

Examining the Leadership Styles of Superintendents in the Developmental Disability
System in the State of Ohio

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System in the State of Ohio

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Abstract

The county boards of developmental disabilities in the state of Ohio have experienced significant change in vision, mission, programs, services, and funding over the last several years. In times of vast change, the ability to successfully lead an organization becomes challenging. In an effort to identify the leadership behaviors and styles of superintendents of county boards in the changing environment, the Multifactor Leadership Questionnaire Form 5X ([MLQ Form 5X], Bass, 2007) was administered and analysis was conducted. In order to understand the leadership behaviors, a review of leadership theories including, but not limited to, evolutionary, transforming, transformational, transactional and laissez-faire leadership is discussed. Finally, research discussing gender and leadership, as well as applicability of leadership theory to educational superintendents, is reviewed. Responses of participants reflect the most common self-identified leadership style as transformational, followed by transactional. Implications of this study support the transformational leadership style in related research with educational and social service leaders.

Keywords: transforming, transformational, leadership, developmental disabilities

TABLE OF CONTENTS

CHAPTER

I.

Overview..... 1

Problem Statement6

Purpose of the Study7

Research Questions.....7

Significance of the Study8

Limitations9

Definition of Key Terms.....9

Summary.....11

II.

Introduction of Literature Review12

County Board of Developmental Disabilities History in Ohio13

Historical Perspective14

Education18

Legislation.....20

Employment.....23

Community Inclusion and Integration27

Association Leadership.....32

County Board Superintendent Trends.....32

Leadership Theory33

RUNNING HEAD: Leadership styles developmental disabilities

Transforming Leadership: James MacGregor Burns	38
Transformational Leadership: Bernard Bass	41
Application of Bass' Transformational Leadership	45
Full Range Leadership Theory.....	48
Servant Leadership.....	51
Integrative Theories of Leadership	54
Social Justice Leadership.....	56
Negative Leadership Styles.....	58
Educational Superintendents Leadership Theories and Styles	60
Leadership and Gender	65
Summary	69

III.

Introduction.....	71
Research Questions.....	71
Participants.....	72
Instrumentation	72
Procedures.....	73

IV.

Introduction.....	75
Descriptives.....	76
Research Questions.....	79

Summary	85
V.	
Results.....	86
Summary of Findings.....	86
Interpretation of Findings	88
Context of Findings.....	89
Implication of Findings.....	92
Limitations	94
Future Direction	95
Conclusion	97
REFERENCES	98
APPENDIX.....	115

Chapter 1

Overview

A multitude of leadership concepts have been researched over the years. Significant leadership theories emerged with the work of Burns (1978) and the styles of transforming and transactional leadership. Transforming leadership, according to Burns, “occurs when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality” (p. 382). A leader’s relationship with his or her followers is paramount, raising both to higher levels of leadership. Transactional leadership is built on a relationship built on exchange, where both the leader and the follower are focused on their own self-interests (Bass, 1999). Leadership theory continued to evolve with the work of Bass (1997) and his introduction of transformational leadership. Transformational leadership is described as a relationship-oriented style of leadership, characterized by a leader who exhibits charisma, inspirational behavior, consideration and intellectual stimulation to followers (Bass, Avolio, & Atwater, 1996). Often, transforming leadership and transformational leadership are used interchangeably in the research of leadership theory and practice. Many other leadership concepts have been introduced, and it is imperative that students, instructors and leaders understand leadership theory in both an academic perspective and in practical application. Understanding of the early leadership theory assists in examining styles and behaviors of leaders, resulting in potential change in leadership behavior and style. Awareness of leadership behavior and style has the potential to affect necessary organizational change.

RUNNING HEAD: Leadership styles developmental disabilities

The purpose of this research is to explore the leadership styles of superintendents in the field of developmental disabilities in the state of Ohio. In order to conduct this research, a comprehensive review of the history and services for people with developmental disabilities is conducted. Additionally, a literature review of leadership theory including the work of Bass (1997) and Burns (1978) is explored, as well as an examination of the applicability of leadership theory in the educational setting and the impact of gender and leadership style.

Background

County boards of developmental disabilities have experienced great change over the last several years due to federal and state mandates resulting in service delivery changes for people with developmental disabilities. The progressive, inclusionary path that people with disabilities, advocates, and their communities demand has resulted in the need for visionary leadership. Superintendents in the state of Ohio are charged with the leadership, oversight, and development of programs and services for people with disabilities in the counties in which they reside. As the field of disabilities change, the leadership styles and behaviors of superintendents need to adapt. In order to obtain a better understanding of leadership styles of superintendents, a review of leadership theory, styles, and behavior is needed.

A multitude of paths are considered when researching leadership theory. For example, an evolutionary perspective of leadership and followership explored by Van Vugt (2006) reviewed evolutionary theory and the adaptations that take place within a group. Evolutionary scientists assert that there was a coevolution in the human species, beginning with the need for hunters and gatherers, which developed into the leader and

RUNNING HEAD: Leadership styles developmental disabilities

follower societies, where those who were hunters were leaders and assumed decision-making roles in their groups (Boyd & Richerson, 2005). The evolutionary theorist perspective is an important beginning in discussing leadership theory.

Other research focused on the traits and behaviors of leaders, such as Stodgill's (1948) early work that explored traits of leaders who are associated with successful leadership. Trying to determine the traits that accompanied leadership, Stodgill (1948) asserted that some characteristics were consistent with leaders. However, there was no common and persistent quality that defined a successful leader, as diverse situations and environmental differences varied that reduced the predictability of a consistent and universal trait of a successful leader. Stodgill's (1948) work was the precursor for research at The Ohio State University that focused on leader behavior. The Leader Behavior Description Questionnaire (LBDQ) was developed by Hemphill (1950) at The Ohio State University and ascertained leadership behaviors that promoted positive working environments.

The contingency theory of leadership introduced by Fielder (1964) and further explored by Fielder and Csoka (1972) focused on the interaction of leadership characteristics and situations in the work environment. Fielder (1964) developed a scale known as the Least Preferred Coworker (LPC) to describe a leader's opinions when describing coworkers who did not perform well, and how that leader depicted that coworker's work as either negative to the task, or negative in terms of a personal relationship. This theory reflects on the relationship-oriented leader in comparison to the task-oriented leader. Inherent in the contingency theory model of leadership, is the

RUNNING HEAD: Leadership styles developmental disabilities

tendency to believe that a leader could not possess, both, relational and task-oriented characteristics (Chemers, 2000; Rice & Kastenbaum, 1983).

The autocratic style of leadership has been discussed in relationship to leadership theory. Specifically, the work of Schoel, Bluemke, Mueller, and Stahlberg (2011) reviewed the impact of leadership preferences by followers and the variable of uncertainty and self-esteem. This research demonstrated that there are times when the autocratic style of leadership is preferred with followers who display low self-esteem. Additionally, there may be occasions when autocratic leadership is desired by followers, often in times of doubt and reservation. Rast, Hogg, and Giessner (2013) asserted in their discussion of 9/11, in New York City, the leadership of former New York City Mayor Rudi Giuliani: “In times of uncertainty, people often look to leaders, particularly strong and directive leaders, to provide a clear and unambiguous agenda and path to follow” (p. 635). While proponents of the Full Range Leadership Model and transformational leadership do not view the autocratic style as desired by followers, there have been situations where leaders displayed autocratic leadership successfully. For instance, the realm of social services and public agency may have commonalities with the early autocratic leadership style. In the field of developmental disabilities, when services were first initiated, the people served may have benefited from direct and assertive leadership in the quest to build a strong service delivery system where none existed.

Early work by Burns (1978) discussed transforming leadership, described as when leaders “Engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality” (p. 382). This early conceptual basis of transforming leadership by Burns (1978) was the foundation of Bass’ (1997, 1999) later

RUNNING HEAD: Leadership styles developmental disabilities

work, expanding the leadership theory to a continuum of transactional to transformational leadership. This conceptualization initially noted seven leadership characteristics, “Charisma, inspirational, intellectual stimulation, individualized consideration, contingent reward, management by exception and laissez-faire leadership” (Avolio & Bass, 1999, p. 441). Later, the characteristics of charisma and inspiration were determined to be too similar and condensed to the characteristic of charisma. The Multifactor Leadership Questionnaire Form 5X was built upon these characteristics for use in determining leadership style and effectiveness. Much research (Bass et al., 1996; Bass, 1999; Antonakis & House, 2002) has been conducted using the MLQ Form 5X and continuing the application and conceptualization of transactional to transformational leadership.

Modern leadership theory continues to explore transformational leadership and has grown to include concepts such as social justice leadership. In studying leadership, it is important to understand the history of leadership theory, the continuum of transactional to transformational leadership, and the differences between transforming and transformational leadership. Additionally, while it is imperative to understand leadership theory that has been viewed as successful, it is just as important to study the leadership styles that are ineffective, harmful, and culturally negative. Understanding leadership theory, the continuum of leadership styles and behaviors, and negative leadership behaviors assists in the application of theory to practice. Once a leader is able to identify his or her style, there exists the potential to modify leadership styles and behaviors, positively impacting an organization. Therefore, in addition to the examination of the understanding of transforming and transformational leadership and the understanding of

RUNNING HEAD: Leadership styles developmental disabilities

professionals who study and apply leadership, the behaviors, characteristics, and leadership styles that generate negative working environments will also be examined, applying the newly introduced concept of subtractive leadership (Larwin, Thomas, & Larwin, 2015) in relation to characteristics of Bass' (1985) leadership factors of laissez-faire and management by exception.

