."

Operating a successful construction building business in this region continues to be a challenge, according to
Juan because of "lack of support from municipality systems, limited opportunity to compete for bank resources, and, most recently, a significant number of customers who cannot pay their bills." Still, this researcher observed an enthusiasm and passion resounding from Juan's voice as he shared his beliefs of what is important to him in operating his business. Honesty and responsibility were values consistently articulated as important for the leader and his employees to emulate. The inventory does not indicate Juan's preference for either dimension, however, upon closer evaluation, interview comments support the highest percentage ratings of the motivational values, self-direction (67%), conformity (100%), achievement (83%), and benevolence (86%). During the interview, he spoke specifically of how important it was to have determination without losing commitment to customs, tradition, and family (conformity).

Table 4.19
Company DM Values Inventory Results

<table>
<thead>
<tr>
<th>Dimensions:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Openness to change vs. Conservation</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Co. Value</th>
<th># of items</th>
<th>%</th>
<th>Value</th>
<th># of items</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>DM Self-</td>
<td>4/6 67</td>
<td></td>
<td></td>
<td>2/7 29</td>
<td></td>
</tr>
</tbody>
</table>

199
An effective leader demonstrates transformational leadership factors at least often (3.0), and Juan’s MLQ overall rating was (3.40). A thorough evaluation of the interview data, MLQ results, and member checking discussion indicate Juan’s transformational leadership score is linked to a clear preference for creating enthusiasm and unity for his company’s vision, and the majority of the time, demonstrating to his workers goal expectations. Juan’s motivation is to cultivate a workforce and company whose
reputation is one of integrity, quality, and timeliness. Juan looks for opportunities to show his workers the importance of honesty, responsibility, integrity, and enthusiasm. "As a leader, I have well-defined goals and I talk passionately to the employees about their part and importance in helping me and achieve them," he said. "It's my role to influence, to have passion. We have to be the main engine and self-motivate ourselves." Company walls are decorated with pictures of company employees and poster sized frames with the vision: "Our commitment to you is integrity, quality, and perfect customer service."

Investing in employee skill building and their knowledge base is another veiled form of transformational leadership behaviors. Based on the data observed and collected during the interview and observation visits, it appeared Juan displays a more indirect method for communicating with his employees.

This finding is an important point for discussion as transactional interview examples consisting of the factors contingent rewards and management-by-exception-active were minimal, and those present reflected a passive approach. Juan's management-by-exception-active score of (3.50) did not align with interview examples conducted as part of this study. Juan admits to the lack of processes such as clear
objectives linked to specific rewards. "I don’t have a method to classify or to set work objectives," Juan admitted. "I haven’t implemented them as a defined technical method. There is another area in which I consider a weakness. I have heard that some of my employees, have complained I didn’t give them a pat on the back for a job well done or rewarded them in other ways." Juan considers providing ongoing training as a viable reward for good performance, but it appeared that a misalignment in what defined a reward was present between the employees and Juan. Contingent Reward rating of at least sometimes (2.0) is considered effective use of this transactional factor. Juan’s rating was (1.50).

When discussing management-by-exception-active score of (3.50) and the difference in effective transactional score of between (2.0) and (1.0) show overuse of this factor. An important observation is Juan’s perception of what constitutes directive behaviors required of leaders who demonstrate this factor, which varies from the intent of the items that comprised the MLQ.

"I leave them alone a lot and that is where the mistakes come. I keep what I need to tell them until tomorrow and then I don’t," he said. "I have difficulties calling attention to things people do." Juan advised this
researcher during the member checking that even though he does focus on being proactive toward catching irregularities and correcting them, he may not articulate his expectation directly to his employees. This may explain the difference in the score and the interview examples. The above examples and comments from Juan regarding his lack of directive behaviors support the (1.0) rating score for management by exception-passive factor.

![Multifactor Leadership Questionnaire Results](image)

Figure 4.10
Company DM Multifactor Leadership Questionnaire Results

Interview: Company EM

Company EM, established in 1990, is a profitable export/import processing business. Joaquin, sole proprietor, and a staff of 18, are located in the administrative corporate office or in the industrial exporting park outside the downtown district. The interview
took place in Joaquin’s corporate office, which houses the administrative and sales functions. This researcher spent one day observing the facility located in the exporting industrial park, where 11 of the 18 employees work. Joaquin’s day includes serving as president of several industrial boards, community functions, and divides the remainder of his time between both facilities. A certified processor has a dual responsibility of overseeing the operations center in Joaquin’s absence. The export and import industry is a very challenging one, according to this business owner. Mexican rules and regulations are stringent, with every clerical mistake carrying a penalty. If paperwork is out of compliance, Joaquin loses his license and he must stop operations immediately. Additionally, the learning curve for classification managers, a critical position in this business, is two years. Employees working in this industry are consistently being offered higher wages to join their company. In addition, to remain competitive in the industry, about 95 percent of these businesses are located in one industrial park, with the major clients representing local maquiladoras. This word is derived from the Mexican word “maquilario” which means, “to perform a task of another” (Shoesmith, 1993). Joaquin shared with this researcher,
"the success of this company is based on the employees learning and understanding all aspects of the company and business because a key mistake can hurt us."

Joaquin attributes his education and previous experience to helping him build a successful company. He studied chemical engineering, was in charge of PEMEX's foreign commerce in Petroleos Mexicano's in Europe. He studied accounting and 10 years ago, he sat for the customs agent examination and received his patent. Additionally, he teaches custom law courses at the local university.

Interview data reveal Joaquin demonstrated behaviors that aligned with the top rating percentage of motivational values listed in Table 4.20. Joaquin's statement, "A leader is a person who receives trust, honesty, respect and a good opinion from a group of people." He further clarified that he is very involved in the community to establish himself as a person who has a responsibility to the community. He talked about how, unlike some of his other competitors, his goal is to be "a good company rather than a large company. I am not interested in having a lot of clients, I'm interested in having good clients." According to Joaquin, most of the competition focuses on volume.

He offered this researcher several examples of his partiality to security motivational values, specifically
family security. "I consider the employee as a person before productivity, he said. "As a leader, I pay attention to their housing needs and transportation needs. I buy them a car, lend them the money and all my employees have homes. I don't touch their salary. I also pay employees on a full-time basis and they go to school for half of time or a third and I pay them." He articulated how he defines his desire to meet his obligations (conformity). "A leader should be followed because this person has integrity, does what he says, is honest, stands by his principles, and has social responsibility. It's about the actions and activity you carry out every day of the year," Joaquin believes. His value inventory results yielded preferences for motivational values across the dimensions. A keystone word articulated by this business owner is honesty, which is a value defined as a benevolence motivational value. "Honesty should be a leadership value, something beneath the skin. All actions and the activity you carry out every day of the year should be transparent, crystal clear," he said. Joaquin shared that he demonstrates these actions by sharing performance, theirs, and the company's, on a consistent basis, and when an employee makes continual mistakes, he works with them to correct it as he promised. He talks to them, works with them, and assesses
improvement. He also shares profits, as he promised them, "I assess what I have left so I can raise salaries, because the fact that we're also increasing our earnings depends on them, so it is fair that we raise salaries."

Table 4.20
Company DM Values Inventory Results

<table>
<thead>
<tr>
<th>Dimensions:</th>
<th>Openness to change vs. Conservation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Co Value</td>
<td># of items</td>
</tr>
<tr>
<td>EM Self-Direction</td>
<td>3/6</td>
</tr>
<tr>
<td>Stimulation</td>
<td>0/3</td>
</tr>
<tr>
<td>Hedonism</td>
<td>0/2</td>
</tr>
<tr>
<td>Total items: 3/11</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dimensions:</th>
<th>Self-Enhancement vs. Self-Transcendence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Co Value</td>
<td># of items</td>
</tr>
<tr>
<td>EM Achieve-</td>
<td>3/6</td>
</tr>
<tr>
<td>Power</td>
<td>0/5</td>
</tr>
<tr>
<td>Hedonism</td>
<td>0/2</td>
</tr>
</tbody>
</table>
This section illustrates examples of Joaquin's transformational and transactional leadership styles with references of similarities and differences compared to his MLQ results. During the personal interview, this researcher captured numerous incidents and descriptions shared by Joaquin which demonstrated his use of charismatic-inspirational, intellectual stimulation, and individual consideration factors. His mean score for transformational rating was 3.60. In reviewing interview data, Joaquin shared with this researcher. "The leader should be more concerned about the person, first the person then productivity. A leader stands by his principles, and has social responsibility. He has lived this philosophy and continues to live it through his commitment toward developing his employees. "Employees are on payroll while they attend school up to maximum of 50 percent of the time." He has taken his personal belief of being socially responsible by making sure all his employees' basic and security motivational needs are met. "As a leader, I pay attention to their housing needs and transportation. I buy them a car, lend them money. I don’t touch their salary." Joaquin proudly announced to this researcher, "All my
employees have homes." The above examples appear to support his rating mean score on transformation leadership style. This style communicates the ways in which the leader's focus on raising employee self-awareness of the right things to do, and recognizing that it is okay and desirable to suppress self-interest for the good of the group, which in the long run will benefit everyone on a personal level (Bass et al, 1997).

Specifically, Joaquin utilized these behavioral anchors to demonstrate this leadership style: (a) consistently discussed his personal beliefs, (b) demonstrated through personal activities the importance of participation and a collective purpose, and (c) looking out for the good of his employees.

As a successful business owner, Joaquin also understands the need to be productive and profitable. "If we don't also pay attention to the productivity, then we will not have the money to pay the person well," he explained. To this end, transactional scores for the factors, which the researcher collected and linked interview data were contingent reward (4.0) and management by exception-active (4.0). The transactional leadership style describes the processes a leader uses to get employees to work toward company goals through a
contractual agreement (Bass et al, 1997). The interview data revealed he may choose to establish transactional agreements by clarifying accountability for goal attainment and linking it to specific rewards. Realizing that an agreement is not enough to achieve company success, Joaquin has embraced ISO 9000 as a vehicle to pay attention and be proactive to finding potential problems. “This is a way to organize and compete for Maquiladora business,” he remarked.

Joaquin pointed to the importance for directing quick attention toward failures, an item that describes the Management-by exception-active factor. “In this company, paperwork, the documentation necessary and sufficient to comply with all requirements to import or export merchandise from our country to your country, implies great care.” His tactic for directing activity toward failure is simply following his belief system. “The honesty principle: they know there is another one that reviews it [their work] and is supposed to catch the errors.” In addition, “with mistakes, as soon as they surface, we go back, investigate, and then correct it immediately.”

Bass & Avolio (1997), suggests that if MLQ scores on contingent reward are above (2.0) and management by exception-active is higher than (2.0), these may become
potential barriers for the leader. Contingent reward processes are not immune to external or internal organizational barriers that get in the way of accomplishing one’s goals. If too much focus is cast on the management by exception active factor, this may create a climate where risk avoidance is the norm for this environment. Joaquin’s MLQ score on the management by exception risk factor displays his scores are within effective leadership rating.

<table>
<thead>
<tr>
<th>Factors</th>
<th>IS</th>
<th>IC</th>
<th>CR</th>
<th>MBE MBE</th>
</tr>
</thead>
<tbody>
<tr>
<td>IIA</td>
<td>3.25</td>
<td>4</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>IIB</td>
<td>3.05</td>
<td>3.4</td>
<td>3.45</td>
<td>2.85</td>
</tr>
</tbody>
</table>

Figure 4.11
Company EM Multifactor Leadership Questionnaire Results

Within-Case Analysis

Bass & Avolio’s (Bass et al, 1997) MLQ provides the researcher a tool to quantify successful leadership behaviors as indicated in numerous validity studies. Their research indicates effective leaders demonstrate each of the MLQ factors, displaying transactional active and transformational factors most frequently with a
transformational multifactor leadership 3.0 mean rating. Transformational factors (3.11 mean rating for northern Mexico sample) include charisma-inspirational, inspirational motivation, intellectual stimulation, and individualized consideration. Effective transactional leadership mean ratings are 2.0 for contingent reward (CR), between 2.0 and 1.0 for management by exception-active (MBEA), and between 1.0 and 0.0 for management-by-exception-passive (MBEP). Figure 4.12 lists Northern Mexico sample study outcomes.

**FIGURE 4.12**

MLQ Northern Mexico Sample Mean Results

Northern Mexico sample within-case analysis documented instances of transformational and transactional leadership behaviors and activities articulated during the interviews. The researcher sought to uncover the presence and/or
absence of behaviors utilized by the sample for each factor, assisting the researcher with identifying trends. These trends established a framework for conducting the across-case analysis designed to answer the research study questions.

The within-case analysis consists of interview data collected to identify sample transformational and transactional leadership practices. This researcher used the sample MLQ questionnaire results as a resource for coding interview data. Additionally, MLQ survey data assisted the researcher with pinpointing specific types of activities and behaviors participants shared during the interview. The following tables list data for each of the six MLQ factors, Charisma-Inspirational Behaviors Table 4.16, Inspirational Motivation Behaviors 4.17, Intellectual Stimulation Behaviors Table 4.18, Individualized Consideration Behaviors Table 4.19, Contingent Reward Behaviors Table 4.20, Management by Exception-Active Table 4.21, and Management by Exception Passive Table 4.22. Next, the researcher analyzed sample human value results displayed in Table 4.24, assisting this researcher with the cross-case analysis.

**Transformational Leadership Behaviors**

**Charisma-Inspirational Factor and Related Behaviors**
The MLQ combined mean results for this factor was (3.17). Interview data yielded various examples where the sample exercised use of this transformational leadership factor. The data collected during the interviews revealed 100 percent of the sample’s use of talking about important personal values and beliefs, decisions based on moral and ethical consequences, and an emphasis on everyone in the company supporting a collective sense of mission. Jose commented, “Honesty, loyalty, and responsibility, tell them constantly and show them it’s important. We’ve had cases of people that have worked with us that are dishonest. We have detected it and have let the person go.” Joel explained how his new employees are on a probationary period to give him an opportunity to assess the employee’s belief system. “New employees are hired initially for two weeks and the other employees observe them, talk to them. I observe them to see if they will fit our team, what we believe and how we operate, with honesty, being respectful.” Joel’s belief system appears to be a fundamental cornerstone to the way he operates his business. “I feel being successful in what one does is due precisely to the values you bring from home. It is the keystone that strengthens a company that motivates. Values are the main thing in the company. “If very well set, everything else is a tool.” All five sample
participants offered examples of the important role personal values and belief systems plays in the way they function as a business owner. Two important underlying values articulated by the sample were honesty and being responsible. Sample participants demonstrated these values in two incidents. Javier explained a difficult, but important decision he made when the values he had articulated to his employees were put to a test.

We had a key person that was very important to our success. He was having an affair with one of our other employees. We made it clear to him that personal relations especially if married were not acceptable.

I told him, "You know that you cannot be part of our group, there is no place for you here, because you have betrayed your family, what can I expect from you?"

No one thought I was going to fire him but that is the price we may have to pay to give others message, this is important to me, honesty, integrity, and family. The remainder of the sample implied the importance of this behavior in their leadership practices, "I look at ways to lead us to better results, but these have to be socially acceptable."

One hundred percent of the sample discussed how they strived to foster a company where employees felt united and
working toward the same mission. During the interview Juan, with a smile on his face, stated, “As a leader, I have well defined goals and I talk passionately to the employees about their part and importance in helping me achieve them. His company building had visual reminders, company employee pictures, framed vision statements, which read, “Our commitment to you is integrity, quality, and perfect customer service.” Javier used an analogy to communicate the environment he strives to cultivate in his company. “I am always telling the employees you are like a motor. If the motor starts to malfunction, there are gears that are going to be halting the things we do.”

One of the five sample participants, Joaquin, presented an example of placing the good of the group before his personal needs. “I consider the employee as a person before productivity. As a leader, I pay attention to their housing needs and transportation needs. I buy them a car, lend them money and all of my employees have homes. I don’t touch their salary. The leader should be more concerned about the person, first the person as a person and then as an employee.”

In summation, the data supported the sample’s use of four out of eight behavioral items linked to the charisma-inspirational factor. The sample did not offer interview
data that linked to the remainder of this factor's behavioral items: (1) Instills pride in others for being associated with me, (2) specifies the importance of having a strong sense of purpose, (3) acts in ways that builds other's respect in me, and (4) displays a sense of power and confidence.