Statement of the Problem

Leadership styles have strong correlation to the success of an organization. While many studies exist, the review of the leadership styles of executives, specifically in the educational system, reveals a lack of research on leadership styles of executives in the developmental disabilities field. Specifically, in the state of Ohio, the county board superintendents are the executives of the social service agency that exists to serve people with developmental disabilities (10 Ohio Rev. Code, 2005). Due to the immense changes in the service delivery system in the county boards and the vulnerability of the population served, it is imperative to explore the leadership styles of the leaders of the organizations. This research informs the boards of directors, appointing authorities, and public regarding leadership styles and effectiveness. The results of the study will inform the field of the interpretation and level of understanding of these specific leadership theories so that clarity is provided, and the leadership selection process is reviewed and revised. Additionally, professional educational opportunities for superintendents on leadership theory and practice may be developed in order to improve the abilities of superintendents in the developmental disabilities field.

Purpose of the Study

The purpose of the quantitative study is to utilize a survey research process to explore leadership styles present in the developmental disabilities' arena in the state of Ohio based on the self-reported responses of superintendents appointed to the county boards of developmental disabilities. This research will add to the dearth of existing research in the realm of leadership present in other fields. Additionally, the analysis of information generates a greater understanding of how the leaders of the developmental disabilities agencies and their leadership styles align with the mission, vision, and values of the organizations they lead and the vital services the agency oversees and provides to people with developmental disabilities and their families.

Research Questions

Review of research indicates a lack of information on the leadership styles of executives in the developmental disabilities field. Ample research exists regarding leadership theory and styles, and their application in various fields. This research seeks to understand the leadership styles of the superintendents of the county boards of developmental disabilities in the state of Ohio. Using the Full Range Leadership Model and the MLQ Form 5X, the research questions to be answered regarding leadership styles include the following:

1. What are the leadership styles of superintendents in the county boards of developmental disabilities in the state of Ohio?
2. What is the relationship between leadership style of superintendents in the county boards of developmental disabilities and self-reported outcomes of leadership?

3. What is the relationship of gender and leadership style of superintendents in the county boards of developmental disabilities in the state of Ohio?
4. What is the relationship of leadership style and longevity in the position of superintendent for superintendents in the county boards of developmental disabilities?
5. What is the relationship of leadership style and longevity in the field of developmental disabilities for superintendents in the county boards of developmental disabilities?
6. What is the relationship between leadership style, longevity in the role of superintendent, longevity in the field of developmental disabilities, gender, and self-reported outcomes of leadership for superintendents in the county boards of developmental disabilities?

Significance of the Study

Results of this study may inform the field of developmental disabilities of leadership practice and styles and inform governing boards of successful leadership practices. Additionally, the study will also examine any relationship with the characteristics of transformational, transactional, and laissez-faire leadership styles with self-reported outcomes of superintendents in the county boards of developmental disabilities. Additional information to inform the field are relationships between superintendent longevity, gender with leadership style, and self-reported outcomes.

Limitations of the Study

A possible limitation to this study is the format of the survey, which is self-reporting in nature. Additionally, although the survey tool utilized has been widely researched, it has not been applied to this particular segment of the leadership field.

Definition of Terms

Autocratic Leadership: A dominant, direct leadership style that is characterized by controlling behavior by the leader with little group member discussion or voice (DeCremer, 2007).

Evolutionary Leadership: A concept describing early leadership of leaders and followers, where leaders emerge based on physical traits, dominance, and social needs of the group (Koykka & Wild, 2015).

Laissez-faire Leadership: A term describing a leadership style characterized by delegation and non-authoritarian behavior, generally described as giving less guidance to subordinates (Skogstad, Hetland, Glaso, & Einarson, 2014).

Leader Behavior Description Questionnaire (LBDQ): A tool developed to ascertain productive leadership behaviors (Allen, 2017).

Leadership: Action(s) by a leader to inspire and motivate a group of people (Hamstra, Van Yperen, Wise, & Sassenberg, 2014)

Management by Exception: A leadership style and descriptor reflecting behaviors that address outcomes and issues that are different than the expectation (Stewart, 2006).

RUNNING HEAD: Leadership styles developmental disabilities

Multi-Factorial Leadership Questionnaire (MLQ Form 5X): A tool developed to determine leadership characteristics and effectiveness (Kanste, Miettunen, & Kyngas, 2006).

Servant Leadership: A leadership style embracing the leader as a servant to others, serving others first, characterized as supporting and developing others in the organization (Rubio-Sanchez, Bosco, & Melchar, 2013).

Subtractive Leadership: A leadership style characterized by self-interest and self-promotion resulting in negative organizational climate and poor decision-making (Larwin et al., 2015).

Transactional Leadership: A leadership style often seen in managers characterized by a system of reward and punishment, focused on the supervision aspects of management, produces productivity (Bass & Riggio, 2006).

Transformational Leadership: A process of leadership that includes engaging and influencing others, and others engaging and influencing the leader, in order to accomplish a common purpose (East, 2018).

Transforming Leadership: A leadership style focused and characterized by larger system change, including changing the culture of an organization and conditions within the organization (Burns, 1978).

Summary

This study investigates leadership styles of superintendents of county boards of disabilities in the state of Ohio. Additionally, the study analyzes positive and negative leadership behaviors and the similarities between the concepts of transforming, transformational and transactional leadership, including, but not limited to, management by exception, laissez-faire leadership, and subtractive leadership. The purpose of the study is to inform the field of developmental disabilities the need for advanced leadership training and education on leadership, theory, and application, as well as highlight the need to also study the negative aspects of specific leadership styles.

The next chapter of this document reviews the history and background of developmental disabilities and the massive change that has occurred over the last several decades, the examination of studies that explore leadership styles and behaviors of educational superintendents, relevant leadership theory including, but not limited to, transforming, transformational, and transactional leadership styles, and the exploration of gender in relation to leadership theory and styles.

Chapter 2

Literature Review

Leadership is a complex topic that has been researched by many scholars (Pielstick, 1998; Bass, 1999; Stewart, 2006; Avolio, 2007; Bird & Wang, 2013; D'Souza & Gurin, 2016). Organizations of all types confront the need to improve leadership. Whether an entity is a for-profit business, educational system, or public agency, almost all experience issues with leadership and desire the best outcomes for their organization and the people utilizing their services. Specifically, the county boards of developmental disabilities in the state of Ohio have experienced massive structural and mandated change over the last 10 years. This change has necessitated a close inspection of the type of leadership needed in a changing, social-service public agency that serves the most vulnerable in our country (Butterworth, Hiersteiner, Engler, Berhadsky, & Bradley, 2015; Hall, Freeze, Butterworth, & Hoff, 2011; McClain & Walus, 2015).

The current investigation seeks to comprehensively examine leadership theory, from a historical and application perspective. The review of literature on the topic of leadership as well as the exploration of current structure and challenges of the county board of developmental disabilities system and leadership styles of executives in the developmental disabilities field assists in understanding the leadership necessitated to, not only survive change, but, also, to continue to progress and thrive. The information reviewed provides a framework for the process of exploring leadership styles of the current superintendents in the county board of developmental disabilities in the state of Ohio.

RUNNING HEAD: Leadership styles developmental disabilities

The exploration of leadership confirms that a multitude of theories exist, each possessing strengths and weaknesses. Further research confirms that studies have examined not only leadership theory, but also styles and behaviors of leadership, both positive and negative, as well as specific factors that reflect challenges in leadership (Vecchio, Justin, & Pearce, 2008; Zhu, Sosik, Riggio, & Yang, 2012; Luo & Liu, 2014; Lynch, 2015). These challenges include issues reflecting potential gender differences reported in leadership style, preferences, and compensation. Ultimately, the research seeks to determine effective styles of leadership, the current preferred leadership demonstrated by superintendents at the county boards of developmental disabilities in the state of Ohio, and highlight trends noted in the data discovered in the study.

County Board of Developmental Disabilities in Ohio History

The field of developmental disabilities has significantly changed over the last several decades. Specifically, in the state of Ohio, the county boards of developmental disabilities were established in statute over 50 years ago. The purpose of the formation of the county boards was to meet the needs of people with developmental disabilities by providing funding and services at the local county level. The county boards of developmental disabilities are creatures of statute and are governed by a seven-member Board of Directors. County Commissioners and the senior judge of the county make appointments to the local county board of developmental disabilities (51 Ohio Rev. Code, 2005).

Society's perspective of people with developmental and intellectual disabilities and the treatment evolution has made great strides. The service-delivery system in relation to education, programs, services, and supports has also evolved. A review of

RUNNING HEAD: Leadership styles developmental disabilities

relevant and available literature demonstrates that the most progress occurred within the last 50 years. A historical perspective outlining the development of educational, vocational, and community experiences of people with developmental disabilities provides insight into the past progress, trends, and leadership needs, not only for the field of developmental disabilities, but, specifically, for the executive role for the agency overseeing services in each county in the state of Ohio.

Historical Perspective

In examining the historical information available for people living with intellectual and developmental disabilities, the perspective of society has evolved. Early literature by Urbatsch and Fuller (2013) described the understanding and view of people with disabilities in the 1700s as “possessed by the devil, a sinner” (p. 194), with treatment described as “tortured, burned at the stake, left to die” (p. 194). A limited understanding of people with disabilities existed at that time. Further in the historical review, from the 1800s to the 1940s, Urbatsch and Fuller (2013) noted that people with disabilities were described as “genetically defective, inferior and polluting the race” (p. 194), and the early records of treatment towards those with disabilities indicated that they were “hidden away, displayed as freaks, beggars; institutionalized, sterilized and exterminated” (p. 194). People with disabilities were feared and mistreated, not provided the same opportunities, privileges, and medical care as those without disabilities.

The manner in which people with disabilities were described and treated was demeaning and negative. Other research discusses the use of derogatory terms for people with disabilities. As Gelb (1987) discussed, terms were used to describe people with disabilities that included moron, defective, and imbecile. According to Gelb (1987),

RUNNING HEAD: Leadership styles developmental disabilities

“The moral imbecile was held responsible for a host of social ills” (p. 248). People with disabilities were feared, and in the early 1900s, the concept of institutionalization became more common. In 1915, the first law allowing institutional commitment for people with developmental disabilities was enacted in Illinois (Farreras, 2014). Individuals described as feeble-minded were permitted to be committed to the institutions with the testimony of their physician and a psychologist. This began the era of institutionalization, where people with disabilities were not wanted and many times abandoned. Families were often urged after birth and the discovery of a developmental disability to immediately place their child in state-operated institutions. According to Grossberg (2011), “Institutionalizing an intellectually disabled child and many other children with severe disabilities was a standard medical recommendation in the late 1920s and would remain so for the next several decades” (p. 279). One of the first institutions for people with developmental disabilities was located in Columbus, Ohio.

According to Urbatsch and Fuller (2013), a transition began to slowly occur during the time period of 1940 through 1970, where people with disabilities were viewed as “unfortunate, object of charity, pity” (p. 194), yet, the treatment included both institutionalization and rehabilitation. President John F. Kennedy held a personal interest and engaged in advocacy for people with disabilities as his sister was diagnosed with a disability (Berkowitz, 1980). In 1961, President Kennedy founded the President’s Panel on Mental Retardation. The purpose of this group was to develop and recommend policy changes for people with disabilities. This panel led to the Community Mental Health Act, signed by President Kennedy in 1963 (Berkowitz, 1980). This Act

RUNNING HEAD: Leadership styles developmental disabilities

established federal funding to support community-based services for people with disabilities as well as comprehensive mental health services.

Another tipping point in the historical perspective of understanding the experiences of people with disabilities occurred in 1974. Burton Blatt (1974), along with Fred Kaplan (1974), collaborated to design *Christmas in Purgatory – A Photographic Essay on Mental Retardation*. This astounding publication visually captured the heinous treatment of people with disabilities residing in various institutions across the United States. The duo made the book to document history and put forth the need for societal change of treatment of those with disabilities. The period of deinstitutionalization began shortly after the publication of this work. It is believed that after the publication of Blatt and Kaplan (1974), society's perspective of people with intellectual and developmental disabilities began to slowly change. The vision for people with developmental disabilities began a gradual metamorphosis. According to Urbatsch and Filler (2013), people began to see those with disabilities as having the ability for independence and self-determination. Society began a quiet, albeit slow, evolution as the treatment and perception of those with intellectual and developmental disabilities shifted to their abilities, including the possibility of being educated in the public-school environment and having capabilities to engage in community living (Urbatsch & Filler, 2013). Thus the recognition began that rights for people with disabilities were truly issues of civil rights.

Deinstitutionalization for people with developmental disabilities began over 50 years ago. Jones and Gallus (2016) reported that families began pursuing community living for their loved ones rather than institutional living. Societal views of those with intellectual and developmental disabilities slowly changed, in line with the advent of

RUNNING HEAD: Leadership styles developmental disabilities

humanitarianism (Brown & Radford, 2015). Along with this change in view was the beginning of state-operated institution closures across the nation. As noted by DeWeaver (1983), the principles of normalization and mainstreaming emerged with deinstitutionalization. These concepts, along with the development of the Bill of Rights for people with intellectual and developmental disabilities, led the progress for people with disabilities.

In the state of Ohio, grass-roots efforts by families with children who had developmental disabilities established the organization called the Advocacy for the Mentally Retarded ([ARC], Pollack, 2011). Initially, the purpose of the organization was to advocate to Ohio legislators to form a structure and funding mechanism within each county to support citizens with intellectual and developmental disabilities, using the antiquated terminology of “mental retardation” (Friedman, 2016, p. 342). This endeavor was supported, and, in 1967, the county boards of mental retardation were established in Ohio, funded by local levies in each county. Known as the 169 Act, the General Assembly of the state of Ohio outlined specific duties of the county boards, including “the maintenance and operation of a county home; for the maintenance and operation of schools, training centers, workshops, clinics, and residential facilities for mentally retarded persons” (385 Ohio Rev. Code (2004, 2006, 2008, 2009)). This historical review of services for people with developmental disabilities aids in understanding the need to review leadership styles and behaviors for current superintendents, with the expectation of improving leadership skills to better serve people needing services.

Education

In reviewing the historical perspective of educational opportunities for people with developmental disabilities, it is important to note that early in history, people with disabilities were not provided the same experience as those without a disability. In the state of Ohio, the establishment of the county boards and the formation of the ARC of Ohio began the educational initiative for children with developmental disabilities. Their first goal was to design schools that would accept, exclusively, children with disabilities, as parents soundly believed their children deserved an education. At that time in history, the public-school system was not prepared to educate children with disabilities and refused children the opportunity for an education alongside their typical peers. The initiative to build local schools in each county was led by parent advocates, and eventually each county board of developmental disabilities built the schools exclusively for the purpose of educating children with disabilities. Many of the early schools for children with disabilities that developed across the state of Ohio have been named after parent advocates who were relentless in their pursuit of education of services for their children. Now, fewer county board schools exist, but some still bear the name of the parent advocates who fought tirelessly for the rights of their child with a developmental disability to have an education.

For the first 30 years of the existence of county boards, the schools developed and operated by the county boards were essential for students with disabilities and their families. Public school districts relied upon the county boards of developmental disabilities to educate the students and placed many children into the county board schools. However, this practice segregated the children with disabilities from their

RUNNING HEAD: Leadership styles developmental disabilities

typical peers. As society evolved and educational practices progressed, schools began to refer fewer students to the county boards' schools. Interestingly, parent advocates began to insist that their children with disabilities be educated in their neighborhood public schools with their typical peers. As the trend of inclusive education took hold, many county boards of developmental disabilities in the state of Ohio experienced significant decrease in enrollment. Today, less than half of the county boards of developmental disabilities operate a specialized school for students with disabilities.

The long-term segregation of children with developmental disabilities from their typical peers is evident in the review of literature. It is understood that, historically, children diagnosed with developmental disabilities were not educated in the public-school system as were their typical peers (Yell, Rogers, & Rogers, 1998). Parents would partner with other parents with children who had developmental disabilities and held classes in their homes and the basements of churches (Pollack, 2011). The civil rights movement in the 1960s provided the gateway for advocacy for education regarding children with disabilities. The civil rights movement was based on the concepts of individual rights and equality. The first piece of legislation that impacted the public education of children with disabilities was the Supreme Court decision in *Brown v. Board of Education* (1954). The focus of *Brown v. Board of Education* (1954) was racial segregation in schools, and this landmark decision eventually pushed forward the agenda for students with disabilities. Two concepts that advocates gleaned from *Brown v. Board of Education* (1954) are noted by Yell et al. "There was an unacceptable level of differential treatment within the class of children with disabilities. Second, they argued that some students with disabilities were not furnished with an education, whereas all

students without disabilities were provided an education” (p. 221). Thus, although *Brown v. Board of Education* (1954) is primarily recognized as a hallmark of racial segregation, this piece of legislation solidly impacted the rights of students with disabilities (Turnbull, 2012). The educational review of experiences for people with developmental disabilities assists in the understanding of the need for strengthened leadership for professionals in the role of superintendents.

Legislation

Several pieces of legislation were enacted that assisted in the educational path for students with disabilities. Past federal legislation, such as the Rehabilitation Act of 1973, the Individuals with Disabilities Educational Act (IDEA) of 1975, and the Americans with Disabilities Act (ADA) passed in 1990, were designed to impact outcomes for people with disabilities (Welner, 2006). The Rehabilitation Act of 1973 defined federal responsibilities designed to provide research and training programs for people with disabilities. Specific sections of the Rehabilitation Act of 1973 addressed topics such as education, employment nondiscrimination, affirmative action, and the extension of civil rights to people with disabilities. This legislation was monumental in identifying issues, including educational issues, affecting people with disabilities (Rusch, 2004). According to Welner, (2006), IDEA, passed in 1975, was reauthorized in 1997, and mandated a “free and appropriate public education for all children” (p. 60). IDEA (1975) continues to be the guiding legislation that outlines the rights of children with disabilities to receive a proper public education.