Table 4.21

Within-Case Analysis Assessing Types of Charisma-Inspirational Behaviors (Northern Mexico Sample)

<table>
<thead>
<tr>
<th>Factor Behaviors:</th>
<th>Comments</th>
</tr>
</thead>
</table>
| Talks about the most important personal values and beliefs | "Honesty, loyalty, and responsibility. Tell them constantly and show them it's important."
|                                   | "We've had cases of people that have worked with us that are dishonest. We have detected it and have let the person go."
|                                   | "Need to motivate them so they can get into the habit of being responsible and honest, important to type of employee I employ." "I feel being successful in what one does is due precisely to the values you bring from home. It is the keystone that strengthens a company, that motivates." "New employees are hired initially for two weeks and the other employees observe them, talk to them." "I observe them to see if they will fit our team, what we believe and how we operate, with honesty, being |
respectful." "Values are the main thing in the company. If very well set, everything else is a tool." "Responsibility, honesty, being respectful, having balance are critical to running a business and what I look for in workers," "So is having honor." "Integrity, you can’t say one thing and not live up to it." "I meet with every new employee during the orientation program and communicate work expectations, values, and my vision of my company’s future: Best quality service, highest quality standards." Posters touting this vision are displayed throughout the company in professionally made posters. "Honesty and work ethics, responsibility and achievement of goals" "We have to be fair, reasonable, and we shouldn’t make mistakes that affect the motivation and morale of the person". "One of the most important things is that decisions we make on a daily basis are fair." Sense of family values and social responsibility and morality.

"I believe I need to be honest, responsible, and have perseverance as the main values at work." We adhere to customs, traditions, and very close to the family."
"A leader should be followed because this person has integrity, does what he says, is honest, stands by his principles, and has social responsibility. It's about the actions and activity you carry out every day of the year and have a sense of happiness." "Each one of us has a picture and happiness is in the center of the picture. Next to it is honesty and having clarity in what you say and do. This is an extension of what is important at home. I strive to have respect from the community and my family."

<table>
<thead>
<tr>
<th>Instills pride in others for being associated with me</th>
<th>Data was not presented during the interview for this factor.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specifies the importance of having a strong sense of purpose</td>
<td>Data was not presented during the interview for this factor.</td>
</tr>
<tr>
<td>Acts in ways that built other's respect in me</td>
<td>Data was not presented during the interview for this factor.</td>
</tr>
<tr>
<td>Considers the moral and ethical consequences of decisions</td>
<td>&quot;I look at ways to lead us to better results but these have to be socially acceptable.&quot;</td>
</tr>
<tr>
<td></td>
<td>&quot;It's important to have faith, act with integrity and secure in what you do to get people involved.&quot; &quot;We make decisions based on morals, that is what makes one a successful</td>
</tr>
</tbody>
</table>
person. We had a key person that was very important to our success. He was having an affair with one of our other employees. We made it clear to him that personal relations especially if married were not acceptable. I called it to his attention and explained it was not acceptable in our company, he told us it was his business." I told him, "You know that you cannot be part of our group, there is no place for you here, because you have betrayed your family, what can I expect from you?" No one thought I was going to fire him but that is the price we may have to pay to give others message, this is important to me, honesty, integrity, and family."

"We have had some opportunities to do bad work, poorly done and still get well paid. We prefer to grow little by little; it's not just about completing the work but carrying out our responsibility of doing it right. It happens with subcontractors. I could tell the client it’s the contractors fault and wait for them to fix it, but I chose that person, so I fix it even if it costs me money. We have a commitment and responsibility as a company."
Emphasizes the importance of having a collective sense of mission

"A lot of employees have been working with us for a long time and lots of rejection on their part to a lot of the changes. I tell them this new way is going to help them, make us more efficient, makes things better."

"If we commit to doing a good job, at the end we all end up winning."

"I am always telling the employees you are like a motor. If the motor starts to malfunction, there are gears that are going to be halting the things we do."

"We think very similarly in terms of common goals Team spirit, helps us reach our goals. Every two months we meet and everyone is expected to attend, with the purpose of tightening everyone’s binds of camaraderie. They all talk, socially, and I make the food, I cook."

"One goal is to make them feel part of the family and the company. That's what's most important."

"We treat employees as if they were also the most important clients. In reality they are clients of information. Every Mexican and collaborator (employee) is a leader, has to set good examples and show which path is right."

"Once we didn’t sleep for four days to meet a deadline. I helped them organized. It was the
implementation of a new software program. I'm not a programmer, but felt it was my responsibility to give them the support and be there, with them."

"I strive to create an ambiance of comfort and hire employees who will fit my company environment."

"In my company my belief and what I try to do is pull the cart along side of my employees, create a sense of participation on how to do their jobs. Each employee is well trained and works independent of the supervisor in the operations center."

Goes beyond self, "I consider the employee as a person before interest for the productivity. As a leader, I pay attention to their housing needs and transportation needs. I buy them a car, lend them the money and all my employees have homes. I don't touch their salary. I also pay employees on a full-time basis and they go to school for half of time or a third and I pay them."

Transformational Leadership Behaviors

Inspirational Motivational Factor

According to Bass & Avolio, (1997), the most effective leaders rated the inspirational motivation factor, focused on using artifacts and personal enthusiasm to paint a
picture of the company's future, at least a rating of (3.0). The northern Mexico sample mean for this factor was (3.50), however, samples offered limited interview data for this factor, with comments demonstrating the sample talking enthusiastically about company goals and their use of visual symbols, which included formal framed vision and value statements and awards and pictures reinforcing company values. Three of the five sample participants contributed examples during the interview linked to inspirational motivation behaviors.

Table 4.22
Within-Case Analysis Assessing Types of Inspirational Motivation Behaviors

<table>
<thead>
<tr>
<th>Factor Behaviors:</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talks optimistically about the future</td>
<td>Data not presented during the interview for this factor.</td>
</tr>
</tbody>
</table>
| Talks enthusiastically about what needs | "I like what I do, so I try to transmit that to my people and tell them, I am happy and the tasks, changes are going to make us better, stronger. We need to move ahead and make progress." "As a leader, I have well defined goals and I talk passionately to the employees about their part and importance in helping me and achieve them. It's my role to influence, have passion." "We have to be the main engine and self-motivate ourselves"
| be accomplished                         | "I try to build enthusiasm and reflect that."                           |

"I try to build enthusiasm and reflect that."
Articulates a compelling vision of the future: "Our commitment to you is integrity, quality, and perfect customer service."

Expresses confidence that goals will be achieved.

Data not presented during the interview for this factor.

Transformational Leadership Factor

Intellectual Stimulation

During the interviews, 100 percent of the sample shared transformational leadership examples related to 75 percent of intellectual stimulation behavioral items. The sample’s MLQ mean score for this factor was 2.875. Bass et al. (1997), report effective leaders as rating intellectual stimulation (3.0) defined as the leadership ability to find ways to promote others’ ongoing intellectual growth while demonstrating personal aptitude for creativity and innovation.

Eighty percent of the sample pointed to ISO 9000 and/or variation of total quality management certification programs as the vehicles used to examine and determine the appropriateness of existing business practices. Both south Texas and northern Mexico respondents voiced that they had a continuous improvement systems and most of the sample...
businesses were in the process of the certification for ISO 9000 and/or had recently received this status. According to government sources, this researcher learned ISO 9000 certification is a valuable certification for companies seeking the opportunity to conduct business with maquiladoras.

Implementing formal systems to trigger constant evaluation of company practices or formalizing these practices represents one of the four behavioral activities effective leaders demonstrate for this factor. Seeking input from others to resolve problems and encouraging others to find new ways to perform company goals provide the forum to increase intellectual capital in the company. Jose boasted, "We bring outside people to give us advice including courses on how to solve problems." Supervisors are expected to investigate problems and when confronted with a major problem, the business owner gets involved, they collaborate and then a decision is made. Joaquin stated, "Everyone has their role in solving problems and they converse with each other for ideas and then implement solutions." This researcher gleaned from the interview data that 80 percent of the sample retained their control for deciding on the final solutions. The sample identified brainstorming initiatives and formal meeting dialogues as
methods for engaging others to find new ways for doing/improving the way they performed their jobs. "We have tried to make important changes in our company. Tell employees you are used to doing things this way and well now you’re going to do it this way. Jose stated, "We tell them, let's evaluate it and see how we can make it better." A key observation this researcher made was opportunities for problem solving or changing the way they performed their work appeared to be driven by their use of formal systems designed to formalize company processes and operational practices.

Table 4.23

Within-Case Analysis Assessing Types of Intellectual Stimulation

<table>
<thead>
<tr>
<th>Factor</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behaviors:</td>
<td></td>
</tr>
<tr>
<td>Re-examines</td>
<td>&quot;Before we used to shop around for the best price, without much care for quality, but started asking if we were wasting more by buying at cheap prices. We contracted with a young man who helped us develop a program to examine this and work more efficiently.&quot;</td>
</tr>
<tr>
<td>critical</td>
<td>&quot;It's very easy to get used to thing and make them part of a routine, and if we don’t evolve, our company gets stuck.”</td>
</tr>
<tr>
<td>assumptions to question whether they are appropriate</td>
<td>&quot;Our employees know they get the credit for new</td>
</tr>
</tbody>
</table>
initiatives but we tell them, "let's evaluate it and see how we can make it better. If we improve it we will get better results."

"We have a continuous improvement system of our own implemented. You have looked at what you are doing everyday."

"My job is to look at things from a different angle."

"We are in the process of the certification for ISO 9000. This system forces us to evaluate how we have been doing things on a consistent basis. Employees had to write Standard Operational Procedures and rethink if the way we were doing things was the best way."

| Seeks differing perspectives when solving problems | "I like to get them involved. Always between the two of us, I ask how they would solve it and at the end I say, Okay let's do it this way or let's go that way."

"We bring outside people to give us some advise, including courses on how to solve issues."

"I have hired a young man to help us set up systems that will help solve future problems."

"I expect my supervisors to investigate problems that come up, if it's a major problem they bring it to me and we discuss it and we make the decision and tell the collaborators of the decision."

"We have discussion meetings where employees bring their problems and I ask how they will
hel[them], what they are going to do differently based on TQM."

"Everyone has their role in solving problems, and they converse with each other for ideas, and then implement the solutions."

<table>
<thead>
<tr>
<th>Gets others to look at problems from many different angles</th>
<th>Data was not presented during the interview for this factor.</th>
</tr>
</thead>
</table>

| Suggests new ways of looking at how to complete assignments | "We have tried to make important changes in our company. Tell employees you are used to doing things one way and we keep telling them, "well now you're going to do it this way."

"Our employees know they get the credit for new initiatives but we tell them, "let’s evaluate it and see how we can make it better. If we improve it, we will get better results. We conduct meetings to challenge them."

"We get them involved by having them come up with ideas being pro-positive [active] they are expected to take bright ideas and find ways to do it better and in less time, we are into making the process a more efficient one"

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**Transformational Leadership Factor**

**Individualized Consideration**

Leaders who demonstrate individualized consideration toward their employees are aware of employee developmental
needs and promote continuous employment development as a business strategy (Bass et al., 1997). A Multifactor Leadership questionnaire rating of 3.0 is a minimum score of effective leadership behaviors for this factor. During the interview, sample participants unanimously discussed the value of investing in their staff’s development and their role with providing employees opportunities for future personal development activities. Sample MLQ mean score of 3.20 aligns with interview data associated with this factor. The sample demonstrated 100 percent of the individualized consideration behavioral items. Interview comments unanimously indicated their use of staff development as a fundamental business practice and company investment. They expounded on committing resources to teaching and coaching. "It is important to consistently train our people," stated Jose. "An example was the quality system, this was the most recent training." Joel’s belief in training, embedded in his company culture, described, "We have a culture of training [and it] starts the time they get hired, [we] send all our employees to a government program on manufacturing and quality systems that lasted three years and every new employee hired for the manufacturing line starts learning the least complicated skill of the door building process, and is trained by a
skilled craftsman.” Joel indicated the employees continue to learn additional and more complex skills as they master each of the jobs.

Sample participants from both south Texas and northern Mexico, communicated to this researcher, “The most important thing to be successful is to train them through training methods to be consistent, keep updated.” However, sample remarks indicated they saw the value of investing in the individual in addition to teaching and coaching to current business skill needs. Javier designed a formal development process and each employee has the opportunity to access future training. “Every employee comes into the company as a customer/sales clerk, and then after they learn the basics,...they are asked which area they would like to be trained in next and they start...with full pay.” Joaquin had a similar goal, but less formalized process. “I try to help them first, putting them in the jobs they were hired for, and then helping them find opportunities for growth, through education and sending them to courses.” Joaquin spoke specifically of their role in helping others develop personal strengths, “employees are on payroll while they attend school up to a maximum of 50 percent of the time.” Other sample participants expressed their commitment toward developing staff strengths by investing in internal
and external training programs, keeping attentive to treating employees as individuals which Javier articulates succinctly. "We always need to get into the collaborator’s shoes and see the reality he/she is experiencing."

Table 4.24

Within-Case Analysis Assessing Types of Individualized Consideration

<table>
<thead>
<tr>
<th>Factor</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behaviors:</td>
<td></td>
</tr>
<tr>
<td>Spends time teaching and coaching</td>
<td>&quot;It is very important to constantly train our people. We constantly hold meetings, bring outside people to give us advice and teach us new courses related to the business.&quot;</td>
</tr>
</tbody>
</table>
| | "Some of the guys don’t like to be trained and we struggle to get them into training, but my job is to convince them it is good for them. I tell them someday you might not be with us and you will already be prepared." "An example was the quality system, this was the most recent training."
| | "The most important thing to be successful is to train them through training methods to be consistent. We have to keep updated and train people."
| | "We have a mentoring training system, we pair up new employees with top craftsmen and use similar process to cross train our employees."
| | "We have a culture of training. [It] starts the time they get hired. Sent all of our employees to a government" |
program on manufacturing and quality systems that lasted three years. Training gives us standards and better performance."

"Every new employee hired for the manufacturing line, starts learning the least complicated skill of the door building process and is trained by a skilled craftsman."

"If it’s a problem, we call him/her to see how we can help and correct, and at the same time tell the collaborators (employees) we know of their value to the company."

"We go back to the supervisors and when the employee is not adequately trained, we tell supervisor he has to help the collaborator and remind them everyone is useful some where in the company."

"Every employee is trained on the job for each position."

"Every employee participates in a 6 month Total Quality Management principles program and basic project management course. It is my responsibility to train if I expect them to do their jobs the way I expect."

"I give semi-skilled workers the opportunity to learn more skills, if they want to learn how to become a carpenter or product delivery drives. I work out their schedules and put them on a part-time basis so they can work with one of my top people." "I don’t hire skilled craftsman, we trained them, and so on the job training and courses are very important."

"I train them internally when there are deficiencies
use SOP's to train."

Treats others as individuals rather than just as a member of a group.

Considers an individual as having different needs, abilities, and aspirations.

"I offered two guys who have already worked with me a long time and have the qualities and skills to grow more. I told them if they wanted to learn more they could help start this new business. I am offering you an opportunity to get trained in something different besides what you do now."

"I try to get into my employees shoes. They are people, like us, they have dreams, families. When we do deliveries, we do everything possible so that people can go out with the driver to deliver, so they step out of a vicious cycle of work and routine. I see it as personalizing how employees are treated."

"Employees are given the chance to learn new skills in the door building design and are trained as part of their workdays if they want to move up. Every employee comes into the company as a customer/sales clerk, and then after they learn the basics and our company, about 6
months, they are then asked which area they would like to be trained in next, and they start on a job the training basis with full pay. Once they learn the new job (2months) they are given their new goals and put on the bonus structure."