Another substantial piece of legislation passed by Congress and signed by former President George H. W. Bush addressed the discrimination of people with disabilities.

RUNNING HEAD: Leadership styles developmental disabilities

This legislation was the Americans with Disabilities Act (ADA) of 1990. The ADA (1990) addressed the rights of people with disabilities, and included the mandate prohibiting the discrimination of people with intellectual and developmental disabilities in many areas, including education. The ADA (1990) continues to be an important factor in assuring the rights of people with disabilities.

Another important piece of federal legislation impacting children with developmental disabilities is the Education of All Handicapped Children Act (EAHCA, 1975). This law was revised in 1990 and 1997 and is known as the Individuals with Disabilities Education Act ([IDEA, 1990, 1997], Yell & Drasgow, 2000). IDEA (1990, 1997), mandated a free and appropriate public education (FAPE) for all students.

According to Yell and Drasgow (2000)

FAPE is defined as special education and related services that (a) are provided at public expense, under public supervision and direction and without charge, (b) meet standards of the state educational agency, (c) include and appropriate preschool, elementary or secondary school education in the state involved, and (d) are provided in conformity with the Individualized Education Program. (IDEA, 1990,1997, 20 U.S.C. SS 1401 (8), p. 206)

Therefore, the mandate of IDEA (1990, 1997) and FAPE resulted in the students' Individualized Educational Plan (IEP). The IEP clearly outlines the educational services and supports that a child with a disability receives from the school district. The process of designing a child's IEP is meant to be collaborative and individualized.

RUNNING HEAD: Leadership styles developmental disabilities

The focus of a child's IEP development changes as the child moves into the age of transition, where exploration of potential work interests begin to occur. Studies have indicated that anywhere from 75% to 90% of students diagnosed with developmental disabilities are not employed post-high school (Cimera, Burgess, & Bedesem, 2014). In attempting to assess the classroom experience of children with IEPs, Brock and Shaefer (2015) examined educational placement of children with disabilities across the United States. The underlying premise was that students with developmental disabilities, who are educated with typical peers, experience inclusion, and, as a result, have greater opportunity for social interaction, peer relationships, improvement of communication skills, and access to general education. The researchers found that in the state of Ohio, urban schools tended to have students with disabilities in self-contained, segregated classrooms. Brock and Shaefer (2015) concluded, "where students live affects their opportunities to learn alongside peers without disabilities" (p. 162). This trend is observed in many of the counties in Ohio.

Today, less than half of the schools operated by the county boards of developmental disabilities continue to exist. An emergent trend for the county boards is to maintain their identity as an educational resource, while fiscally having to make difficult decisions to close their school program due to declining enrollment. Some county boards are concerned that if the school is no longer in operation, voters will not identify the levy with serving children with developmental disabilities. In some counties, the identification of the mission aligns closely to the existence and resource of the school to the children with disabilities in their community. A review of the education and

legislative history impacting people with developmental disabilities is essential in discussing leadership and the styles and behaviors of leaders in the superintendent role.

Employment

Another area to consider, when reviewing important factors of a historical perspective for people with developmental disabilities and leadership of the county boards of developmental disabilities, is employment of people served. Once segregated schools emerged, the next phase of services for people with disabilities was post-graduation options. In both, looking back and moving forward, post-graduation has been and continues to be a challenging transition for people with developmental disabilities and their families. The advent of sheltered workshops became popular in the 1950s and 1960s, as parents were challenged to find employment opportunities for their children (Dague, 2012). In Ohio, shortly after the county boards were established by legislation, schools emerged. After the development of the segregated schools for students with developmental disabilities were formalized, the next phase in Ohio was the establishment of sheltered workshops. Sheltered workshops became popular as children with developmental disabilities graduated from their county-operated, segregated school. By design, sheltered workshops segregate people with disabilities and their non-disabled peers. Sheltered workshops gave people with disabilities an opportunity to continue the segregated environment with their peers after their educational experience had concluded.

Initially, sheltered workshops were considered a pre-vocational opportunity for adults with developmental disabilities, however, few left for competitive employment (Certo & Luecking, 2011). Adults who attended sheltered workshops participated in a variety of activities, including the teaching of functional skills, recreation and leisure

RUNNING HEAD: Leadership styles developmental disabilities

activity, and piece-work (Certo & Luecking, 2011). Socialization and community outings were also common activities in the sheltered workshop setting (Murphy, Easterbrook, Bendetson, & Lieberman, 2014). Many parents considered the sheltered workshops a safe environment for their adult son or daughter with a developmental disability. The early sheltered workshops were often thought of as an extension of school, with participants referring to the staff in workshops as teachers.

In the 1980s, the model of services for adults with developmental disabilities began to transition. The perspective of employability for people diagnosed with developmental disabilities began to change. Concepts such as mainstreaming, normalization, inclusion, and self-determination emerged with the new perspective (Dague, 2012). Supported employment as an option and opportunity for people with developmental disabilities was introduced. Agencies sought to develop funding mechanisms to support a service that would provide assistance to people with developmental disabilities to succeed in the workforce. State vocational rehabilitation agencies, federal Medicaid waiver programs, and, in Ohio, county boards of developmental disabilities, eventually provided ways to fund supportive employment. With a focus on the service of supported employment, Hall, Freeze, Butterworth, and Hoff (2011) noted, “Between FY 1996 and FY 2008, the average state, county, and local IDD agency expenditures remained constant, while the average federal Title XIX Medicaid waiver expenditures per person for integrated employment increased 260%” (p. 2).

Another priority in the employment perspective for people with developmental disabilities was the transitioning of perspective of professionals who work directly with

them. According to Certo and Luecking (2011), the transition from sheltered workshops to supported employment was a clear change. The sheltered workshop focused on functional skills, leisure and recreation activities, and community outings. The onset of supported employment, according to Certo and Luecking (2011) focused on the following two innovations person-centered planning and natural supports:

We began to carefully explore who our students were, exploring their preferences, dislikes, strengths, weakness, dreams and fears, as well as their existing networks of support: all within the framework of their current and preferred adult lifestyle.
(p. 158)

This type of person-centered planning and life-mapping was essential to transition to employment possibilities for people with developmental disabilities.

Spreat and Conroy (2015) conducted a longitudinal study reviewing vocational options and opportunities for people with developmental disabilities that demonstrated the transition from the sheltered workshop setting to the supported employment. The research explored the shift away from the sheltered workshop to supported employment occurring over a 15-year period. Results indicated that individuals with developmental disabilities participating in the study remained in integrated employment settings, with an increase of 35% from the beginning of the 15-year study. Predictably, those who demonstrated higher functioning skills had more success working in integrated employment settings. Murphy et al. (2014) explored Vocational Rehabilitation (VR) services and found that a combination of employment services increased vocational success for people with developmental disabilities. Specifically, this hybrid model is based on the concept of individualized, person-centered planning, and uses a discovery

RUNNING HEAD: Leadership styles developmental disabilities

process to establish vocational goals. Murphy et al. noted that, “Policy initiatives are an important step in the right direction to improving employment outcomes for people with significant intellectual disabilities” (p. 129). This study found 46% of participants employed and an additional 25% actively seeking jobs. The remaining participants were actively participating in job search, volunteering, and community activities.

The importance of services offered by the state VR agencies is evident for successful employment outcomes for people with developmental disabilities (Cimera, Gonda, & Vaschak, 2015). In another study, by Honeycutt, Bardos, and McLeod (2015), VR services and employment outcomes were explored with transitional-age post-graduate youth for all states in the nation. Results of employment and positive closures for the VR agencies ranged from 40% to 70%. The variance between states may be explained by the variation in standards, services, and guidelines for the VR agencies. This study supports the belief that VR agencies have a positive effect on employment outcomes for people with developmental disabilities, as well as the need to prioritize standards using the VR agencies with success with transitional-age youth as a guide.

Analysis of employment outcomes for people with developmental disabilities in 2012-2013 using National Core Indicator (NCI) data provides additional information for consideration. According to a study conducted by Butterworth et al. (2015), a national view of community employment for people with developmental disabilities has not made much improvement overall. The work of Butterworth et al. revealed that 44.3% of participants were enrolled in an unpaid, facility-based activity, while 27% were involved in a paid, facility-based work. Additionally, 22.6 % participants reported involvement in unpaid, community activity and only 14.7 % of participants possessed a paid, community

RUNNING HEAD: Leadership styles developmental disabilities

job. This information reveals that there is much need for progress and growth in the area of community employment for people with developmental disabilities.

In reviewing the NCI data by states where people with disabilities resided, the analysis for Ohio indicates 409 participants live in community-based residences. The breakdown of actual employment experiences for these participants reflects that only 19.5% of participants reported job-related activity, with 8.3% experiencing integrated employment activities, and a mere 1.2% in competitive jobs (Butterworth et al., 2015).

The information gleaned from the NCI and data analysis by Butterworth et al. reflect the need for increased training, support, and options for people with developmental disabilities in the community. At the time these data were collected and analyzed, public policy was being initiated. In the state of Ohio, the Employment First Initiative was introduced in 2013. The need for consistent data collection is necessary, not only in the state of Ohio, but, also, nationwide, in order to measure employment outcomes and to drive public policy that will promote employment success and inclusion for people with developmental disabilities (Hall et al., 2011; Lysaght et al., 2015; Siska, & Koenig, 2015). Continued and improved employment opportunities are needs for people with developmental disabilities, and the desire for community employment is an emergent trend. Superintendents in the county board system need to have leadership skills that help them understand the employment challenges of people with developmental disabilities and vision to move the mission forward for people served.

Community Inclusion and Integration

The history of community experience for people with developmental disabilities is important to explore when considering past, current, and future leadership needs for

RUNNING HEAD: Leadership styles developmental disabilities

superintendents of the county boards of developmental disabilities. Community experiences for people with developmental disabilities impact their employability. A review of literature regarding society's view of people with disabilities indicates positive change, beginning with the movement of deinstitutionalization. Family advocacy and the establishment of the Association of Retarded Citizens (ARC) led social policy decisions that advanced training, services, and supports for people with developmental disabilities (Pollack, 2011). As people exited institutions, and the impact of deinstitutionalization was realized, more families cared for their family members with developmental disabilities in their home. In 2011, 71% of adults with developmental disabilities lived with their families (Williamson & Perkins, 2014). As more families cared for their adult children with disabilities at home, growing attention focused on the expanding family caregiving needs. The experience of stress is inherent in the role of caregiving for a family member with a developmental disability. Caregivers with greater stress indicate higher levels of desire for out-of-home placement for their adult child with developmental disabilities. The study of Williamson and Perkins (2014) noted that respite support did increase the reported well-being of caregivers.

Inclusion is a concept inherent in community involvement for people with developmental disabilities. A person with developmental disabilities experiences inclusion when typical life experiences are equally available and accessible to them, whether in the community, social activities, education, or employment. When reviewing history, as the shift in deinstitutionalization took hold, families cared for loved ones with developmental disabilities in their home, educational programs were implemented, and employment opportunities increased; many other settings were also impacted with the

RUNNING HEAD: Leadership styles developmental disabilities

prospect of inclusion for people with developmental disabilities. The notion of inclusion impacts not only nursery, preschools, public schools, and employment programs, but also community-based services. Supports and services designed to promote community experiences and inclusion were enriched with the development and continuous improvement of the Home and Community-Based Services (HCBS) waiver program. The HCBS waiver program, initiated in 1981, is a federal Medicaid program that offers a variety of services and supports for people with developmental disabilities, and, according to Williamson and Perkins (2014), “Is the primary funding source for long-term services and supports for people with IDD [Intellectual Development Disability] and their families” (p. 147). Each state varies in the menu of services available, however, the consistent mandate in the HCBS waiver program is reflected in the core purpose – preventing institutionalization by offering an array of services in the community. Rizzolo, Friedman, Lulinski-Noris, and Braddock (2013) asserted that the Medicaid waiver program funding accounted for over 75% of services for people with IDD. Analyses conducted by Rizzolo et al. (2013), for FY 2010, by spending category for HCBS waiver programs for people with developmental disabilities, indicated over \$23.5 billion dollars were spent nationwide. At that time, the majority of services were residential supports and adult day-center-based. In FY 2013, Ohio used \$2.7 billion of public spending for community service, a 4.2 % increase from FY 2011 (Braddock et al., 2015). It is reasonable to project that public spending for community services for people with developmental disabilities will continue to increase. The states are able to leverage federal funding by paying 40% of the cost, rather than paying 100% of services from local levy funds.

RUNNING HEAD: Leadership styles developmental disabilities

The concepts of self-advocacy, self-efficiency, and self-determination are pertinent in the discussion of community for adults with developmental disabilities, and important for leadership at the county boards of developmental disabilities. This is considered a significant priority for the county boards of developmental disabilities in Ohio. Reviewing the study of Rizzolo et al. (2013), self-advocacy was an HCBS waiver service offered at the time of the study; however, no expenditures in the category of self-advocacy were noted. In order to promote and encourage community membership and participation, leadership in the field of developmental disabilities needs to acknowledge the value of teaching those with disabilities how to advocate and make decisions for themselves. An emerging need and trend for the county boards of developmental disabilities are to provide an environment where people with developmental disabilities can become the emerging leaders to promote self-advocacy and self-determination.

In reviewing the historical roots for self-advocacy for people diagnosed with developmental disabilities in the United States, momentum gained in the late 1990s. Caldwell's (2010) qualitative study of self-advocacy with people who have developmental disabilities noted:

In addition to experiences within the self-advocacy movement, broader environmental forces played significant roles in the process of leadership development of self-advocates. Major subthemes which emerged from the life stories of leaders included: (1) family influence; (2) relationships and key support persons; and (3) community supports and services. (p. 1008)

RUNNING HEAD: Leadership styles developmental disabilities

Several activities noted in this study that encouraged self-advocacy and self-determination included participation in community activities and groups such as the Kiwanis, YMCA, and faith-based volunteerism.

Self-advocacy and self-sufficiency need the support of our communities, and it is evident that our individual communities have a role in moving forward with these initiatives for people with developmental disabilities. McLain and Walus (2015) asserted the importance of “early intervention / planning, peer support and benefits such as PASS (Plan to Achieving Self Support) planning” (p. 238). Inclusion of caregivers in training that focuses on understanding benefits’ analysis, is also helpful, as many caregivers need assistance in navigating the financial aspects of social security and Medicaid eligibility. There is no doubt that economic self-sufficiency is another positive outcome of successful employment possibility for people with developmental disabilities. Without gainful employment and income, economic self-sufficiency is not attainable for people with disabilities. Additionally, the decision of *Olmstead v. L.C.* (1999) and the ADA mandate employment opportunities for people with developmental disabilities and mandate non-segregated settings (Nord, Luecking, Mank, Kiernan, & Wray, 2013). Community support and employment for people with developmental disabilities is not only proper public policy, it is supported in law. Understanding the importance of community inclusion, self-efficacy, and advocacy for people with disabilities, and promoting these key principles demands informed leadership behaviors and styles on the part of superintendents in order to properly move the developmental disabilities’ system forward for people who are served.

Association Leadership

For over 20 years, the Superintendents' Association of the Ohio County Boards of Developmental Disabilities has provided leadership to boards and superintendents. Additionally, the association attempted to align the topics and concerns of county boards so that all superintendents would be working toward common goals, although there is a broad understanding that each county board of developmental disabilities implements their programs uniquely, depending on the nature, culture, funding, and demographics of their county. Due to the multitude of variables reflecting differences among counties and superintendents' vision, aligning common goals has been difficult.

County Board Superintendent Trends

The leadership needs of the superintendents of the county boards of developmental disabilities in the state of Ohio are vast. Within the last five years, over 50% of the superintendents are new to their position, providing an opportunity for all superintendents to discover a common vision and goals. The sharing of superintendents between county boards has increased as resources in smaller counties are diminishing. For instance, in 2005, no county boards of developmental disabilities shared superintendents. In 2018, 12 county boards shared superintendents, as well as other administrative staff. With regard to gender of superintendents, in 2015, 44% of the superintendents were female and 55% of the superintendents were male. In 2018, the developmental disabilities field has seen increased modest growth in the number of female superintendents.

Due to the overwhelming changes in the field of developmental disabilities reflecting a significant shift in the role of the county boards of developmental disabilities,

the leadership practices of the superintendents must be explored. The styles and practices that worked in the 1970s are far different than what is desired today. While early superintendents may have exhibited autocratic and direct styles of leadership, in order to implement the services needed by constituents, today's service delivery system may need a different leadership style in order to implement the changes demanded by, not only the field, but by people served. A need to research existing styles of leadership behavior among the superintendents of the county boards of developmental disabilities system in Ohio exists to ascertain the current styles and to assist in the development of successful leadership styles and behaviors that demonstrate vision, positive culture, and opportunity for optimum outcomes for people with disabilities and their communities.

Leadership Theory

Evolutionary leadership: The beginning. The evolutionary view of leadership begins with the understanding of all species. Simply stated, the origin of leadership begins with the idea of groups consisting of individuals. In an evolutionary perspective, groups may form both randomly and with purpose. As discussed by Koykka and Wild (2015), individuals rose to leadership for different reasons, and leaders and followers evolved into their perspective roles. In trying to determine what motivated the leaders and the followers from an evolutionary perspective, Koykka and Wild (2015) noted,

It is thus possible that leaders and followers evolved to possess different traits only after leader-follower relationships had emerged in order to take advantage of their respective social positions. . . leaders may have evolved to become socially or physically dominant, so they could more easily use their leadership position to monopolize resources for their own personal gain. (p. 124)

RUNNING HEAD: Leadership styles developmental disabilities

Interestingly, the evolutionary perspective of leadership describes behavior benefiting the leader and the understanding of the importance of resource attainment.