"I try to help them, first putting them in the jobs they were hired, and then helping them find opportunities for growth, through education and sending them to courses."

| Helps others | "We set it up for them so they can evolve, aspire, develop their strengths and keep tabs of better positions." |
|             | "Employees are on payroll while they attend school up to a maximum of 50 percent of the time. An employee who started out as a secretary was promoted to a registrar. She had been going to school, learned what she needed to learn and was given a chance in this position. This position made her happy and successful, this is important." |

**Transactional Leadership Factor**

**Contingent Reward**

This factor is a component of transactional leadership and leaders who successfully exhibit this factor are motivated to establish ways toward staff goal attainment (Bass et al, 1997). The mean sample for this factor was (3.06). "Effective leaders display contingent reward at least sometimes (2.0) (Bass et al, 1997, p. 14).

Interview data suggest the sample utilizing all four
types of contingent reward behaviors. One hundred percent of the sample established employee performance goals, company responsibilities, and role clarification linked to company performance management systems, designed to generate results, linking employee performance to company compensation and formal reward vehicles. Sample comments on performance target responsibilities include, "We tell employees what is important if you stay to work with us...getting results. We measure, police your work and check what we expect from you. I like to set goals. Everyone has a specific role and responsibilities in the company and quality and service is everyone’s responsibility.”

Sample participants spent considerable time describing lessons they have learned regarding compensating loyal and good performers. Each business owner explained a variety of monetary incentive plans linked to both individual and company-wide performance. "I’ve always told them that it is important to take care of the job they have, because if I do well in the business, they are going to do good." Jose, one of the sample respondents, rendered his perception of the power transactional interactions had on employee performance. "In terms of goals, we manage a type of incentive where each one of them is graded based upon the results of the survey which includes the work they are..."
doing and give him/her a monthly bonus." Jose advised this researcher that goals and rewards work, pointing out that he set up expectations, goals for the year, compensated those who achieved their goals, and as a result, he had surpassed current year goals within six months. Additional transactional practices included the use of internal promotions, family scholarships, and maintaining their employment status in exchange for meeting their goals and being good performers. Javier proudly announced, "People in the community know of our reputation for liking people who work, they have security. We never abandon them. They have a job as long as they work in an honest fashion."

While the majority of interview data yielded incidents supporting the sample's use of discussing employee responsibility toward performance goals and clarifying goal attainment and rewards, two of the sample business owners shared they had a personal obligation toward assisting employees who performed. "We help them out, if they are good workers with personal problems." Additionally, three of the five sample business owners expressed their satisfaction toward those employees who met company expectations through non-compensation rewards such as verbal congratulatory comments, annual prizes, and public company announcements, and company sponsored functions.
Bass & Avolio (Bass et al., 1997), caution leaders who
rated higher than (2.0) on the MLQ rating for this factor.
They remind leaders that the value of this factor may be
compromised if this strategy is not implemented properly,
or if employees encounter external or internal factors out
of their control that impede performance directly linked to
the reward vehicles. Interview data suggests two of the
sample participants have well-defined performance and
reward mechanisms with the remainder working toward a more
structured plan. Specific discussions related to factors
employees cannot control but could get in the way of
accomplishing their goals were not articulated by the
sample during this interview.
Table 4.25
Within-Case Analysis Assessing Types of Contingent Reward

<table>
<thead>
<tr>
<th>Factor Behaviors:</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides others</td>
<td>&quot;We help them out. If they are good workers with</td>
</tr>
<tr>
<td>with assistance in</td>
<td>personal problems.&quot;</td>
</tr>
<tr>
<td>exchange for their</td>
<td>&quot;We let them use our company vehicles as their</td>
</tr>
<tr>
<td>efforts</td>
<td>own; they take it home on Saturdays and Sundays.&quot;</td>
</tr>
<tr>
<td>Discusses in</td>
<td>&quot;I like to set goals. Everyone has a specific</td>
</tr>
<tr>
<td>specific terms who</td>
<td>role and responsibilities in the company and</td>
</tr>
<tr>
<td>is responsible for</td>
<td>quality and service is everyone's responsibility.</td>
</tr>
<tr>
<td>achieving</td>
<td>Part of their responsibility includes looking for</td>
</tr>
<tr>
<td>performance targets</td>
<td>errors as these get in the way of our goals.</td>
</tr>
</tbody>
</table>
Everyone is responsible for this.”
“We tell the employees, “What is important if you stay to work with us, are getting results. We measure, police your work and check what we expect from you.”

| Makes clear what one can expect to receive when performance goals are achieved | “We give them some economic incentives.”

“I’ve always told them that it is important to take care of the job they have, because if I do well in the business, they are going to do good.”

“It is up to me to give the guidance.”

“I set the expectations I have of employee performance in terms of goals.” I tell them,

“This year we’re going to make the company bigger.” I set goals that I can reach, and growing the business.”

“End of last year, I brought the guys together and told them I was going to need them to help me grow the company that will offer cleaning services.”

“Those that come in on time and are here consistently, get rewards.”

“We have had an incentive program since 1992 which includes monthly bonuses.”

“We give them medical services, sell our products at our cost to them, and have a scholarship program for their children to motivate them.”

“We look for ways to promote them to middle management for good performance. [We have] many
opportunities keep coming up as the company grows and we are not going to pick the ones with the least results."

"In terms of goals, we manage a type of incentive where each one of them is graded based upon the results of the survey which includes the work they are doing, their co-workers talk about the team member's work, and then we grade and give him/her a monthly bonus."

"If mistakes have been made and they are serious, they don't get bonus for that month."

"People in the community know of our reputation for liking people who work and they have security, we will never abandon them, or let go. They have the job as long as they work in an honest fashion. Pay is one of the top salaries in the geographical region." "Wages are supplemented by incentives." "They are evaluated and paid bonuses based on results, quality of the work, the time it took to complete, and total costs of the construction project." "This company does not work exclusively for me, but for all of us. If earnings increase we raise their salaries and other rewards."

"There are not too many expectations for promotions in this company because of positions. For those who don’t have the education or get it, we give them money. I have a cleaning woman who
supports two daughters and we pay attention to those things. We pay more salary to her for her good performance."

Expresses "We verbally congratulate them, tell them they're satisfaction when doing things well, and [also give them] rewards like a diploma or something to motivate them to continue to work." "We give out annual prizes, honors in writing, and public annual distinctions for performance results."

Transactional Leadership Factor

Management by Exception-Active

Leaders who practice Management by Exception-Active behaviors, take a proactive approach toward culling out mistakes and responding immediately with appropriate corrective measures. The northern Mexico sample mean for this factor was (3.31). The recommended rating "can be between sometimes (2.0) and once in awhile (1.0)" (Bass et al, 1997, p. 14). The MLQ mean score of (3.31), of which numerous examples were coded for all behavioral items comprising this factor, may raise a concern in its overuse. Over-reliance in this transactional factor may result in a work environment where low risk avoidance and missed opportunities impede creativity and innovation, resulting in low performance output (Bass et al, 1997). The primary motivator for displaying these ineffective behaviors is the
avoidance of leader disapproval. This researcher notes because formalized quality improvement systems like ISO 9000 touch various business functions, over-use of behaviors related to this factor may continue to surface as these programs are designed to focus establishing and maintaining company performance standards and use seeking irregularity strategies to accomplish its task.

Implementation of ISO 9000, total quality management systems, and company-wide responsibility for catching errors, seem to have facilitated the sample demonstrating this factor. Jose expressed, "Part of my employees' job and responsibility includes looking for errors, as they get in the way of our goals. Everyone is responsible for this." Joel stated he personally focuses his attention on deviations from the standards. "I watch that everything is done right," echoed Joel. Javier and other sample participants described their reliance on equipment and resources designed to keep a keen awareness on mistakes, exceptions, and irregularities. "We have systems in our company. One of them is a computer system that gives information on when problems, mistakes are happening."

"[We] have standard operational procedure manuals and customer service scripts to minimize the possibility of errors." Additionally, the sample attributed the use of
these manuals helped employees determine variances from standard procedures, which, in turn, helped them determine potential mistakes. During the interview 100 percent of the sample described methods for keeping track of all mistakes. These activities may have aided the sample with focusing their attention on dealing with mistakes. Tracking methods included internal and external sources. “Each door has a quality assurance checklist with every employee completing each step must sign. If quality assurance mistakes are made we track it through this ticket.” “We have systems that monitor mistakes.” One sample participant uses an auditor to check on other employee’s work and brings mistakes to the employees’ attention."

Sample respondent interview responses illustrate they took immediate action when confronted with deviations from their standards. Their actions included feeding back the mistakes, to the employees and making it a coaching opportunity for the employees. When skill deficiencies were determined to be the root cause of the mistakes employees received formal training. The sample demonstrated similar actions when directing their attention toward failures in the company.
Within-Case Analysis Assessing Types of Management By Exception-Active

<table>
<thead>
<tr>
<th>Factor Behaviors:</th>
<th>Comments</th>
</tr>
</thead>
</table>
| Focuses attention on irregularities, mistakes, exceptions, and deviations from standards | "Part of my employees' job and responsibility includes looking for errors as these get in the way of our goals. Everyone is responsible for this." "Problems I have in my business include employees working under stress, make mistakes and waste a lot of prime materials. This is very important to watch for mistakes."
|                      | "We tell them [employees] we are doing inventory, check the merchandise, and we do so they realize that everything is not so they can grab whatever they want." "We hired a quality assurance engineer to look at processes where we needed to maximize efficiencies." "I watch that everything is done right." "We have systems in our company, one of them is a computer system that gives information on when problems, and when mistakes are happening or have occurred."
|                      | "Simple rule company uses to gauge mistakes or deviations from what is expected: moral, operations, income, if the collaborator affects any of these three points this person needs attention."
|                      | The company has standard operational procedure manuals, and customer service scripts to minimize possibility of errors and to maintain high...
quality and service standards.

"An on-site supervisor is my eye, and he is supposed to look for mistakes. I use related paperwork, inventory reports, and invoices to help identify staff discrepancies."

"Worksite supervisors check in every morning with him through telephone calls, to advise of what they will be working on that day and any problems, concerns they have." "If someone makes mistakes keying in the information, there is another one that reviews it and is supposed to catch the errors. This also helps track the number of errors made by the employee."

| Concentrates full attention on dealing with mistakes, complaints, and failures | "The quality training and system was implemented to detect mistakes so we could fix them. If we see mistakes, the correct thing to do is face the problems immediately." "I have to constantly watch them make sure when they make mistakes they get fixed." "I tell my employees to come in early before their shift, so they aren't hurrying, which causes mistakes. We implement systems to avoid mistakes, and solve them if they exist, immediately." "When mistakes are made, I feel it is important to immediately explain to the person, why he/she was wrong, give them the reason, and explain why the criteria we have is important. We correct the quality, service or technical problems." "If there is an abnormality, |

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we talk about it, [and] try to find a solution. We find very serious mistakes, tell them what they're doing wrong, so they can correct it."

**Keeps track of all mistakes**

"Each door has a quality assurance checklist that every employee completing each step must sign. The last employee in the process removes the original quality assurance ticket. If quality assurance mistakes are made we track it through this ticket." "We have systems that monitor mistakes: computer system, supervisor reports. If the mistake was in good faith, we talk to them, train them, and given opportunity to correct. We track it, and if they don't change, we don't renew their contract." "Sometimes we keep records of everything that happens and outside records, we make notations of what we learned."

"I use an employee as an auditor to check on other employee's work and bring mistakes to the employee's attention. This sets up a trail to assess mistakes and the people who are committing the mistakes."

**Directs attention toward failures to meet standards**

"We correct, and improve our standards, and policies, and get the employees trained when we find mistakes." "With mistakes, as soon as they surface, we go back, investigate it and then correct it immediately." "If it is a customer complaint we call a meeting with those involved put it on the table, and wait for them to come to
terms with the scope of the problem, and then we fix it. We decide on what to do so we don't repeat it.” "You talk to him/her, bring them back to where they were as far as grade level, and watch their progress.”

Transactional Leadership Factor

Management by Exception-Passive

The absence of behaviors for this factor, with the exception of one isolated entry, was an expected result, given the amount of examples coded for management by exception-active factor. The MLQ mean sample results for this factor was 0.56. Bass & Avolio (Bass et al, 1997), report use of this factor “should be between once in a while (1.0) and not at all (0.0) (p. 14).” This factor identifies behaviors displayed by leaders who may respond to potential mistakes and performance issues from a reactionary position. It is important to note, the examples offered by Juan, could be explained by his clarification of what constitutes directive behaviors required of leaders varied from the intent of the items that linked to the management-by-exception active factor. Juan’s focus remains toward catching irregularities and correcting them. However, a time delay between direct communications to his employees may reflect a perception of practicing management
by exception-passive type behaviors. The remainder of the sample participants did not discuss leadership activities or practices linked to this factor.

Table 4.27
Within-Case Analysis Assessing Types of Management By Exception-Passive

<table>
<thead>
<tr>
<th>Factor Behaviors:</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fails to interfere until problems become serious</td>
<td>&quot;Sometimes I put things aside, where I let things go, because my philosophy is one of not controlling. I let employees on their own a lot and I find that is where a lot of mistakes are being made.&quot; &quot;I tend to bypass smaller mistakes (not risk involved or create more costs) and maybe should have put more energy into taking action. I have difficulty calling things to people's attention.&quot;</td>
</tr>
<tr>
<td>Waits for things to go wrong before taking action</td>
<td>&quot;I am immersed in our present work that don't have time to raise our heads to see the future. One example, one of my architects was taking on too many jobs, wanted to do everything and mistakes were made. Didn't find out about until projects were underway. Then I got involved.&quot;</td>
</tr>
<tr>
<td>Firm believer in &quot;If it ain't broke, don't fix it&quot; [sic: if it isn't broken, don't fix it]</td>
<td>Data was not presented during the interview for this factor.</td>
</tr>
</tbody>
</table>
Northern Mexico Sample Value Preference Results:

Similarities and Differences

Research question number two explored sample perceptions of those values they deemed as important to them as leaders and those they expected their employees to exercise in their employee role. This researcher selected to administer the Schwartz values inventory to assist in the analysis phase of this study. Schwartz's (1995), the survey's "ten value types are likely to be recognized within and across cultures and used to form value priorities" (pp. 51-52, 59). Each of the 10 standard values that comprise the typology represents a goal expressed by the individual, and aided this researcher with creating a framework for comparing values articulated by the sample during their interviews.

Table 4.23 represents the sample cumulative Values inventory score for each of the two value dimensions: Openness to change vs. Conservation and Self-Enhancement vs. Self-Transcendence. The scores represent the total
number of individual value items rated by the sample (6 & 7 ratings), assigned to specific dimensions.

TABLE 4.28

Northern Mexico Sample: Culture Dimension Totals Value Items With (6 & 7 Ratings)

<table>
<thead>
<tr>
<th>Country</th>
<th>Dimensions: Conservati</th>
<th>Dimensions: Self-Transcendence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Openness to on</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Change vs. Values:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Values: Self-conformity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>direction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Stimulation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hedonism</td>
<td></td>
</tr>
<tr>
<td>Northern Mexico</td>
<td>19</td>
<td>36</td>
</tr>
</tbody>
</table>

Table 4.23 inventory results illustrate the sample focused on self-transcendence. The data displays the sample valued benevolence, universalism and security goals in contrast to self-enhancement motivational goals. Additionally, the sample selected 36 value items linked to the dimension conservation, in contrast to 19 value items selected for the openness to change dimension. Interview results indicate the sample discussed and offered examples of similar motivational goals during the interviews.
TABLE 4.24 lists sample key values expressed during the interview as important to them personally and those they expected their employees to emulate. One hundred percent of the sample listed honesty and responsibility as important leadership values and 80 percent of the sample expressed these same values were important for employees to emulate as members of their company. Jose’s business strategy includes, “Deliver the best service to the client and send the message to my employees that I expect honesty, responsibility, and working efficiently as this will help secure the business.” Joel echoed similar remarks. “Values are the main thing in the company. If very well set, everything else is a tool. Being socially responsible, honesty... is critical to running a business and what I look for in workers.” Javier links these values to creating confidence in his customers with his company. “I meet with every new employee during the orientation program and communicate work expectations, values and my vision. I tell them it is important to deliver the best quality service, highest quality standards while remaining honest and with integrity.” Javier noted he personally believes, “Take care of family and be socially and morally responsible.” He proved it when he fired one of his key employees for violating this value, and when he took the initiative,
approached the community and funded building a bridge for pedestrians because he felt it was the socially responsible thing to do. Juan informed this researcher of his continual search for opportunities to show his workers the importance of honesty and responsibility. Joaquin described his leadership role required him to be honest. "Honesty should be a leadership value, something beneath the skin. All actions and the activity you carry out every day of the year should be transparent, crystal clear."