The perspective of evolution in leadership theory notes the significance of strategies that developed for survival. Van Vugt, Hogan, and Kaiser (2008) stated, “Leading and following our strategies that evolved for solving social coordination problems in ancestral environments, including in particular the problems of group moment, intra group peacekeeping, and intergroup competition” (p. 182). Conflict and maintaining peace between groups was a priority, as well as the need for resource attainment. Maintaining group cohesion, individual and collective health, and coordinated efforts necessitated leadership. From an evolutionary perspective, those who displayed motivation, temperament, dominance, and knowledge typically emerged as leaders. According to King, Johnson, and Van Vugt (2009), “Across species, individuals are more likely to emerge as leaders if they have a particular morphological, physiological, or behavioral trait increasing their propensity to act first in coordination problems” (p. 912). There continues to be relevance in the evolutionary view of leadership.

Historical politics and political theory regarding leadership lead to the examination of relevant historical moments, where the view of human nature becomes relevant. Specific highlights in history such as World War II put forth different perspective on leadership and changing theories. Rejai and Phillips (2004) noted the following:

Political theorists that preceded the war presented incomplete and defective ideas of leadership: they focused on the leader and his ability to impose his vision upon

the followers. Given the spread of democracy and given so-called “behavioral revolution,” political theories who came after the war stressed a shared vision and leader-follower interaction: without the voluntary participation of the followers there would be no leadership. (p. 186)

The concepts of leadership and shared vision, with a focus on leader-follower interaction, are pertinent and continued through the evolution of leadership theory. As stated by Rejai and Phillips (2004), “Only the postwar behavioral theories of leadership insist on criteria of shared vision and leader-follower interaction whereas the prewar theories do not uniformly do so” (p. 188). The evolution of leadership theory in consideration of postwar theory is significant.

The evolution of leadership theory included the work of Fiedler (1964) and the introduction of the contingency model of leadership effectiveness. The tenets of Fiedler’s (1964) study included the concepts of task-motivation and relationship-motivation (Csoka & Fiedler, 1972). Fielder (1964) created a tool introducing the concept of the Least Preferred Coworker (LPC). According to Csoka and Fiedler (1972), “A low LPC score indicates that the individual is primarily motivated to accomplish assigned tasks while a high LPC score indicate a basic motivation for interpersonal relations” (p. 397). In other words, the contingency theory views assigned tasks and interpersonal relations of an individual to depict a leader’s preferred style. The scores from the LPC assist in understanding a follower’s preferred leadership style.

Fiedler’s (1964) theory of leadership was reviewed and tested by researchers. At the time his theory was presented and applied, there were favorable reviews. According to Sashkin (1972),

Fiedler's work in leadership effectiveness presents one of the clearest conceptions of the nature of group leadership that has yet been offered. His position is fairly uncommon, in that it is conceptually based upon the idea that leadership style is a relatively stable personality attribute based within the motivational need patterns of the individual. (p. 348)

Yet, other researchers were concerned by the lack of empirical validity of Fiedler's (1964) theory (Rice & Kastenbaum, 1983; Sashkin, 1972). The application of Fiedler's (1964) theory on leadership and group dynamics has importance in the evolution of leadership theory, specifically, in the application of leadership style and group effectiveness and in the classification of leaders as task-oriented and relationship-oriented (Sahskin, 1972; Hunt, 1967).

Near the same time frame as the work of Fiedler (1964), and, Csonka and Fiedler (1972), was the contingency leadership theory developed by Stodgill (1969) and associates based upon the concepts of consideration and initiating structure (Kerr, Schriesheim, Murphy, & Stodgill, 1974). Stodgill's and Coon's (1957) work at The Ohio State University in leadership theory solidified a model that defines dimensions of consideration and structure. Stodgill and Coon (1957) asserted that leaders who exhibit behaviors high in consideration and high in initiating structure establish a working environment that leads to high employee satisfaction and performance (Kerr et al.).

As part of this model, the LBDQ and the Leader Opinion Questionnaire were developed based on the concepts of structure and consideration. The LBDQ is used to measure an employee's perceptions of the leader's behavior, while the Leader Opinion Questionnaire is completed by the leader and intended to measure what behaviors the

RUNNING HEAD: Leadership styles developmental disabilities

leader believes they should exhibit. The scoring of the questionnaires links to the graphing of leadership style.

The intent of the contingency theory of leadership, based upon the model of consideration and initiating structure, is to provide a more integrated view of leadership theory, where contingency theory includes not only situational approach but also the value of personality traits (Johns & Moser, 2001). The approach has merit in identifying the links and factors between behaviors and relationships with leaders and followers. Once the relationship between structure and consideration is understood within a situation leadership effectiveness is strengthened (Kerr et al., 1974).

Autocratic leadership has been researched in relationship to preference of followers who are uncertain and need structure (Rast, Hogg, & Giessner, 2013). Those who are uncertain and need structure may prefer an autocratic leader. Autocratic leaders initiate structure with demands of their followers. In addition, autocratic leaders tend to make most of the decisions and are primarily concerned with follow-through of tasks. Autocratic leaders also demonstrate distance in their relationships with followers, using punishment for failure to complete tasks, with little use of reward. With followers who are uncertain and dislike ambiguity, the direct, autocratic style may be preferred (DeCremer, 2007; Schoel et al., 2011).

Certainly, there are times in history of political chaos where autocratic leadership style has been observed in both positive and negative circumstances. While Adolf Hitler exemplified autocratic leadership during World War II to the detriment of millions of victims of the Holocaust, the direct, autocratic leadership style demonstrated by President George Bush and New York Mayor Rudi Guiliani during the national tragedy of 911

provided the nation with a view of the strength and resilience of our leaders (Rast et al., 2013). In the realm of social service and the field of developmental disabilities, our leaders were fighting for funding and programs for people with developmental disabilities and their families. The direct, autocratic style demonstrated was needed in order to initiate programs and promote equality and equity for people with developmental disabilities. However, now there is time for assessment and review of leadership styles and behaviors, and an opportunity to improve leadership in order to promote positive, inclusionary, and visionary programs for people with developmental disabilities.

Transforming Leadership: James MacGregor Burns

Many approaches are considered when examining leadership theory. In reviewing the origins of modern leadership theory, James MacGregor Burns (1978) and Bernard M. Bass (1997) are often cited (Stewart, 2006). Burns (1978) won a Pulitzer Prize for his work and is often credited for transforming the way leadership is viewed (Pielstick, 1998). As Burns (1978) began his work on leadership, Stewart (2006) noted, “No central concept of leadership has emerged, because scholars are working in separate disciplines to answer specific questions unique to their specialty” (p. 8). This provided Burns (1978) the opportunity to develop the conceptual framework for transforming leadership. Transforming leaders as introduced by Burns (1978) are described in the following:

Those who stimulate and inspire followers to both achieve extraordinary outcomes and, in the process, develop their own leadership capacity.

Transforming leaders help followers grow and develop into leaders by responding to individual followers’ needs by empowering them and by aligning the objectives

and goals of the individual followers, the leader, the group, and the larger organization. (p. 3)

Further discussed in Burns' (1978) work was the essence of transforming leadership. "Such leadership occurs when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality" (p. 382). Burns' (1978) early work was with the military, and he researched the power of transforming leadership with the military personnel. This was the beginning of his conceptual framework of transforming leadership.

In response to Burns' (1978) transformational leadership theory, Stewart (2006) described the "alignment with a collective purpose" and noted that "effective leaders must be judged by their ability to make social changes" (p. 8). Likewise, P. O. Smith (2015) expanded Burns' (1978) contrast of transformational and transactional leadership theory and discussed the existence of both transformational and transactional leadership theory and Burns' (1978) acknowledgement of the dichotomy between the two leadership theories. P. O. Smith (2015) noted, "The transactional approach is based upon a contingency of reinforcement approach to management in which there are clear rewards exchanged for an employee's productivity" (p. 229). Transactional leaders tend to use the management by exception, a trait that is not often seen as advantageous in the workforce. On the other hand, P. O. Smith (2015) described the transformation leadership approach and leader, stating, "The transformational leader is a proactive cultural change agent who seeks achievement by values driven by group interests and is a person who is infectiously inspiring and simulating" (p. 229). The ability to achieve

organizational culture change is attainable with the transformational leader, but not typically with the transactional leader.

Adding to this, Khanin (2007) expounded on differential in reviewing Burns' (1978) distinction between transforming and transactional leadership. According to Khanin (2007),

The crucial distinction between transactional and transforming leaders lies in the quality that transforming leaders do not seek to satisfy followers' basic needs in order to achieve their own objectives. Instead, they engage followers in a mutually enriching interface that allows followers to realize their higher-order needs and thus initiate a process of self-growth and transformation. (p. 10)

This is where reference and alignment to Maslow's (1973) work interplayed with Burns' (1978) transforming leadership principles. While Burns (1978) initially was unfamiliar with Abraham Maslow, Burns' (1978) work became aligned to the constructs of Maslow's (1973) hierarchy of needs.

Decker and Congemi (2018) discussed the relationship between emotionally intelligent leaders and self-actualizing behavior. Transforming leaders may possess the qualities of the emotionally intelligent and self-actualized leader, namely, self-awareness, self-management, social-awareness, and relationship management. Additionally, D'Souza and Gurin (2016) noted the universality and significance of self-actualization. As stated by D'Souza and Gurin (2016), "Maslow regarded the drive toward self-actualization as beneficial to a society because it would lead to more solidarity, compassion, care, problem-solving and altruism" (p. 210). These characteristics align with Burns' (1978) transforming leadership qualities (Goethals & Allison, 2016).

In furthering the description of transforming leadership characteristics by Burns (1978), Pielstick (1998) implemented a meta-ethnographic analysis of transforming leadership. Pielstick (1998) discovered a transforming leadership profile that consisted of seven major themes: “(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” (p. 5). These seven major themes are consistent in his study among transforming leaders, and aide in the understanding of leadership and the development of leaders.

Transformational Leadership: Bernard Bass

The evolution of Burns’ (1978) work was seen with Bernard M. Bass (1997) and his continuation of the analysis of transforming, transformational, and transactional leadership styles. While Burns (1978) viewed leadership as transforming or transactional, Bass (1997) believed that leaders may possess both transforming and transactional leadership qualities. Bass (1997) explained the transactional leadership styles in relationship with contingency theories, noting some support for the contingency theories (Bass, 1997). With a desire to have universality with regard to the transactional to transformational leadership continuum, in 1985, Bass (1997) designed the MLQ Form 5X (Bass, 1997). The seven leadership factors in the MLQ Form 5X as indicated by Avolio and Bass (1999) are “charisma, inspirational, intellectual stimulation, individualized consideration, contingent reward, management-by-exception and laissez-faire leadership” (p. 441). Further analyzing the MLQ Form 5X, there exists four qualities of transformational leadership: charisma, inspirational motivation, intellectual stimulation, and individualized consideration. The MLQ Form 5X also has three

qualities of transactional leadership: contingent reward, management-by-exception, and laissez-faire leadership (Stewart, 2006).

Table 1.

The Seven Leadership Factors in the MLQ

Seven Leadership Factors MLQ	Transformational Qualities	Transactional Qualities
Charisma	X	
Inspirational	X	
Intellectual Stimulation	X	
Individualized Consideration	X	
Contingent Reward		X
Management-by-exception		X
Laissez-faire		X

Note. Bass, 1997.

In reviewing the four factors that describe the transformational leader, the first leadership factor, charisma, is also known as idealized influence (Stewart, 2006). A leader exhibiting charismatic leadership has many admiring followers who respect them and try to emulate their behaviors. The leader with charisma has a clear vision and direction and a sense of purpose. Charismatic leaders are often viewed as risk-takers. Followers of a charismatic leader typically identify with their leader and strive to be like their leader.

Inspirational is the second leadership factor in the transformational leader and has characteristics closely related to the qualities of the charismatic leader (Stewart, 2006). Inspirational leaders are often described as having motivation. The inspirational motivator is able to persuade their followers. Their outward behaviors are seen as positively challenging and engaging. The leader exhibiting inspirational motivation is

RUNNING HEAD: Leadership styles developmental disabilities

able to spread enthusiasm amongst their followers and has a high level of communication skills. Inspirational and motivational leaders have the ability to clearly commit to and demonstrate sound vision, mission, and goals with their followers.

The third leadership factor in transformational leadership is intellectual stimulation. According to Stewart (2006), “Transformational leaders actively solicit new ideas and new ways of doing things. They stimulate others to be creative and they never publicly correct or criticize others” (p. 12). Leaders who possess intellectual stimulation encourage their followers “to be innovative and creative by questioning assumptions, reframing problems, and approaching old situations in new ways” (Bass & Riggio, 2006). The transformational leader encourages creativity, new ideas, and engages others to be innovative.

Individualized consideration, the fourth leadership factor in Bass’ (1997) theory of transformational leadership, includes qualities in a leader that display concern and consideration for the followers in the organization. The transformational leader who displays individualized consideration pays close attention to the needs of others. Additionally, a leader skilled in individualized consideration focuses on developing others. Fostering a supportive environment is key for the transformational leader demonstrating individualized consideration. Respecting differences of individualized and building positive interactions based on mutual respect between followers is imperative.

These first four factors reviewed, above, are also known as the four “I’s” in regard to Bass’ (1997) theory of transformational leadership and they collapse into the following categories: charismatic leadership, or idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. The four “I’s” have been

researched extensively and collectively demonstrate the transformational leadership style. When applying the MLQ Form 5X as developed by Bass (1997), responses indicative of transformational leadership reflect these four qualities.

The remaining three leadership factors as described by Bass (1997) refer to dimensions of the transactional leadership style. The fifth leadership factor is contingent reward. Contingent reward refers to the characteristics of a leader who provides reward once the work task is complete. An example of contingent reward is that of employees paid specifically designated commission in the field of sales. The monetary reward is only received if the employee sells the required goods.

The sixth leadership factor in Bass' (1997) leadership paradigm is management-by-exception. Management-by-exception is known to be either passive or active. A leader exhibiting management-by-exception behaviors typically interacts with the follower when there is imminent need. In other words, the interaction is based on the need for correction and modification. A leader exhibiting management-by-exception passively may monitor the behavior of an employee and not interact unless necessary. If an error or issue is discovered, the leader may then actively correct the individual.

Laissez-faire is the last dimension of Bass' (1997) leadership theoretical framework that describes a leader displaying transactional leadership skills of a non-existent leader. In other words, the laissez-faire leader does not subscribe to leadership behaviors and avoids leadership actions. Skogstad et al. (2014) described a laissez-faire leadership as, "a type of leadership characterized by the superiors' avoidance and inaction when subordinates are experiencing a situational need for leadership" (p. 323). Laissez-faire leadership impacts workers in the form of increased stress levels and role

ambiguity. As noted by Bass and Avolio (1994), laissez-faire leadership is the furthest on the continuum from the transformational leader and the least effective leadership style.

In reviewing the seven leadership factors developed by Bass (1997), Avolio and Bass (1999) eventually determined that charisma and inspiration are oftentimes indistinguishable, and collapsed the two characteristics into one, resulting in six leadership factors (Avolio & Bass, 1999). This has resulted in the MLQ Form 5X as the most recent version and is often used in determining leadership styles within the continuum of transactional and transformational theories.

Application of Bass' Transformational Leadership Theory

While early work with the concept of transforming, transactional, and transformational leadership theories began with the military, the application of these leadership theories occurred in other organizations and internationally. Bass (1997) reviewed the application of transforming and transformational leadership across organizations and cultures and found support for the leadership theories “in studies conducted in organizations in business, education, the military, the government and the independent sector” (p. 130). According to Bass (1997), there existed a universality of the leadership theories of transactional and transformational theories. Specifically, Mora (n.d.) noted the benefits of transformational leadership behaviors in the educational setting as opposed to transactional leadership. Mora (n.d.) discussed the negative impact of contingent reward and active management by exception as transactional leadership behaviors, as well as the passive-avoidant leadership characteristics of passive management by exception and laissez-faire style, all in opposition to the transformational

qualities of leadership which Mora (n.d.) believed will assist the educational environment.

Existing research studies the impact of transformational leadership and performance in business organization. Kovjanic, Schuh, and Jonas (2013) reviewed the applicability of transformational leadership in business. In their study, there was a positive correlation with transformational leadership, work engagement, and job satisfaction, confirming Bass' (2006) assertion regarding the universality of his leadership model (Bass, 2006). Spinelli's (2006) research applied Bass' (2006) model of transformational, transactional, and laissez-faire leadership in the hospital environment and affirmed the relationship of positive outcomes and the transformational style of leadership. As noted by Spinelli (2006), "Transforming leadership results in mutual stimulation and elevation that converts followers into leaders, and it may also convert leaders in to moral agents" (p. 11). Spinelli (2006) found Bass' (1997) model to be applicable to the administrative healthcare setting.

The transformational approach to leadership has also been studied and recommended in the health care and academics setting by P. O. Smith (2015), providing additional insight into the transactional versus transformational leadership styles. The transformational leader may also be an asset in building cultural competence in health care centers (Guerrero, Fenwick, & Kong, 2017). P. O. Smith (2015) described the transactional leader as more reactive, with a contingency-reward approach. Conversely, the transformational leader "is one who creates an organizational culture that converges the leader and her followers toward mutual 'bar-raising' and stimulating greater productivity that could not have been achieved solely through transactional leadership"

(p. 229). P. O. Smith (2015) argued that the transformational approach was needed in order to establish a culture of change. Within the approach is the need to understand personal bias, raise awareness of the blind spots of leaders, increase self-awareness, and promote empathy. P. O. Smith (2015) concluded by stating, “Leadership and organizational success are interlinked, and as high-performance leaders change themselves in accessing the transformational approach academic medicine can continue its lead position in the strategic health management of the U.S. population” (p. 231). The transformational leadership factors enhance the field of academic medicine.