Schwartz value inventory results, illustrated in Table 4.23 illustrate the sample selected thirty-six items linked to conformity and tradition, showing a preference toward conservation in contrast to openness to change. Conformity is defined as limiting one’s actions and impulses that may harm others or violate social norms. Throughout the interviews, sample participants articulated the importance their role and actions had on community and customer perceptions. Javier gave an example when he discussed the employee who was fired for his personal indiscretions. Joaquin explained how important it was for a leader to stand by his principles and how these are directly aligned with how he lives at home. "We can’t be a streetlight outside and keep the house in darkness. We can’t have one face here with you and be someone else that doesn’t agree
with what I say at home, with my wife, with my kids. I should be the same. If I don’t have the respect from my kids, and those are first with me, I can’t pretend to deserve the respect of the people in the community."

Table 4.24 lists self-discipline as having restraint and resistance to temptation as the value 80 percent of the sample discussed during the interviews. Forty percent of the sample expected their employees to demonstrate behaviors related to this value.

In summary, value inventory and interview results suggest a strong comparison to each of the data, demonstrated through paper and pencil item ratings and examples gleaned from sample stories and incidents shared during the interviews.

**TABLE 4.29**

**Northern Mexico Sample Interview Value List Results**

<table>
<thead>
<tr>
<th>Country</th>
<th>Northern Mexico</th>
<th>Value/Schwartz Type Value</th>
<th>Company selection totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Important for</td>
<td>Honesty/Benevolence</td>
<td>5/5 100%</td>
<td></td>
</tr>
<tr>
<td>Leaders to demonstrate</td>
<td>Responsibility/Benevolence</td>
<td>5/5 100%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Self-Discipline/Conformity</td>
<td>4/5 80%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Loyalty/Benevolence</td>
<td>2/5 40%</td>
<td></td>
</tr>
<tr>
<td>Important for</td>
<td>Honesty/Benevolence</td>
<td>4/5  100%</td>
<td></td>
</tr>
<tr>
<td>-------------------------------</td>
<td>---------------------</td>
<td>----------</td>
<td></td>
</tr>
<tr>
<td>Employees to demonstrate</td>
<td>Responsibility/Benevolence</td>
<td>4/5  100%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Loyalty/Benevolence</td>
<td>3/5  60%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Self-Discipline/Conformity</td>
<td>2/5  40%</td>
<td></td>
</tr>
</tbody>
</table>

Cross-Case Analysis

Data for this examination consists of information derived from interview results used to create the within-case analysis tables for the south Texas and northern Mexico samples. Within-case tables for both sample countries, Tables 4.21 through 4.27 provided content for discerning similarities and differences of business owner transformational and transactional leadership styles as defined by Bass and Avolio’s full-range, six-factor leadership model, for the purpose of addressing research question one. This question explored differences and similarities between South Texas and northern Mexico small business owner transformational and transactional leadership styles as defined by Bass and Avolio’s full-range, six-factor leadership model as demonstrated through behaviors, activities, and practices.

The first cross-case analysis section contains a synthesis obtained through exploration and interpretation of the data. This researcher identified themes and
distinctive results by studying each of the factors presented in the within-case tables. The table legend symbol (+) indicates both sample countries had interview data related to the factor behavior. The symbol (-) shows sample data for this factor and the absence of a symbol represents the absence of data for that factor behavior. The symbol (0) denotes absence of data for both samples. This cross-case study specifically examined similarities, differences, considered relations between the various factors, and looked for pattern and themes across the two countries.

The second cross-case section converged values data from the within-case analysis, responding to Research Question two: What are the human value differences and similarities of South Texas and northern Mexico business owners? This researcher studied value patterns across the two sample countries.

**Transformational Leadership Charisma-Inspirational Factor**

There were similarities in the presence and absence of charisma-inspirational factor behaviors for both samples. Unanimously, both expressed that honesty, and being responsible were values they held in high regard with reference to their leadership and management practices. A northern Mexico respondent stated, "Honesty, loyalty, and
responsibility, tell them [employees] constantly, and why it is important." The south Texas group shared, "To run a business, you have to be responsible." Similarly, the samples stipulated moral and ethical considerations were part of their decision-making process, especially as it related to their business practices, and the consequences of unethical behavior, reputation, and loss of their business licenses. The South Texas sample offered the incident of an established client who wanted the company to sign a certificate with the wrong information. They refused, lost the client, and would repeat their decision. "We have a reputation for our integrity. You have to have high standards and not participate in such matters." A northern Mexico respondent shared a similar incident, relaying that though the business could cut corners in the quality of the work and blame the subcontractors, it was not the right approach. "I could tell the client it's the contractors fault and wait for them to fix it. But I chose that person so I fix it even if it costs me money. I have a commitment and responsibility as a company." In addition, the northern Mexico sample described how moral consequences played an integral role in their decision to fire one of its key business employees when this employee admitted he had committed adultery. South Texas interview data results
did not yield similar examples of morality from this perspective.

All participants from both samples outlined activities they used to communicate a sense of purpose. They used standing meetings, communication strategies designed to articulate company vision, and staying with the employees past normal work hours to support and/or work toward accomplishing a deadline. “We think very similarly in terms of common goals. Team spirit helps us reach our goals.” “Every two months we meet and everyone is expected to attend with the purpose of tightening everyone’s binds of camaraderie.”

Additionally, two respondents, one from each sample offered detailed incidents of how they continue to consider their employees’ interests over their own. Joe, south Texas respondent commented, “Whatever it took to move houses, we didn’t lay anyone off. Many companies folded during this time but I kept looking for opportunities to build and keep my employees on the payroll.” Joaquin, respondent from northern Mexico, shared his view on how he perceives his employees. “I consider the employees as a person before productivity. As a leader, I pay attention to their housing needs. I buy them a car, lend them money and all my employees have homes.”
The final similarity for both groups was the absence of interview data for the three behaviors noted with (0) symbol. Neither of the sample respondents offered data that this researcher could directly code as examples. They offered incidents that placed respondents in an action mode. They implemented activities promoting sense of purpose as opposed to simply discussing the importance of creating a sense of purpose. This researcher reviewed the data several times to minimize the opportunity for projecting interpretations without interview data that directly linked to this factor.

Overall, both samples shared the following similarities. They shared incidents for the same four out of the eight factor behaviors and did not offer examples for the same three factor behaviors. Of particular interest was the amount of time both samples spent discussing the importance values contributed to other practices, which included decision-making and the messages they communicated to their employees. This served as a vehicle for emphasizing the importance of everyone pulling in the same direction and with the same mission.

In contrast, one respondent from the south Texas sample was the single contributor displaying a sense of power and confidence. Joe described the economic conditions
of south Texas during a particular time-period and stated, “Especially during tough times it was up to me to stay positive and communicate confidence.” This was a direct quote supporting this factor.

Table 4.30
Cross-Case Analysis Charisma-Inspirational Factor

<table>
<thead>
<tr>
<th>Factor Behaviors</th>
<th>South Texas Sample</th>
<th>Northern Mexico Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talks about the most important personal values and beliefs</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>Instills pride in others for being associated with me</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Specifies the importance of Having a strong sense of purpose</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Acts in ways that built other’s respect in me</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Considers the moral and ethical consequences of decisions</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>Displays a sense of power and Confidence</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Emphasizes the importance of Having a collective sense of mission</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>Goes beyond self interest for the good of the group</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Note: Table Legend
+ = Similarity (both sample interview data yielded content related to this behavior)
- = Difference (the sample noted yielded interview content data related to this behavior)
Inspirational Motivational Factor

Similarities existed between the two samples in three of the four factor behaviors associated with inspirational motivational factor. This included an absence of data from both groups not talking optimistically about the future. Both samples yielded 60 percent of their respondents using inspirational conversations or activities to motivate their employees toward accomplishing company goals. Northern Mexico respondents communicated this message through these similar statements. "As a leader, I have very well defined goals and I talk passionately to the employees about their part and importance in helping me achieve them. It's my role to influence and have passion." South Texas respondents mirrored this example. "Employees understand the business goal is a mutual responsibility. This speech is delivered every morning." One respondent noted, I tell them, "Without you I am nothing." Both samples incorporated visual cues such as written mission and vision statements, posters articulating company principles and commitments, and company recognition rewards and celebrations linked to employee activities related to company vision. The third similarity among the samples was the lack of interview data
available for coding examples to talking optimistically about the future behavior. Both samples, as stated earlier, focused their speeches around goal attainment, and appeared to emphasize their vision through action-oriented activities and visual prompters such as vision, values, and mission statements.

In contrast, two sample respondents, representing the south Texas group, voiced their confidence in their ability to achieve company goals. One respondent, articulated his confidence through conversation, and the second took a formal and structured approach: "I feel confident in my ability to reach the goals by formalizing and institutionalizing things like roles and responsibilities with a direct connection to the goals."

Table 4.31
Cross-Case Analysis Inspirational Motivational Leadership Factor

<table>
<thead>
<tr>
<th>Factor Behaviors</th>
<th>South Texas Sample</th>
<th>Northern Mexico Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talks optimistically about the future</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Talks enthusiastically about what needs to be accomplished</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>Articulates a compelling vision of the future</td>
<td>+</td>
<td>+</td>
</tr>
</tbody>
</table>

260
goals will be achieved

Note: Table Legend
+ = Similarity (both sample interview data yielded content related to this behavior)
- = Difference (the sample noted yielded interview content data related to this behavior)
0 = No Data (neither interview data yielded content related to this factor)

Intellectual Stimulation

One hundred percent of both study samples contributed interview data linked to intellectual stimulation behaviors, predominantly to the first two factor behaviors. Several distinct similarities were present in the interview data. Both samples realized the value of challenging existing business practices and discussed their responsibility in not getting used to the routine, but rather to look at current practices with a critical eye. Both were in the process of, or had implemented, formalized systems into the company infrastructure. The goal was to make this an ongoing business practice. "If I look back five years and the facility we had, we have changed. We had to be receptive to finding something I could do to allow the company to grow, adopt a new attitude. Implemented ISO 9000 standards, invested in training the staff, new processes, and equipment."

A northern Mexico respondent echoed the above sentiment, "It's very easy to get used to things and make
them part of a routine and if we don’t evolve, our company gets stuck.” Eighty percent of respondents from both groups, while they sought opinions and input from their employees, retained control of the solutions, by making the final decision. A respondent remarked, “I like to get them involved. Always between the two of us, I ask them how would they solve it and at the end I say, “Okay let’s do it this way or let’s do it that way.” Both samples utilized routine discussion meetings held in the mornings and/or in a formal setting designed to seek employee input regarding company problems. These meetings took place early in the mornings and/or through formal structured meetings designed to bring problems and solutions to the table for discussion. Two respondents, one from each sample, deviated from making the final decision. Both believed employee responsibility included considering different ways of solving their work-related problems and implementing the solutions. The northern Mexico respondent stated, “Everyone has their role in solving problems and they converse with each other for ideas and then implement solutions.” A south Texas respondent echoed this belief, “I give employees responsibility and have confidence in what they do and accept their suggestion. Often times, some employees have a whole lot better ideas on how to get things done than I
do.” Both samples did not share interview data, which could be coded to what they did to get others to look at problems from different angles. This observation was the third similarity shared by both groups.

Sample data did not yield south Texas respondents urging employees to find new ways of doing their jobs, in contrast to the northern Mexico sample, where each of the respondents depended on their employees to improve existing systems. “We have tried to make important changes in our company. They are expected to take bright ideas and find ways to do it better in less time.” A distinctive difference between the two samples was northern Mexico had or was in the process of, implementing ISO 9000 certification procedures or formal total quality management systems designed to promote opportunities for improving existing processes. One out of the five south Texas respondents was working toward a formal ISO 9000 process, however, he and his partner maintained control over 100 percent of changes related to employee jobs and company processes.
Table 4.32
Cross-Case Analysis Intellectual Stimulation Leadership Factor

<table>
<thead>
<tr>
<th>Factor Behaviors</th>
<th>South Texas Sample</th>
<th>Northern Mexico Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Re-examines critical assumptions to question</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>whether they are appropriate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seeks differing perspectives</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>when solving problems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gets others to look at problems from many different angles</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Suggests new ways of looking at how to complete assignments</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: Table Legend
+ = Similarity (both sample interview data yielded content related to this behavior)
- = Difference (the sample noted yielded interview content data related to this behavior)
0 = No Data (neither interview data yielded content related to this factor)

Individualized Consideration

One similar theme emerged in both samples for this factor. One hundred percent of the respondents perceived staff development as a fundamental business strategy required to help the company meet present day goals. Additionally, the northern Mexico sample provided learning opportunities for future development. Staff development included formal training initiatives and coaching opportunities. Northern Mexico respondents cited, "It is very important to constantly train our people. We
constantly hold meetings, bring outside people to give us advice and teach us new courses related to the business. The most important thing to be successful is to train them through training methods to be consistent." One south Texas respondent described his coaching practices, "Whenever someone does something wrong on the job, my habit is to coach the employee, develop the skill. He learns the importance of quality and doing things right, even if I am paying the employee twice." Other respondents from both groups shared similar comments. While interview data supported both samples considering an employee’s individual needs and aspirations, the similarity ended at this point. Two of the five south Texas respondents displayed consideration for individual needs, but the employees took the initiative and sought future developmental opportunities. The respondents provided them with a flexible time schedule or the resources for future training. "If someone wants to work and go to college we have told our office manager to schedule them when they can work and fit it in." In contrast, northern Mexico respondents had designed formal training systems embedded into the company’s operational practices, which they used for continual employee development. Sample comments include, "Employees are given a chance to learn new skills
in the door building design and trained as part of their workdays, if they want to move up. Every employee comes into the company as a customer/sales clerk and then after they learn the basics and our company, about six months, they are asked which area they would like to be trained in next, and they start on a job on a training basis with full pay."

The most evident dissimilarity between the groups was the absence of interview data on two factor behaviors for the south Texas sample: Treating others as individuals rather than just a member of the group, and helping others develop their strengths. Respondents from the south Texas group appeared to spend most of their time teaching and coaching employees to ensure they could function in their current role. Sixty-seven percent of the comments coded for this factor were activities focused on enhancing or correcting employee performance. In contrast, northern Mexico respondents demonstrated 100 percent of individualized consideration leadership factors. Mexico respondents underscored, "We always need to get into the collaborator's shoes and see the reality he/she is experiencing." This sample demonstrated specific actions to help employees develop strengths, which included giving them an opportunity to work on new business ventures,
providing them opportunities to hone their existing skills. "We set it up for them so they can evolve, aspire, and keep tabs of better positions." These initiatives included allowing employees to attend formal academic and technical training representing up to 50 percent of their work week.

Table 4.33
Cross-Case Analysis Individualized Consideration Factor

<table>
<thead>
<tr>
<th>Factor Behaviors</th>
<th>South Texas Sample</th>
<th>Northern Mexico Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spends time teaching and coaching</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>Treats others as individuals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>rather than just a member of a group</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Considers an individual as having different needs, abilities, and aspirations</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>Helps others develop their strengths</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: Table Legend
+ = Similarity (both sample interview data yielded content related to this behavior)
- = Difference (the sample noted yielded interview content data related to this behavior)
0 = No Data (neither of the interview data yielded content related to this factor)

Transactional Leadership
Contingent Reward
The first of three transactional leadership factors,
use of contingent reward behaviors by both groups were abundant with both groups demonstrating all four of the factor behaviors. Likewise, both groups rated this factor higher than the MLQ database mean score, pointing to a possible overuse of this factor. One hundred percent of all respondents shared data related to this factor. The northern Mexico interview data yielded 13 out of the 20 comments, directly related to making clear what employees would receive upon achieving performance goals. The south Texas group reported 11 out of 23 interview data examples, which described what employees would receive in exchange for achieving their goals. Both groups linked goal attainment to tangible monetary rewards, reflected in bonuses, overtime, and performance salary upgrades. "Monetary is very important to my workers in South Texas in terms of immediate satisfaction." Groups paid wages supplemented by incentives. An additional similarity, two respondents, one from each group, had a comprehensive performance and compensation reward system. "In terms of goals we manage a type of incentive where each of them is graded based upon the results of the survey which includes the work, and then we grade and give him/her a monthly bonus." The south Texas respondent explained, "We give bonuses one or two times a year and usually two or three
weeks pay, so in one year, we give a total of six weeks pay as a bonus. We establish a grade of 120 hours of straight time pay for 100 percent."

The samples implemented comparable activities for articulating responsibility and accountability for achieving performance objectives. Activities included a combination of detailed schedules and timelines, formal and informal meetings, bulletin boards highlighting performance target status, and comprehensive standard operational procedures. Despite the fact that both samples primarily communicated satisfaction for good performance through monetary reward systems, to a lesser degree, they rewarded performance through other mediums. "We charter buses to take people to Sea World, and pay their way for the day. We pay for their spouse and their kids. We verbally congratulate them, tell them they are doing things well. We give out annual prizes, honors in writing, and public distinctions." A final comparison was the samples' use of offering employee assistance in exchange for efforts. Both shared employees had company vehicles for their personal use including weekends, providing financial assistance, and selling company products at a substantial reduced rate.

A distinction made by this researcher between the two samples was that the northern Mexico sample looked for
additional opportunities to motivate employees beyond monetary compensation strategies. These respondents offered personal and professional growth opportunities for good performance. "At the end of last year, [we] brought the guys together and told them I was going to need them to help me grow the company that will offer cleaning services." "We look for ways to promote them to middle management for good performance. Many opportunities keep coming up as the company grows."

Table 4.34
Cross-Case Analysis Contingent Reward Factor

<table>
<thead>
<tr>
<th>Factor Behaviors</th>
<th>South Texas Sample</th>
<th>Northern Mexico Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides others with assistance in exchange</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>for their efforts</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>Discusses in specific terms who is responsible for achieving performance targets</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>Makes clear what one can expect to achieve when performance goals are achieved</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>Expresses satisfaction when others meet expectations</td>
<td>+</td>
<td>+</td>
</tr>
</tbody>
</table>

Note: Table Legend
+ = Similarity (both sample interview data yielded content related to this behavior)
- = Difference (the sample noted yielded interview content data related to this behavior)
Management by Exception-Active

The primary motivation of those who demonstrate this factor is to detect mistakes and respond timely with corrective measures. South Texas and northern Mexico respondents exclusively demonstrated each of the factor behaviors contained in this transactional leadership factor. Both samples shared numerous similarities in their activities and actions. The south Texas sample rating mean was 2.75 and northern Mexico reported 3.31. Both of the samples ratings were outside of the effective leadership range, which accentuated the potential for overusing this factor, especially since respondents from both samples have ISO 9000 or similar processes designed to call attention to mistakes. "We have systems in our company. One of them is a computer system that gives information on what problems, mistakes are happening." Other internal methods designed to catch mistakes shared by both samples included holding all employees accountable for identifying mistakes. Part of my employees job and responsibility includes looking for errors." Also used were internal methods such as standard operational procedures and checklists. "[I] have standard operational procedure manuals and customer service scripts
to minimize possibility of errors...". In addition, respondents took an active role when catching mistakes. "I am constantly out looking at jobs. We are always around, so if there is a mistake, we are going to catch it right away."

Correspondingly, both samples employed a variety of methods to deal with mistakes and complaints, consisting of immediate feedback to employees, on the job training, and use of data retrieved from tracking systems. This data was reviewed with employees during routine meetings designed to discuss mistakes. "If there is an abnormality, we talk about it, try to find a solution." "Every month there is a group[meeting] with my partner and we talk about what we call corrective actions."

While interview data illustrated the use of all factor behaviors, two differences are noteworthy. Sixty-four percent of South Texas interview data linked to this transactional leadership factor was coded to keeping track of all mistakes. This sample offered a more expansive scope for tracking mistakes. This scope consisted of both internal and external sources, employing employees, the respondents, and external customers. The northern Mexico sample employed only internal tracking methods. The second difference was 42 percent of northern Mexico’s behaviors
linked to concentrating full attention on mistakes, which represented 50 percent more entries than the south Texas group.

Table 4.35

Cross-Case Analysis Management By Exception-Active Factor

<table>
<thead>
<tr>
<th>Factor Behaviors</th>
<th>South Texas Sample</th>
<th>Northern Mexico Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focuses attention on irregularities, mistakes, exceptions, and deviations from standards</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>Concentrates full attention on dealing with mistakes, complaints, and failures</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>Keeps track of all mistakes</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>Directs attention toward failures to meet standards</td>
<td>+</td>
<td>+</td>
</tr>
</tbody>
</table>

Note: Table Legend

+ = Similarity (both sample interview data yielded content related to this behavior)
- = Difference (the sample noted yielded interview content data related to this behavior)
0 = No Data (neither of the interview data yielded content related to this factor)

Management by Exception-Passive

This transactional leadership factor is designed to identify leadership behaviors associated with reactive activities as those listed in table 4.36. Although, the northern Mexico sample listed interview data for three out of the four factor behaviors, the data, as in the southern
Texas sample, reflected one respondent. This discovery draws attention to the similarities the groups share through this transactional factor. Both demonstrated behaviors for all four of the management-by-exception-active factor, therefore, it is a logical deduction that the respondents would utilize this factor minimally. Moreover, both samples were in the process or had implemented initiatives designed to direct employees toward continual improvement efforts, supporting the absence of interview data for the third factor behavior.

Table 4.36
Cross-Case Analysis Management by Exception-Passive Factor

<table>
<thead>
<tr>
<th>Factor Behaviors</th>
<th>South Texas Sample</th>
<th>Northern Mexico Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fails to interfere until problems become serious</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Waits for things to go wrong before taking action</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Firm believer in, &quot;If it ain't broke don't fix it.&quot;</td>
<td>[sic: If it isn't broken] 0</td>
<td>0</td>
</tr>
<tr>
<td>Demonstrates that problems must become chronic before taking action</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Note: Table Legend
+ = Similarity (both sample interview data yielded content related to this behavior)
- = Difference (the sample noted yielded interview content data related to this behavior)
0 = No Data (neither of the interview data yielded content related to this factor)
Value Preference Results of South Texas and Northern Mexico Samples

The cross-case values analysis, presented in two sections, analyzed data designed to answer research question number two, which asked the respondents to discuss values they perceived as important in their leadership practices, and for employees to emulate. The first section summarizes key findings from the Schwartz value inventory results, displayed in Table 3.4. Administering this inventory assisted this researcher with categorizing the values respondents discussed during the interviews. Both samples reported similar scores for each of the two value dimensions, conservation and self-transcendence. The groups assigned six and seven ratings to most of the items categorized under conformity, security, and tradition, linked to conservation. Conservation is about protecting traditional practices, having self-discipline, and protecting stability. Although the totals may represent a preference toward conservation over openness to change, a contrast between the samples is present. South Texas respondents did not appear to have a strong preference toward either openness to change or conservation but rather respondents assigned six and seven ratings to value items equally. In contrast, northern Mexico respondent totals may
point to a clearer preference toward conservation. Inventory ratings and interview results, specifically for conformity suggests a clearer preference for conservation. Northern Mexico respondents addressed the critical role community perceptions have on their business role and leadership practices. One respondent stated, "A key employee was fired because he violated socially acceptable moral expectations."

Both samples established a clear preference for the self-transcendence dimension. This dimension consists of the motivational types, universalism and benevolence. Those who demonstrate self-transcendence concerns, direct their concerns toward others, instead of themselves. One respondent stated, "I think a key in being a leader is learning that everybody has value and showing them they are valuable to you. I see equality, fairness, and respect as core leadership values and expect the same from my employees." Another respondent voiced, "Being socially responsible, honesty is critical to running a business and what I look for in workers." Both of the sample respondents listed honesty and responsibility, two value items linked to benevolence as important leadership values. Incidents illustrating these two items are listed in the charisma-inspirational behavior tables 4.7 and 4.21.
Table 4.37
Culture Dimension Totals of Schwartz Value Item Comparisons With (6 & 7 ratings) by South Texas and Northern Mexico Samples

<table>
<thead>
<tr>
<th>Country</th>
<th>Openness to Change vs.</th>
<th>Conservation vs.</th>
<th>Self-Enhancement vs.</th>
<th>Self-Transcendence</th>
</tr>
</thead>
<tbody>
<tr>
<td>South</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Texas</td>
<td>32</td>
<td>36</td>
<td>25</td>
<td>45</td>
</tr>
<tr>
<td>Northern</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mexico</td>
<td>19</td>
<td>36</td>
<td>26</td>
<td>41</td>
</tr>
</tbody>
</table>

This section delineates interview data results of values articulated by both samples as important for both the leader and employees to emulate in the workplace. One hundred percent of the respondents listed honesty and responsibility as important values. The same two values were assigned six and/or seven ratings by the samples on the Schwartz value inventory. One respondent offered this example, "I was brought up pretty much to believe your word was your bond. If you told someone you are going to do something you perform it even if it costs you money." Another articulated, "People depend on you, you have to be honest." One respondent shared how he enforced these values in his company. "Honesty, loyalty, and responsibility, tell
them constantly and show them it’s important. We have had cases of people that have worked with us that are dishonest, we have detected it and have let the person go."

A key difference among these two groups, was that the south Texas sample offered examples during the interview of the importance of reputation, which is a value item linked to power and ethical behavior, which is linked to universalism, played in their leadership practices. Eighty percent of the south Texas respondents discussed this during the interviews. While individual respondents may have discussed loyalty, reputation, ethical behavior, being helpful, having respect, and innovation as important values, the respondents did not represent at least 40 percent of the sample, and were not included in the list.

The primary focus of this session was to conduct a cross-case analysis of the data represented as a whole. In order to accomplish this goal, this researcher established a cut off percentage of 40 percent for listing values articulated by respondents during the interviews.

A final observation from this analysis is 40 to 79 percent of the northern Mexico respondents, perceived loyalty, linked to the self-transcendence value dimension, to be important for both the leader and employees to demonstrate in the workplace. None were noted for the south
Texas sample.

Table 4.38
Cross-Case Analysis of Values Articulated during the Interviews by South Texas and Northern Mexico Samples

<table>
<thead>
<tr>
<th>Value/Type</th>
<th>South Texas Sample Leader Values</th>
<th>South Texas Sample Employee Values</th>
<th>Northern Mexico Sample Leader Values</th>
<th>Northern Mexico Sample Employee Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honesty/Values</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>Benevolence</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responsibility/Benevolence</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>Self-Discipline/Conformity</td>
<td>+</td>
<td>-</td>
<td></td>
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<tr>
<td>Loyalty/Benevolence</td>
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<tr>
<td>Reputation/Benevolence</td>
<td>+</td>
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<td>Character/Power</td>
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<tr>
<td>Ethical/Universalism</td>
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<tr>
<td>Self-Direction</td>
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<tr>
<td>Respectful/Conformity</td>
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Legend
+ = 80-100 percent of respondents in the sample selected this value
- = 40-79 percent of respondents in the sample selected this value
0 = respondents did not select this value
DISCUSSION

Results Discussion

This discussion will address the two research questions designed for the purpose of this study. Research question number one asked, "what are the differences and similarities between South Texas and northern Mexico business owners transformational and transactional leadership styles as defined by Bass and Avolio's full-range, six-factor leadership model?" Data collected to answer this question was derived from sample personal interviews and the MLQ and Schwartz's Values inventory results.

An evident similarity between the two samples, was the clear preference for demonstrating transactional factors, specifically, contingent reward and management by exception-Active. One hundred percent of the respondents demonstrated all four behaviors for each of the transactional factors. In addition, the samples MLQ mean scores were above the database mean scores, pointing to the potential for over-reliance on this factor as a leadership practice. Finally, a recurring theme emerged at the analysis phase for contingent reward factor, the use of bonuses and incentive pay as a reward tool. An unconstructive implication of placing a strong emphasis on
monetary reward systems is how this may impact employees negatively when external factors and/or situations outside of the employees' control impede their ability to accomplish their goals. This may create a high degree of frustration and dissatisfaction with the company's performance reward system.

The second transactional factor both groups shared commonalities with was the management by exception-Active factor. Each sample shared behavioral examples and comments linking four of the four behavior factors and their MLQ mean scores were higher than the recommended scores for effective leaders, signifying an over-use of this factor. The implication of this frequency may impede creativity, independent thought, and missed market opportunities by the company owner. If employees correlate making mistakes to negative reinforcement, they may choose to "play it safe" with the business owners inadvertently failing to create a high performance environment. This type of environment requires employees to take calculated risks and be innovative. Yukl & Van Fleet (1992), research purports a direct effect between leadership styles and employee and organizational performance.

A third commonality shared by both groups was the importance they placed on values and their role as leaders
in their companies. One hundred percent of both sample respondents shared numerous incidents and comments linked to personal beliefs driven by specific values. Articulation of personal values and beliefs is one of the charisma-inspirational factor behaviors. Several values were shared by both samples throughout their interviews. Further investigation is required on values and how they are specifically defined within a given context. Martinez and Dorfman (1998), in studying Mexican entrepreneurs' cultural patterns and the influence on their leadership practices found that the family or patriarchal organizational model remains prevalent in Mexico. This may present a difference in the south Texas belief system and need further inquiry.

Pielstick (1998), conducted a meta-ethnographic analysis yielding certain key values that were identified with transformational leaders. These included: treating people with dignity and respect, fairness, honesty, and equality," similar to those articulated by sample respondents. Pielstick also remarked that small business owners practiced self-discipline, support for life-long learning, trust, continuous improvement and high quality and self-confidence. This finding appears to show positive opportunities for helping small business owners from both borders to create unity with others, regardless of culture,
creating this unity through common personal values.

Individual consideration behaviors across the four factors were dominant in the northern Mexico sample, but were not present in the south Texas sample. Particularly, those factor behaviors encouraging employee development in preparation for future growth as opposed to training and coaching for current employee developmental needs. The affect of this missed opportunity for the south Texas sample is in its future ability to compete in the business market without a fully developed staff.

Overall, both samples demonstrated similarities and differences in their transformational and transactional leadership practices and values orientation. An arresting discovery was the factor behavior variances within each of the transformational and transactional leadership factors. This variance may be a source of potential conflict for business owners representing different countries. It is apparent that future opportunities exist for exploring behavior nuances within the south Texas and northern Mexico country context.

Research question number two asked the respondents to discuss values they perceived as important in their leadership practices and those they considered important for employees to emulate. Data collected consisted of
sample value inventory and interview results and analyzed for similarities and differences between south Texas and northern Mexico groups. Honesty and responsibility, both value items linked to Schwartz's motivational type benevolence were dominant values, perceived as important for the leader and employees to support as members of the company. In addition to value similarities present in interview results, comparable findings surfaced from the samples of Schwartz's value inventory data, with both reporting scores on the four dimensions. Similar dimension totals were revealed as illustrated in Table 3.4. These results aligned with Schwartz's theory of universal human values. Schwartz believed values "derived 10 motivationally distinct types of values, postulated to be recognized implicitly in all cultures" (Schwartz et al., 1995, pp. 92-93). His theory is considered encouraging regarding convergent and external validity within the cross-culture and social psychology environments (Bond & Smith, 1996).

A notable outcome was self-transcendence dimension transpired as a common value theme across all respondents and both countries. Those who demonstrate preference for this dimension are concerned with the well-being of others, equality and fairness over their own welfare (Schwartz, et.al, 1995). A study on value systems of transformational
leaders (Krishman, 2001) uncovered that these types of leaders appear to have some similar value patterns that focused on others over personal concerns. This parallels the findings of this researcher’s study.

Potential implications of this finding may represent opportunities for expanding others’ understanding of the type of organizational culture small business owners may strive to create, whether of southern Texas or northern Mexican origin. Another implication is that organizational consultants may utilize this data and assist small business owners to confirm the applicability of these findings to their companies. In addition, they can also assist these leaders with selecting methods to communicate and reinforce these, and other values, to their employees. In addition, both country sample totals on the value conservation dimension of 36 points each suggests that respondents may ascribe to valuing self-restraint, tradition, and maintaining a stable environment. A closer analysis indicates the northern Mexico sample may have a stronger preference for this motivational type over the openness to change motivational dimension. The difference in total points between these two dimensions is greater than the point gap that exists among south Texas respondents. This observation is an important one as it highlights
differences between the two country groups. One hundred percent of the Mexico sample selected values assigned to the conservation dimension. The finding parallels some of Dorfman & Howell's (1997) research results indicating Mexican business owners' use of a patriarchal organizational model which consisted of security, protection, trust, and respect as important codes of behavior.

Twenty percent of the southern Texas respondents selected 100 percent of the values linked to openness to change dimension. Motivational types linked to this dimension include self-direction and stimulation. In comparing inventory with interview data results, an exceptional finding surfaces from the data. South Texas respondents believed these motivational types are important for leaders to demonstrate, but did not indicate the same for their employees to emulate. These deductions communicate additional potential implications for small business owners, employees, and professionals who collaborate with them to improve their company effectiveness. The data may help small business leaders think about their personal motivational types along these two dimensions, determine if they consider these important for employees to emulate, and then assess their strategic
company goals to determine if they have cultivated a workforce and company environment to support these initiatives. Professionals such as organizational consultants, human resource specialists, and other agencies, who support small business owners, may utilize this data as a starting point to help understand business owner motivational motives. Finally, an implication for both sample groups is the potential for challenges respondents may encounter as they continue to improve and/or grow their company. First, northern Mexico respondents were in the process and/or had implemented TQM and ISO 9000 initiatives, both of which require openness to change motivational type values reinforced by company leadership. With their propensity to value conservation, this sample may encounter higher levels of stress and anxiety as they attempt to balance their preference for building stability with the need to continually improve company processes, a principle built into ISO 9000 and TQM initiatives. An additional implication is the potential that they may have a workforce who may experience disconnection between traditional practices and what is required of them in this new environment. South Texas business owners face an additional implication of these findings. Like their northern Mexico counterpart, south
Texas respondents’ interview data did not yield a preference to values associated with openness to change dimension. Churchill and Lewis (1983), firm growth models identified five stages of small business growth, characterized by size, diversity, complexity, and management functions. Churchill and Lewis also discussed the crises business owners typically experience in each business growth stage. The openness for change motivational type values may be most beneficial at various degrees in each of the small business growth stages. Identifying the importance business owners place in this value dimension may help them develop strategies to effectively manage company growth cycles.

In conclusion, initially, both samples demonstrated the use of transformational and transactional leadership factors but variances occurred for some of the factor behaviors. This merits further research required to investigate causal variables.

Limitations of Study

This research study contains a number of limitations. Ten respondents, five from each country, though the number meets qualitative standards, make it difficult to generalize research findings. Limited sample size may have excluded important elements evident in a larger sample such
as business size and other geographical locations as Texas and Mexico represent diverse regional influences.

Another limitation is that the research data is derived from one data population, company owners, and did not include employee perceptions or comments. Self-reporting may bias responses with the possibility of respondents inflating examples and scores. To minimize this potential bias, triangulation of data collection methods and data types were implemented as part of this study, including collecting data using two well-researched and validated instruments, the MLQ and Schwartz’s values inventory. Trained in psychology and counseling, this researcher employed counseling techniques to monitor discrepancies between what the respondents said during the interviews phase and their body language cues.

A third likely limitation was the possibility of selection bias due to the sample selection of non-random purposeful design. Ten respondents make it difficult to generalize research findings, but these research conclusions may prove useful as a starting point to future researchers studying similar topics.

The last study limitation was the risk of researcher subjectivity, which can occur particularly during the data collection and data analysis phases. Triangulation of data
collection methods and continual reexamination of interview tapes and transcriptions looking for repetition, variation, and relationships among the data and themes were used by this researcher to help minimize this study limitation.

Data Quality Management

Miles and Huberman (1994), list several methods for managing the quality of research data to help establish confidence in the research results. Researchers may increase research confidence by establishing objectivity, reliability of research methods, and internal and external validity, specifically as these address the three validity threats: Description of data, interpretation of the data, and considering various interpretations of data findings.

This researcher incorporated a number of protocol activities designed to reduce researcher effects. The first phase of this study consisted of inviting business owners who met the selection criteria to a presentation meeting. Study goals and purpose were discussed with potential respondents. Participant release forms, describing the study, their roles, and participant rights were explained at the meeting. Data collection sources were varied, consisting of surveys, interviews, and observations aiding the researcher with the reduction of researcher effects. Contact with sample respondents consisted of several
interactions spread during different times. The researcher sought feedback from the respondents to check for the quality of transcriptions, and for the Mexican sample, the quality of the translations. Journaling and field note recordings helped the researcher clarify and reflect on respondent commentaries and observations. One of the ways reliability concerns were addressed was through the detailed procedures outlined in the methodology section of this study to help others replicate procedures and, in turn, establish an audit trail.

This researcher employed a triangulation of data collection methods consisting of well-researched and validated inventories, field notes, transcripts, recordings, historical company data collected from the respondents, and research questions linked to the theory constructs of the both the MLQ and Schwartz’s values inventories. Triangulating assisted this researcher with confirming inventory and interview results. The same process was utilized for each of the ten cases, each within-case sample, and the cross-case analysis. Patterns and themes emerged in each of the above data suggesting corroboration of findings, which contributed to the reliability of this study’s results.

Maxwell (1996), purports that validity is about
establishing the credibility of the elements inherent in a study. A keystone of a qualitative study is the description of the data collected, to which sound protocols must be adhered. If such protocols are not followed, this may be a potential threat to the validity of a study.

The study incorporated Maxwell’s (Maxwell, 1996) recommendations for removing this threat from this study: Audio recordings, verbatim transcriptions, and observation notations. This researcher personally conducted all interviews, which were audio recorded, and conducted the transcription of the south Texas sample. Translation protocols were followed to ensure the accuracy of the data, which included utilizing two separate professional translation services. The researcher, who is fluent in English and Spanish, listened to the Mexican sample tapes and read the transcriptions. The researcher listened to each tape a minimum of five times and read the transcriptions before coding the data, which this researcher conducted for both the within-case and cross-case analyses. Respondents were used to verify the accuracy of the transcriptions as part of the phenomenological validity process (Brontenbrenner, 1976). In addition to making use of audio recording and transcriptions, the researcher captured observations, reflections, and
commentaries through field notes and incorporated these into the coding phase of this research study.

Another underpinning of a qualitative study is valid and sound interpretation of study results and failure to establish measures to remove this threat to the validity of a study compromises its findings. The researcher designed interview questions linked to the theoretical constructs of the MLQ and in administered the MLQ and values inventories to all respondents. This step yielded data from two sources which were used to compare and contrast results and question discrepant data. Interview questions were open-ended and each respondent was asked the same open ended questions (see Appendix B), The data from the various resources allowed the researcher to develop rich descriptions. Respondents were asked to respond to key findings to check for the validity of the interpretations. At the conclusion of the within-case and cross-case analyses, both sample groups were asked to respond the major themes of this study, with the intent to further gain clarity and cogent understanding of the data.

Future Research Recommendations

This qualitative study, while limited in sample size, highlighted important avenues for future research. First, future research must expand data collection beyond business
owner perceptions to include interview and inventory data from employees and others who routinely interact with the business owner.

Second, while some studies exist that linked small business company performance measures to leadership practices, this area is limited, and more so as it relates to small business owners. Ardichvili (2001), studied leadership styles of small business owners and managers of larger companies, and found that small business owners demonstrated inspirational and charismatic behaviors more often than their counterparts. Data results from this research may yield the opportunity to uncover leadership performance styles linked to positive company performance indicators. Therefore, additional research is needed to determine the impact transformational leaders have on employee and company performance results. In turn, further research could be conducted to measure reliability and validity of performance indicators and leadership styles.

Third, this study employed validated inventories based on specific theories, and while this research yielded some similarities among the samples, further research needs to explore the nuances of the factor behaviors for each of the MLQ factors, and values within the milieu of each country's social context. Even though these behaviors at one level
appear to share commonalities between both country samples, are they portrayed differently in one country but not the other, or is there no difference?

Future research targeting small business owners along both sides of the border, and larger corporation managers designed to study each group’s propensity toward the MLQ factors may yield data to determine if these groups are homogenous or diverse. This information would be useful to organizational development and leadership program specialists by helping them assess the transportability of training initiatives across different target populations. Additional research in these areas would contribute significantly to the limited academic research currently accessible to scholars, professionals, and the business community.
References


www.lynn.edu/library/proquest


http://www.hispanic-market.com/b_population.html


APPENDICES

Appendix A: Business Owner Interview Questions (English and Spanish Version)
Appendix B: Business Owner Consent Form (English and Spanish Version)
Appendix C: Business Owner Demographic Data Form (English and Spanish Version)
Appendix D: Multifactor Leadership Questionnaire (English and Spanish Version)
Appendix E: Schwartz Values Inventory (English and Spanish Version)
APPENDIX A
INTERVIEW QUESTIONS

Warm up questions

- Tell me about your background: your career, previous jobs, education
- Whom do you consider a leader and why?
  What are their attributes?
  What makes this person a leader as compared to someone who is not? What are the differences?
- How do you define motivation? What do you think is a leader's role in employee motivation?

Interview Questions

- What are the most critical leadership roles you demonstrate in your company?
  Critical is defined as instrumental to successful employee and company outcomes) What specifically do you do within each role?

- Please give me an example of a time when:
  Your company recently experienced a major change in the way you and your employees conducted business. It was imperative that you implement these changes. What did you do?
  What criteria did you use to measure success?
- Which values do you think are important for leaders to possess and why?
  Which of these values do you think are important for your employees to emulate in your company and why?
  Please provide examples of how your values reflect the way you operate your business.
  Please give me examples of how you encourage your employees to emulate these values.
- Please tell me what your role is concerning employee tasks, related problems, and the solving of these types of problems. Give me examples of what you do. What role do you expect your employees to take regarding solving problems?
- What do you think is your role regarding employee needs and development? How do you accomplish this? Please give me some examples of how you do this.
- What do you consider your role is regarding establishing employee performance expectations? Please give me some specific situations of when you did this. What steps did you take? When do you consider making exceptions to these expectations?
  What is your leadership role in rewarding employee performance? What criteria do you use to make reward decision?
- What are challenges/problems your employees are likely to encounter as they work toward doing their jobs? In your leadership role what are your responsibilities concerning these challenges/problems? What do you do specifically? What percentage of the time 1-100, do you take these types of actions?
- What are the factors you consider when deciding how and at what point you will get involved? What are your reasons for these involvement decision points? Please tell me about some specific situations and specifically your rationale for your level of intervention. What percentage of the time 1-100, do you take these types of actions?

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• How do you define mistakes? How do you think leaders need to handle mistakes made by employees in their companies? Why/Why not? What would you consider less than desirable methods for handling employee mistakes? Are their times when you would ignore mistakes? Why or why not?

• What are the typical types of situations you and your company deal with on a day-to-day basis? How do these influence your leadership roles and the way you perform these roles? Please give me some examples of these typical types of situations.

• What are some atypical situations you and your company have encountered? How have these affected the way you perform your leadership roles? Please give me some examples these atypical types of situations and differences in how you performed your leadership roles, if applicable.

Contingent Issues

• What does it take to be a successful leader in this country? Why? (Cultural)

• What do you consider as important challenges you face in your leadership role? How do you see these challenges affecting your leadership roles and the way you lead your company.
APPENDIX A
INTERVIEW QUESTIONS - SPANISH

Preguntas De La Entrevista
Para Los Empresarios

Preguntas del calentamiento
Digame los antecedentes del su sobrio: la carrera del su, los previos del trabajo, el educacion,
• ¿A quien considera usted considera usted ser un líder? ¿Por qué?
  ¿Cuáles son sus cualidades?
   ¿Qué es lo que hace que esta persona sea líder en comparación a alguien que no lo sea?
  ¿Cuáles son las diferencias?
• ¿Cómo define usted "la motivación"? ¿Qué es lo que usted cree que sea el papel de un líder en la
  motivación de los empleados?
  Preguntas de la Entrevista
• ¿Cuáles son los papeles de liderazgo más críticos que usted demuestra en su empresa? (Critico se
  define como fundamental en los resultados exitosos de los empleados y de la empresa)
   ¿Qué hace usted específicamente dentro de cada papel?
• Por favor deme un ejemplo de una ocasión en la cual:
   Su empresa recientemente sufrío un cambio en la manera en que usted opera sus
   negocios. Fue imperativo que usted implementara estos cambios. ¿Qué hizo usted? ¿Qué criterios
   aplica usted para medir el éxito?
  Cuáles son los valores que siente usted que deben de tener los líderes? ¿Por qué? ¿Cuáles de estos
  valores siente usted que son importantes que sus empleados imiten? ¿Por qué? Por favor
  proporcione ejemplos de cómo sus valores reflejan la manera en que usted opera su negocio. Por
  favor deme ejemplos de como usted motiva a sus empleados a imitar estos valores.
• Por favor digame cual es su papel con relación a las tareas de los empleados, problemas
  relacionados a esto y la resolución de este tipo de problemas. Demme ejemplos de lo que usted
  hace. ¿Qué papeles espera usted que sus empleados tomen con relación a resolver los problemas?
• ¿Qué cree usted que sea su papel con relación a las necesidades y el desarrollo de los empleados?
  ¿Cómo logra usted esto? Por favor deme unos ejemplos de cómo hace usted esto.
• ¿Qué es lo que considera que sea su papel al establecer expectativas del desempeño de los
  empleados? Por favor deme unas situaciones específicas de cuando usted hizo esto. ¿Cuáles pasos
  tomo usted? ¿Cuándo considera usted hacer excepciones a estas expectativas? ¿Cuál es su papel
  de liderazgo con relación a premiar el desempeño de los empleados? ¿Cuáles criterios usa usted
  para tomar la decisión de primar?
• ¿Cuáles son los retos/problemas que sus empleados probablemente encuentren conforme trabajen
  en el cumplimiento de sus puestos? En su papel de liderazgo, ¿Cuáles son sus responsabilidades
  respecto a estos retos/problemas? ¿Qué hace usted específicamente? ¿Qué porcentaje del tiempo,
  del 1 al 1000, toma usted este tipo de acciones?
• ¿Cuáles son los factores que usted considera cuando esta decidiendo como y en que punto
  involucrarse? ¿Cuáles son las razones por estos puntos de decisión de involucrarse? Por favor
  digame sobre unas situaciones específicas y específicamente sus razones por su nivel de
  intervención. ¿Qué porcentaje del tiempo, del 1 al 100, toma usted este tipo de acciones?
• ¿Cómo define usted "errores"? ¿Cómo cree usted que los líderes necesitan enfrentar los errores
  hechos por los empleados de sus empresas? Por qué?/ ¿Por qué no?
• ¿Cuáles son las situaciones atípicas que han enfrentado usted y su expresa? ¿Cómo han afectado
  estas situaciones la manera en que usted desempeña sus papeles de liderazgo? Por favor deme
  unos ejemplos de estas situaciones atípicas y las diferencias en la manera en que usted
  desempeña sus papeles de liderazgo, si es aplicable.
Asunto contingentes
• ¿Que es lo que se requiere para ser un líder exitoso en este país? ¿Por qué? (Cultural)
  ¿Qué es lo que usted considera como los retos importantes que usted enfrenta en su papel de
  liderazgo? ¿Cómo se imagina que estos retos puedan afectar sus papeles de liderazgo y la
  manera en que usted lleva su empresa?
APPENDIX B

Consent Form-English Version

Consent Form for Dissertation Research at Lynn University, Boca Raton, Florida
College of Education, Ph.D. Educational Leadership with a Global Perspective Program
Ph.D. Candidate and Researcher: Committee Chair: Dr. William Leary
Rosie V. DeCosmo, College of Education
33601 North Military Trail
Boca Raton, Florida 33431-5598

This is a qualitative dissertation research study entitled:
An exploration of Bass and Avolio’s Transformational and Transactional leadership styles as demonstrated by Mexican and United States Anglo-American born business owners.

Description of the Study
The purpose of this study is to explore leadership leaderships that include You have been selected as a potential participant because of your current role as a business owner and your leadership experiences. If you agree to participate in this study, you will:

Phase One-
• Complete a demographic biographical sheet to confirm eligibility requirements.
• Participate in a personal interview with the researcher.

Phase Two-
• Participate in a follow up discussion to confirm interview transcript accuracy.
• Researcher observes company daily operations.

Time Commitment:
Your personal time commitment during phase one and two of the study will require approximately three hours.
Additionally, the interviewer will spend approximately half a day observing your company daily operations and recording these observations.

Research Methods:
The researcher will conduct personal interviews, observations, and examine company business records.
Tape-recorded in-depth interviews, observations, and transcripts will serve as the primary data collection tools.
The research study will be conducted in Mexico and the United States and materials, interviews, and transcriptions will be available in Spanish and English. Professional translators will be used to translate English materials and interview transcripts to Spanish. Back translations will be used to insure the integrity of original content.

Research Sample:
Five Mexican born small business owners.
Five United States Anglo-American born small business owners.
One alternate Mexican and one United States Anglo-American born business owner will be selected as an alternate in case of participant attrition.

Risks/Benefits to the Participant
The researcher does not anticipate personal risks during your participation in this study.
Information that may identify you, your employees, or your company will be coded and these methods are described in the confidentiality section of this consent form. If you have any
concerns about the risks or benefits of this study please contact Rosie V. DeCosmo at the numbers or email listed on page one.

The benefits of this study include the opportunity to explore leadership nuances of Mexican and U.S. Anglo-American business owners, which may lead to identifying specific behaviors and activities that contribute to employee performance. This data, though limited in sample size will allow other researchers to further investigate and compare the findings to existing leadership theories. Additionally, pragmatic implications of this study may include maximizing company training and development dollars; identifying effective leadership behaviors, and increasing employee and company effectiveness.

Business owners will receive a summary report at the conclusion of the study. They will also receive an invitation to attend a leadership summit workshop.

**Confidentiality**
The researcher will take steps to maintain confidentiality of your name and your company, unless disclosure is required by law (the researcher does not anticipate this to be an issue). You and your company will be assigned a study number, and this number, rather than your name, will be recorded on interview forms, transcriptions, study findings, or other study related data collected during the study. The researcher will code each country with an alpha code.

Rosie V. DeCosmo, the researcher, is the only person who will have a record of names and study numbers. Information that may identify participants and companies will be secured in a locked file and the researcher is the only person who will have access to this file. After the completion of the study, this information will be destroyed. Your name will not be used in study reports, publications, or conferences but will be reported in terms of group, company, and/or country findings. The researcher will take these steps to protect your anonymity and confidentiality.

**Costs**
The researcher does not anticipate any direct costs to you or your company for participating in this study, other than the time requirements outlined in description of the study section of this consent form.

**Participant Rights**
You have the right to decide you do not want to participate in this study or stop your participation at any time without penalty. If you choose to stop your participation during the study, all information about you and your company will be destroyed. Please be assured that you will not incur any penalties if you decide to withdraw before or anytime during the study.

Your participation in this research is voluntary and the researcher needs your consent before you can begin your participation in this study. If you have any questions regarding this consent form, what will be required of you and your company as part of this study, your rights, or questions/concerns during any phase of this study, please contact Rosie V. DeCosmo at the phone numbers or email address on page one of this form. You may call collect if you prefer to speak to Ms. DeCosmo.

I have read the preceding consent form, or it has been read to me, and I understand the form and I am volunteering to participate in this research study as outlined in the contents of this form. If I have any questions regarding this study, I am to contact Ms. Rosie V. DeCosmo. I have received a copy of this form.

Participant: Please print
name:_________________________ Date:______________________
Participant Signature:________________________________________
Witness
Signature:________________________________ Date:______________________

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APPENDIX B
CONSENT FORM-SPANISH VERSION

Forma de Consentimiento de los Empresarios
COMITÉ INSTITUCIONAL DE REVISIÓN DE LYNN UNIVERSITY
Forma de Consentimiento para la Investigación de Tesis en Lynn University, Boca Raton, Florida

Escuela de Educación, Ph.D. (siglas en inglés que significan Doctor en Filosofía) en Liderazgo Educativo con un Programa de Perspectiva Global

Candidato al Ph.D. e Investigador: Rosie V. DeCosmo, Colegio de Educación

Presbidente del Comité: Dr. William Leary, Colegio de Educación

Lynn University
33601 North Military Trail
Boca Raton, Florida 33431-5598

Este es un estudio de investigación de tesis cualitativa que se titula:
Una exploración de los estilos de liderazgo Transformacionales y Transaccionales de Bass y Avolio manifestados por los empresarios mexicanos nacidos en México y anglo-americanos nacidos en los Estados Unidos en las ciudades de Reynosa, México y McAllen, Tejas.

Descripción del Estudio
El propósito de este estudio es explorar las prácicas de los liderazgos. Usted ha sido seleccionado como participante potencial por su papel actual como empresario y sus experiencias en el liderazgo. Si usted está de acuerdo en participar en este estudio, usted:

Fase Uno:
- Llenará un formulario con información demográfica y biográfica para confirmar que cumple con los requisitos de elegibilidad.
- Participará en una entrevista personal con la investigadora.

Fase Dos:
- Participará en una plática de seguimiento para confirmar la precisión de la transcripción de la entrevista.
- La investigadora observa las operaciones cotidianas de la empresa.

El Compromiso de Tiempo:
Se requiere un compromiso de aproximadamente tres horas de su tiempo personal durante las fases uno y dos del estudio. Además, la entrevizadora pasará aproximadamente medio día observando las operaciones cotidianas de su empresa y registrando estas observaciones.

Los Métodos de la Investigación:
La investigadora llevará a cabo entrevistas personales, observaciones y examinará los archivos de negocio de su empresa.
- Entrevistas exhaustivas grabadas, observaciones y transcripciones servirán como herramientas primarias en la recolección de datos.
- El estudio de investigación se llevará a cabo en México y en los Estados Unidos y los materiales, las entrevistas y las transcripciones estarán disponibles en español e inglés. Se usarán traductores profesionales para traducir los materiales y las transcripciones de entrevistas del inglés al español. Se usarán traducciones inversas para asegurar la integridad del contenido original.

La Muestra de la Investigación:
Cinco empresarios nacidos en México, dueños de negocios pequeños.
Cinco empresarios, dueños de negocios pequeños, anglo-americanos, nacidos en los Estados Unidos.
Se seleccionará a un empresario alterno mexicano y un empresario alterno anglo-americano nacido en los Estados Unidos en caso de una reducción en el número de participantes.

Forma de Consentimiento de los Empresarios
Riesgos/Beneficios para los Participantes

La investigadora no prevé riesgos personales durante su participación en este estudio. La información que pueda identificarle a usted, a sus empleados o a su empresa será codificada y estos métodos están descritos en la sección sobre la confidencialidad de este formulario de consentimiento. Si usted tiene alguna preocupación sobre los riesgos o los beneficios de este estudio, por favor comuníquese con Rosie V. DeCosmo en los números de teléfono o en el correo electrónico anotado en la página uno.

Los beneficios de este estudio incluyen la oportunidad de explorar los matices en el liderazgo de empresarios mexicanos y anglo-americanos nacidos en los Estados Unidos, que puede llevarlo a identificar comportamientos y actividades específicas que contribuyan al desempeño de los empleados. Esta información, aunque sea limitado el tamaño de la muestra, les permitirá a otros investigadores seguir investigando y comparar los resultados con las teorías actuales sobre el liderazgo. Además, las implicaciones pragmáticas de este estudio pueden incluir la maximización de los fondos para la capacitación y el desarrollo en la empresa; la identificación de los comportamientos efectivos del liderazgo y el aumento de la efectividad de los empleados y de la empresa.

Los empresarios recibirán un reporte del resumen al concluirse el estudio. También recibirán una invitación a asistir un taller-cumbre sobre el liderazgo.

La Confidencialidad

La investigadora tomará medidas para mantener confidenciales su nombre y el nombre de su empresa, a menos que divulgarlo sea requerido por ley (la investigadora no prevé que esto sea un problema). A usted y a su empresa se les asignará un número de identificación en el estudio y este número, en vez de su nombre, será usado en los formularios de la entrevista, las transcripciones, los resultados del estudio o en otros datos relacionados con este estudio que se hayan recolectado durante el estudio. La investigadora asignará a cada país un código de letras.

Rosie V. DeCosmo, la investigadora, es la única persona que tendrá información sobre los nombres y los números para su identificación en el estudio. La información que puede identificar a los participantes y a las empresas se guardará en un archivero bajo llave y la investigadora será la única persona que tendrá acceso a este archivero. Después de terminar el estudio, la información será destruida. Su nombre no se usará en reportes del estudio, publicaciones ni conferencias, sino que se reportarán los resultados desde el punto de vista del grupo, la empresa y/o el país. La investigadora tomará estas medidas para cuidar que usted quede en el anonimato y para proteger la confidencialidad.

Los Costos

La investigadora no prevé ningún costo directo para usted ni para su empresa por participar en este estudio, aparte de los requisitos de tiempo nombrados en la sección sobre la descripción del estudio de este formulario de consentimiento.

Los Derechos del Participante

Usted tiene el derecho de decidir que no desea participar en este estudio o suspender su participación en cualquier momento sin sanciones. Si usted elige suspender su participación durante el estudio, toda la información sobre usted y su empresa será destruida. Por favor asegúrese de que usted no sea sancionado si decide retirarse antes de o en cualquier momento durante el estudio.

Su participación en este estudio es voluntaria y la investigadora necesita su consentimiento antes de que pueda empezar su participación en este estudio. Si usted tiene preguntas acerca de este formulario de consentimiento, de lo que se le requiere de usted y de su empresa como parte de este estudio, de sus derechos o preguntas/dudas durante cualquier fase de este estudio, por favor comuníquese con Rosie V. DeCosmo a los números de teléfono o en la dirección de correo electrónico en la página uno de este formulario. Usted puede llamar por cobrar si prefiere hablar con la Srita. DeCosmo.

Yo he leído el formulario de consentimiento que precede, o me lo han leído y entiendo el formulario y estoy ofreciéndome como voluntario para participar en este estudio de investigación de la manera descrita en el contenido de este formulario. Si yo tengo alguna pregunta acerca de este estudio, debo comunicarme con la Srita. Rosie V. DeCosmo. Yo he recibido una copia de este formulario.

Participante: Por favor escriba su nombre en letra de molde:

Firma del Participante: _______________________________ Fecha: ______
Firma del Testigo: _______________________________ Fecha: ______
APPENDIX C
Demographic Data for Owners-English Version

Your Name: ____________________________

Company Name: _______________________

Date: _________________________________

1. Your position in the company: 
   Owner____
   Co-owner____

2. Age: ________________

3. Number of years of experience in a full time job: ______

4. Number of years this company has been in business: ______

5. Highest Level of education: (circle the highest level that applies):
   Elementary
   Secondary
   High School
   Some College: First Year Second Year Third Year Fourth Year
   College Degree
   Masters Degree
   Doctoral Degree
   Professional Degree: Doctor, Engineer, etc...___________
   Technical/Vocational Degree
   Other: Specify: _________________________________

6. Country you received over 50 percent of your education: ___________

7. Country you have resided most of your life: ______ how many years: __

8. Your native and primary language: Spanish____ English____ Other____

9. Are you a native of Mexico? ____________

10. Family ancestry (circle or write in response): ie: Mexican, Spanish, German,____

11. Do you have policy decision-making authority and operational responsibilities? Examples:

12. Number of employees your company employs: _______________
APPENDIX C

DEMOGRAPHIC DATA FOR OWNERS—SPANISH VERSION

Los Datos demográficos para los Dueños

Su Nombre: ___________________________________________

El Nombre de la compañía: _____________________________

Fecha: _______________________________________________

1. Su posición en la compañía:
   Propietario_______
   Co-Propietario_____

2. Edad: ______________

3. El número de años de experiencia en un trabajo de tiempo lleno: _______

4. El número de años que esta compañía ha estado en el negocio: _______

5. El Nivel más alto de educación: (círculo el nivel más alto que aplica):
   Primaria
   Secundaria
   Preparatoria

   Título de colegio
   Título universitario y maestría
   Título de doctorado
   Título Técnico/Vocacional
   Otro: Especifique: ________________________________

6. País que usted recibió encima de 50 por ciento de su educación: _______

7. El país usted ha residido la mayoría de su vida; _______ Cuantos años: ______

8. Su idioma nativo y primario: Español____ Inglés____ Otro____

9. ¿Usted es un nativo de México? ________________

10. El ancestral familiar (círculo o escribe en la contestación): el ie: Mexicano, español, alemán, otro: ______

11. ¿Usted tiene política que decisión hace autoridad y las responsabilidades operacionales? Los ejemplos: ________________________________

12. El número de empleados de la compañía: ________________
MLQ  Multifactor Leadership Questionnaire
Leader Form (Sx-Short)

My Name: __________________________ Date: ________________
Organization ID #: __________________ Leader ID #: __________________

This questionnaire is to describe your leadership style as you perceive it. Please answer all items on this answer sheet. If an item is irrelevant, or if you are unsure or do not know the answer, leave the answer blank.

Forty-five descriptive statements are listed on the following pages. Judge how frequently each statement fits you. The word “others” may mean your peers, clients, direct reports, supervisors, and/or all of these individuals.

Use the following rating scale:

<table>
<thead>
<tr>
<th>Not at all</th>
<th>Once in a while</th>
<th>Sometimes</th>
<th>Fairly often</th>
<th>Frequently, if not always</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

1. I provide others with assistance in exchange for their efforts
2. I re-examine critical assumptions to question whether they are appropriate
3. I fail to interfere until problems become serious
4. I focus attention on irregularities, mistakes, exceptions, and deviations from standards
5. I avoid getting involved when important issues arise
6. I talk about my most important values and beliefs
7. I am absent when needed
8. I seek differing perspectives when solving problems
9. I talk optimistically about the future
10. I instill pride in others for being associated with me
11. I discuss in specific terms who is responsible for achieving performance targets
12. I wait for things to go wrong before taking action
13. I talk enthusiastically about what needs to be accomplished
14. I specify the importance of having a strong sense of purpose
15. I spend time teaching and coaching

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<table>
<thead>
<tr>
<th></th>
<th>Not at all</th>
<th>Once in a while</th>
<th>Sometimes</th>
<th>Fairly often</th>
<th>Frequently, if not always</th>
</tr>
</thead>
<tbody>
<tr>
<td>16. I make clear what one can expect to receive when performance goals are achieved</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>17. I show that I am a firm believer in &quot;If it ain't broke, don't fix it.&quot;</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>18. I go beyond self-interest for the good of the group</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>19. I treat others as individuals rather than just as a member of a group</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>20. I demonstrate that problems must become chronic before I take action</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>21. I act in ways that build others' respect for me</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>22. I concentrate my full attention on dealing with mistakes, complaints, and failures</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>23. I consider the moral and ethical consequences of decisions</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>24. I keep track of all mistakes</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>25. I display a sense of power and confidence</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>26. I articulate a compelling vision of the future</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>27. I direct my attention toward failures to meet standards</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>28. I avoid making decisions</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>29. I consider an individual as having different needs, abilities, and aspirations from others</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>30. I get others to look at problems from many different angles</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>31. I help others to develop their strengths</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>32. I suggest new ways of looking at how to complete assignments</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>33. I delay responding to urgent questions</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>34. I emphasize the importance of having a collective sense of mission</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>35. I express satisfaction when others meet expectations</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>36. I express confidence that goals will be achieved</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>37. I am effective in meeting others' job-related needs</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>38. I use methods of leadership that are satisfying</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>39. I get others to do more than they expected to do</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>40. I am effective in representing others to higher authority</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>41. I work with others in a satisfactory way</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>42. I heighten others' desire to succeed</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>43. I am effective in meeting organizational requirements</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>44. I increase others' willingness to try harder</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>45. I lead a group that is effective</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
CUESTIONARIO DE LIDERAZGO DE FACTORES MULTIPLES
Por Bernard M. Bass y Bruce J. Avolio

LIDER
Numero Nombre Form

INSTRUCCIONES PARA EL LIDER: La presente encuesta les ayudara a usted y a sus evaluadores a describir su estilo de liderazgo. Para completar la encuesta haga lo siguiente:

1. Primero, reparta las Hojas del Evaluador. Asegurese de que su nombre figura en ambas caras de esta hoja asi como en ambas caras de todas las Hojas del Evaluador.
2. A continuacion rellene esta Hoja de lider y entreguela a ____________________________
   • ANTES DE LA FECHA___________________________
3. Por favor, responda todas las preguntas que aparecen en ambas paginas.
   • Empeza con la pregunta numero 1, juzgue con que frecuencia encaja cada afirmacion.
   • Indique sus respuestas marcando con un circulo los numeros correspondientes. Si usa lapis podra borrar una respuesta equivocada y marcar otra.
   • En el caso que una afirmacion no proceda, o no este usted seguro o no sepa la respuesta, dejala en blanco.
   • Utilice la escala de valores que se muestra a continuacion:

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definitivamente No</td>
<td>De vez en cuando</td>
<td>Algunas veces</td>
<td>Menudo</td>
<td>Frecuentemente o casi siempre</td>
</tr>
</tbody>
</table>

1. Proporciono ayuda a los demas a cambio de sus esfuerzos. 0 1 2 3 4
2. Reexmino asunciones criticas para plantarme si son las adecuadas. 0 1 2 3 4
3. No intervengo a no ser que los problemas revistan gravedad. 0 1 2 3 4
4. Presto atencion a las irregularidades, los errores, las excepciones y las desviaciones de la norma. 0 1 2 3 4
5. Evito involucrarme cuando surgen cuestiones de importancia. 0 1 2 3 4
6. Hablo sobre mis creencias y mis valores mas importantes. 0 1 2 3 4
7. Me ausento cuando se le necesita. 0 1 2 3 4
8. Al resolver problemas busco perspectivas contrapuestas. 0 1 2 3 4
9. Soy optimista cuando hablo del futuro. 0 1 2 3 4
10. Infundo orgullo en los demas por relacionarse con connigo. 0 1 2 3 4

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<table>
<thead>
<tr>
<th>Clasificación</th>
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<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definitivamente No</td>
<td>De vez en cuando</td>
<td>Algunas veces</td>
<td>A menudo</td>
<td>Frecuentemente o casi siempre</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Discuto detenidamente quien es el responsable de alcanzar los objetivos de rendimiento.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>12.</td>
<td>Espero a que las cosas vayan mal antes de tomar medidas.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>13.</td>
<td>Hablo con entusiasmo de las cosas que deben llevarse a cabo.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>14.</td>
<td>Hace hincapié en la importancia de tener una solida vision de propuesto.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>15.</td>
<td>Dedico tiempo a enseñar y a instruir.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>16.</td>
<td>Dejo muy claro lo que uno puede esperar recibir cuando se alcanzan los objetivos de rendimiento.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>17.</td>
<td>Demuestro creer profundamente en “si no esta roto, no lo arregles.”</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>18.</td>
<td>Por el bien del grupo, sobrepaso el interes propio.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>19.</td>
<td>Trato a los demás como individuos mas que como miembros del grupo.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>20.</td>
<td>Demuestro que los problemas deben llegar a cronicos para tomar medidas.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>21.</td>
<td>Mi modo de actuar hace que los demás sientan respecto hacia mi.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>22.</td>
<td>Centro toda su atencion en resolver los errors, las quejas y los fallos que se producen</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>23.</td>
<td>Considero las consecuencias morales y eticas de las decisiones.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>24.</td>
<td>Sigo con atencion todos los errores.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>25.</td>
<td>Hago ostentacion de un sentido de poder y de confianza.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>26.</td>
<td>Transmito una vision convincente del futuro.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>27.</td>
<td>Dirigo mi atencion hacia los casos que no cumplen las normas.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>28.</td>
<td>Evito tomar decisiones.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>29.</td>
<td>Considero que cada individuo tiene necesidades, aptitudes y aspiraciones distintas a los demás.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>30.</td>
<td>Hago que los demás enfoquen los problemas desde muchos angulos distintos.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>31.</td>
<td>Ayudo a los demás a desarrollar sus puntos fuertes.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>32.</td>
<td>Sugiero nuevas formas de considerar la realizacion de las tareas.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>33.</td>
<td>Me retraso en dar respuesta a cuestiones urgentes.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>34.</td>
<td>Recalco la importancia de tener un sentido colectivo de mision.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>35.</td>
<td>Expreso satisfaccion cuando se cumplen las expectativas de los demás.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>36.</td>
<td>Manifesto mi confianza de que se alcanzaran los objetivos.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>37.</td>
<td>Soy eficaz en satisfacer las necesidades de indole laboral de los demás.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>38.</td>
<td>Utilizo metodos de liderazgo agradables.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>39.</td>
<td>Hago que a los demás mas de lo que esperaban hacer.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>40.</td>
<td>Soy eficaz en respresentar a mi grupo ante la autoridad superior.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>41.</td>
<td>Trabajo satisfactoriamente con los demás.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>42.</td>
<td>Realzo en los demás el deseo de triunfar.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>43.</td>
<td>Soy eficaz en satisfacer los requisitos de la empresa.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>44.</td>
<td>Aumento la voluntad de los demás para poner el maximo empeno.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>45.</td>
<td>Lidero un grupo que es eficaz.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
APPENDIX E

SCHWARTZ VALUES INVENTORY-ENGLISH

Schwartz
VALUES QUESTIONNAIRE
INSTRUCTIONS

In this questionnaire you are to ask yourself: "What values are important to ME as guiding principles in MY life, and what values are less important to me?" There are two lists of values on the following pages. These values come from different cultures. In the parentheses following each value is an explanation that may help you to understand its meaning.

Your task is to rate how important each value is for you as a guiding principle in your life. Use the rating scale below:

0--means the value is not at all important, it is not relevant as a guiding principle for you.
3--means the value is important.
6--means the value is very important.

The higher the number (0,1,2,3,4,5,6), the more important the value is as a guiding principle in YOUR life.

-1 is for rating any values opposed to the principles that guide you.
7 is for rating a value of supreme importance as a guiding principle in your life; ordinarily there are no more than two such values.

In the space before each value, write the number (-1,0,1,2,3,4,5,6,7) that indicates the importance of that value for you, personally. Try to distinguish as much as possible between the values by using all the numbers. You will, of course, need to use numbers more than once.

AS A GUIDING PRINCIPLE IN MY LIFE, this value is:

<p>| opposed of |</p>
<table>
<thead>
<tr>
<th>values</th>
<th>not</th>
<th>important</th>
<th>very</th>
<th>supreme</th>
</tr>
</thead>
<tbody>
<tr>
<td>-1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

Before you begin, read the values in the following list, choose the one that is most important to you and rate its importance. Next, choose the value that is most opposed to your values and rate it -1. If there is no such value, choose the value least important to you and rate it 0 or 1, according to its importance. Then rate the rest of the values in the list.

VALUES LIST 1

1/_______EQUALITY (equal opportunity for all)
2/_______INNER HARMONY (at peace with myself)
3/_______SOCIAL POWER (control over others, dominance)
4/_______PLEASURE (gratification of desires)

AS A GUIDING PRINCIPLE IN MY LIFE, this value is:

<p>| opposed of |</p>
<table>
<thead>
<tr>
<th>values</th>
<th>not</th>
<th>important</th>
<th>very</th>
<th>supreme</th>
</tr>
</thead>
<tbody>
<tr>
<td>-1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
FREEDOM (freedom of action and thought)

SPIRITUAL LIFE (emphasis on spiritual and not material matters)

SENSE OF BELONGING (feeling that others care about me)

SOCIAL ORDER (stability of society)

AN EXCITING LIFE (stimulating experiences)

MEANING IN LIFE (a purpose in life)

POLITENESS (courtesy, good manners)

WEALTH (material possessions, money)

NATIONAL SECURITY (protection of my nation from enemies)

SELF RESPECT (belief in one's own worth)

REciprocATION OF FAVORS (avoidance of indebtedness)

CREATIVITY (uniqueness, imagination)

A WORLD AT PEACE (free of war and conflict)

RESPECT FOR TRADITION (preservation of time-honored customs)

MATURE LOVE (deep emotional and spiritual intimacy)

SELF-DISCIPLINE (self-restraint, resistance to temptation)

PRIVACY (the right to have a private sphere)

FAMILY SECuRITY (safety for loved ones)

SOCIAL RECOGNITION (respect, approval by others)

UNITY WITH NATURE (fitting into nature)

A VARIED LIFE (filled with challenge, novelty and change)

AS A GUIDING PRINCIPLE IN MY LIFE, this value is:

Wisdom (a mature understanding of life)

AUTHORITY (the right to lead or command)

TRUE FRIENDSHIP (close, supportive friends)

A WORLD OF BEAUTY (beauty of nature and the arts)

SOCIAL JUSTICE (correcting injustice, care for the weak)

Now read the values in List 2. Choose the one that is most important to you and rate its
importance. Next, choose the value that is most opposed to your values and rate it -1. If there is no such value, choose the value least important to you and rate it 0 or 1, according to its importance. Then rate the rest of the values in the list.

VALUES LIST 2

AS A GUIDING PRINCIPLE IN MY LIFE, this value is:

<table>
<thead>
<tr>
<th>opposed to my values</th>
<th>not important</th>
<th>important</th>
<th>very important</th>
<th>supreme</th>
</tr>
</thead>
<tbody>
<tr>
<td>-1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

31/______INDEPENDENT (self-reliant, self-sufficient)
32/______MODERATE (avoiding extremes of feeling & action)
33/______LOYAL (faithful to my friends, group)
34/______AMBITIOUS (hard-working, aspiring)
35/______BROADMINDED (tolerant of different ideas and beliefs)
36/______HUMBLE (modest, self-effacing)
37/______DARING (seeking adventure, risk)
38/______PROTECTING THE ENVIRONMENT (preserving nature)

AS A GUIDING PRINCIPLE IN MY LIFE, this value is:

<table>
<thead>
<tr>
<th>opposed to my values</th>
<th>not important</th>
<th>important</th>
<th>very important</th>
<th>supreme</th>
</tr>
</thead>
<tbody>
<tr>
<td>-1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

39/______INFLUENTIAL (having an impact on people and events)
40/______HONORING OF PARENTS AND ELDERS (showing respect)
41/______CHOOSING OWN GOALS (selecting own purposes)
42/______HEALTHY (not being sick physically or mentally)
43/______CAPABLE (competent, effective, efficient)
44/______ACCEPTING MY PORTION IN LIFE (submitting to life's circumstances)
45/______HONEST (genuine, sincere)
46/______PRESERVE MY PUBLIC IMAGE (protecting my “face”)
47/______OBEYEDIENT (dutiful, meeting obligations)
48/______INTELLIGENT (logical, thinking)
49/______HELPFUL (working for the welfare of others)
50/______ENJOYING LIFE (enjoying food, sex, leisure, etc.)
51/______DEVOUT (holding to religious faith & belief)
52/______RESPONSIBLE (dependable, reliable)
53/______CURIOS (interested in everything, exploring)
54/______FORGIVING (willing to pardon others)
55/______SUCCESSFUL (achieving goals)
56/______CLEAN (neat, tidy)

Acknowledgement:
The inventory is from Advances in Experiental Social Psychology, Edited by Mark P. Zanna, Academic Press Inc., San Diego, CA, 1992. Requested permission to use this free inventory developed as part of the research supported by Grant No. 88-00085 from the United States-Israel Binational Science Foundation, Jerusalem, Israel.
Instrucciones: En este cuestionario tendrás que preguntarte: "Qué valores son más importantes para MI, como principios que guían MI vida, y qué valores son los menos importantes para MI? En las páginas siguientes encontrarás dos listas de valores. Estos valores proceden de diferentes culturas. En el paréntesis junto a cada uno de los valores se encuentra una breve explicación que puede ayudarte a entender su significado de una forma más completa.

Tu tarea consiste en evaluar la importancia que cada valor tiene para ti como principio que guía tu vida. Por favor, utiliza la siguiente escala para contestar:

0 significa que el valor no es nada importante para ti.
3 significa que el valor es importante para ti.
6 significa que el valor es muy importante para ti.

Cuanto mayor es el número (0,1,2,3,4,5,6,7) más importante es el valor como principio que guía TU vida.

-1 es para evaluar cualquier valor opuesto o contrario a los principios que guían TU vida.

Por lo general, no hay más de dos valores de este tipo.

En el espacio junto a cada valor, escribe el número (-1,0,1,2,3,4,5,6,7) que indique la importancia que es valor tiene para ti personalmente. Trata de distinguir tanto como sea posible entre los valores usando todos los números. Por supuesto, necesitaras usar los mismos números mas de una vez.

**COMO PRINCIPIO-GUIA FUNDAMENTAL EN MI VIDA**

Este valor es:

Opuesto a

0 no importante
1 importante
2 muy importante
3 de suprema importancia

**LISTA I DE VALORES**

1 IGUALDAD (igualdad de oportunidades para todos)
2 ARMONIA INTERNA (en paz conmigo mismo)
3 PODER SOCIAL (control sobre otros, domino)
4 PLACER (gratificación de deseos)
5 LIBERTAD (libertad de acción y pensamiento)
6 UNA VIDA ESPIRITUAL (énfasis en aspectos espirituales y no materiales)
Ahora evalúa la importancia de cada uno de los valores siguientes como principios que guían TU vida. Estos valores están formulados como formas de conducta que pueden ser más o menos importantes para ti. De Nuevo trata de distinguir en todo lo posible entre los valores utilizando todos los números.

Antes de empezar, lee todos los valores del 31 al 57, elige el que sea más importante para ti y asigna el número que refleje su importancia. A continuación, elige el valor que sea más opuesto o contrario a tus valores, y asignale el -1 (menos uno). Si no existe tal valor, elige el menos importante y asignale el 0, según la importancia que le des. Luego evalúa el resto de los valores.

**COMO PRINCIPIO-GUIA FUNDAMENTAL EN MI VIDA** este valor es:

Opuesto a no importante muy importante de suprema

<table>
<thead>
<tr>
<th>Mis valores</th>
<th>importante</th>
</tr>
</thead>
<tbody>
<tr>
<td>Importancia</td>
<td></td>
</tr>
</tbody>
</table>

-1 0 1 2 3 4 5 6 7

31. INDEPENDIENTE (confiado en mí mismo, autosuficiente)
32. MODERADO (evito los extremos en sentimientos y acciones)
33. LEAL (fidel a mis amigos, a mi grupo)
34. AMBITIOSO (trabajador infatigable, que tiene aspiraciones)
35. TOLERANTE (abierto a ideas y creencias diferentes)
36. HUMILDE (modesto, pasa desapercibido)
37. ATREVIDO (busca aventuras y riesgos)
38. PROTECCION DEL MEDIO AMBIENTE (conserva la naturaleza)
39. INFLUYENTE (que tiene impacto sobre las personas y acontecimientos)
40. HONRA A LOS PADRES Y MAYORES (que les muestra respeto)
41. ELIJO MIS PROPIAS METAS (selecciono mis propios objetivos)
42. SANO (no esta enfermo ni física ni mentalmente)
43. CAPAZ (competente eficaz, eficiente)
44. ACEPTO LO QUE ME TOCA EN LA VIDA (me someto a las circunstancias de la vida)
45. HONESTO (genuino, sincero)
46. CUIDO MI IMAGEN PUBLICA (protejo mi imagen)
47. OBEDIENTE (cumple con mis deberes y obligaciones)
48. INTELIGENTE (lógico, que piensa)
49. AYUDA (que trabaja por el bienestar de los demás)
50. DISFRUTAR DE LA VIDA (disfrutar la comida, el ocio, etc.)
51. DEVOTO (que mantiene creencias y fe religiosas)
52. RESPONSIBLE (digno de confianza, fiel)
53. CURioso (interesado por todo, indagador)
54. NO RENCOROSO (dispuesto a perdonar a los demás)
55. TRIUNFADOR (logra sus metas)
56. LIMPIO (aseado, ordenado)