Recent research on a framework for transformational leadership by East (2018) discussed the complete engagement of a leader’s head, heart, and soul. East (2018) asserted that transformational leadership embodies a “personal journey done in relationships and community, in ecological systems that humans and the natural world organize to survive, adapt and grow” (p. xvii). In other words, the purpose of a leader is to engage with others, promoting sustainability and hope. East’s (2018) work reflected the role challenges of public and non-profit social service professionals and the formula to succeed in these roles. A comprehensive view of transformational leadership includes:

- Leading by knowing oneself;
- Leading with heart and soul;
- Leading with ethics and cultural responsiveness;
- Leading by enabling change;
- Leading by inspiring vision; and
- Leading by building a culture of team learning (East, 2018, p. 2)

At the core of East's (2018) transformational leadership model was the clear premise of the leader actively "doing and being; head learner; heart steward and soul-meaning maker" (p. 2). To summarize, a transformational leader integrates these three roles in order to successfully lead and engage followers.

Full Range Leadership Model/Theory

The Full Range Leadership Model/Theory was developed from the progression of leadership theory originated by Burns (1978), who initiated the transforming versus transactional leadership styles, furthered by Bass (1996), who deemed transactional leadership as necessary and furthered the transforming leadership style to transformational (Antonakis & House, 2015). The Full Range Leadership Model/Theory is described by Bass (1996), and Bass and Avolio (1997), who asserted the universality in the leadership theory. The importance of universality of the Full Range Leadership Theory is in the applicability across settings and organizations.

Full Range Leadership Model/Theory references the three styles of leadership discussed in the work of Bass and Avolio (1997) and with associated behaviors of each style: transformational, transactional, and laissez-faire. This model is seen as integrative. For instance, the early work of Burns (1978) was seen in the transformational style, with Bass integrating the work of Burns (1978) with his own theory, adding the premise:

Transformational leaders act as agents of change by arousing and transforming followers' attitudes, beliefs, and motives from a lower to a higher level of arousal. They provide vision, develop emotional relationships with followers and make them aware of, and believe in, superordinate goals that go beyond self-interest. (Antonakis & House, 2016, p. 8)

RUNNING HEAD: Leadership styles developmental disabilities

This blend of Bass' (1999) and Burns' (1978) work developed the transformational aspect of the Full Range Leadership Model/Theory. In the transformational aspect of the Full Range Leadership Model/Theory, the four identified factors are idealized influence (attributed), idealized influence (behaviors), inspirational motivation, intellectual stimulation, and individualized consideration (Antonakis & House, 2016).

The leadership style of transactional in the Full Range Leadership Model/Theory describes the leadership behaviors of clarifying "role and tasks' requirements and provide followers positive and negative rewards contingent on successful performance" (Antonakis & House, 2016, p. 9). The necessity of the transactional leadership style is where Bass (1999) and Burns (1978) differ. Where Burns (1978) did not believe that the transactional style is effective, Bass (1999) did assert that it is necessary for leaders to display both the transactional and transformational style at times, as appropriate. According to Khanin (2007), Bass (1985) asserted that, "various modes of transactional leadership can be more or less effective" (p. 11). In other words, there are times when rewards are motivating for followers. The factors of transactional leadership within the Full Range Leadership Model include contingent reward, management by exception (active), and management by exception (passive) (Antonakis & House, 2016).

The third style of leadership in the Full Range Leadership Model is known as the laissez-faire leadership. Leaders who are identified with laissez-faire behaviors are described as avoidant in decision-making, passive in their style, and, most significantly, having an absence of leadership (Antonakis & House, 2016). Mathieu and Babiak (2015) noted in their research, cross-referencing Full Range Leadership Model and personality pathology, that those leaders employing the laissez-faire leadership style

RUNNING HEAD: Leadership styles developmental disabilities

strongly correlated with the factors of manipulative/unethical, callous/insensitive, unreliable/unfocused, and intimidating/aggressive. Additionally, Mathieu and Babiak (2015) noted that the strongest correlation in their study with the Full Range Leadership Model and employee satisfaction was, “Laissez-Faire leadership is a form of destructive leadership that has a negative impact on employees . . . our results support the contention that negative leadership has more impact on employee attitudes than positive leadership” (p. 11).

Determining a leader’s style using the Full Range Leadership Model occurs with the implementation of the MLQ Form 5X Survey. This survey is provided to employees for completion, by answering questions based on the behaviors exhibited by their immediate supervisor. With continued feedback and research, the MLQ Form 5X has been revised and is now known as the MLQ Form 5X survey (Avolio & Bass, 1999; Avolio, Bass, & Jung, 1999).

The Full Range Leadership Model was applied to the nursing profession in a study conducted by Kanste, Kaarianen, and Kyngas (2009). The researchers sought to affirm the universality of the Full Range Leadership Model with healthcare organizations. Understanding the continued challenges in the health care profession and leadership, in a changing environment, it is imperative to have a leadership model that was valid in the field. The model was implemented using the MLQ Form 5X survey, and the authors asserted, “Leadership behavior of the immediate supervisor predicts nurses’ willingness to exert extra effort, perceptions of leader effectiveness and satisfaction with the leader” (p. 781). Kanste et al. also noted that the practice of nursing is situational, thus, a blend

of situational leadership and transformational leadership is necessary in the health care field. The universality of the Full Range Leadership Model was supported in this study.

Servant Leadership

The concept of servant leadership originated with Robert Greenleaf (1970) and was based upon the firm belief that the leader is a servant first, and the leader serves their followers. Servant leadership, as a defined leadership style, places others above self. Greenleaf (1970) described the 10 traits of the servant leader: listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to growth of people, and building community (Greenleaf, 2016). As noted by Rubio-Sanchez et al. (2013), “The Servant Leader model appears aligned with several of the emerging values of today’s workplace” (p. 22). Specifically, workers want input into decisions, the vision, and the values of the workplace. There have been several versions of characteristics embodied by the servant leader. For example, Russell and Stone (2002) noted the following attributes and characteristics in their model of servant leadership, depicted in Table 2.

Table 2.

Attributes and Characteristics of Servant Leaders

Servant Leaders	
Attributes	Characteristics
Vision	Communication
Honesty	Credibility
Integrity	Competence
Trust	Stewardship
Service	Visibility
Modeling	Influence
Pioneering	Persuasion
Appreciation of others	Listening
Empowerment	Encouragement
Delegation	Teaching

Note. Russel & Stone (2002).

Through the different studies reviewing servant leadership, the concepts of serving and others above self remain constant.

A modern view of servant leadership was explored by Frick and Sipe (2009) through their publication discussing the seven pillars of servant leadership. According to Frick and Sipe (2009), the philosophy of servant leadership is built upon seven pillars and originates from the work of Greenleaf (1970). The seven pillars as defined by Frick and Sipe (2009) include,

RUNNING HEAD: Leadership styles developmental disabilities

- a. A person of character – maintains integrity, demonstrates humility, serves a higher purpose;
- b. A person who puts people first – displays a servant’s heart, is mentor-minded, shows care and concern;
- c. A person who is a skilled communicator – demonstrates empathy, invites feedback, communicate persuasively;
- d. A person who is a compassionate collaborator – expresses appreciation, builds team, negotiates conflict;
- e. A person who has foresight – a visionary, displays creativity, exercises sound judgment;
- f. A person who is a systems’ thinker – comfortable with complexity, demonstrates adaptability, considers the “greater good”; and
- g. A person who leads with moral authority – authority granted by others by the weight of one’s example (www.lifeandleadership.com/book-summaries/sipe-seven-pillars-of-servant-leadership.html)

Both Greenleaf (1970) and Frick and Sipe (2009) asserted that a servant leader must first be a servant. In order to achieve success with the pillars described by Frick and Sipe (2009), the leader must develop specific skills and strengths. The seven pillars of servant leadership are applicable across various settings.

In applying servant leadership to the educational field, research indicates the use of servant leadership by school superintendents. Relationships built by superintendents are vital to the success of not only the executive, but also the school system as a whole. Williams and Hatch (2012) reviewed servant leadership behaviors with a group of

superintendents considered to be high-performing in their respective district. The researchers proposed several hypotheses regarding culture, relationships, and a shared vision. Williams' and Hatch's (2012) results confirmed this, and they noted, "When a superintendent practices servant leadership through team building and a shared vision, the result will be a positive impact to the school district through organizational performance" (p. 49). Additionally, trust, empowerment, listening, and developing others are important in defining the culture of servant leadership.

The application of servant leadership to the profit-making business world, studied by Melchar and Bosco (2010) demonstrated the usefulness of the model in organizations beyond service and education. In their study, workers rated managers in three organizations to determine if servant leadership was the style of leadership modeled. The researchers found that

The modeling of servant leadership by strategic level managers can create an organizational culture in which servant leaders develop among lower-level managers. Servant leadership can provide a successful alternative to other leadership styles such as autocratic, performance-maintenance, transactional, or transformational. (p. 84)

The three organizations studied were considered high-performing, with top ratings of service, customer loyalty, and profit.

Integrative Theories of Leadership

Advanced leadership theory focuses on the integration of previous theories in order to develop a comprehensive framework. Avolio (2007) reflected on the advantages of integrating strategies for leadership theory-building and promoted "a more integrative

RUNNING HEAD: Leadership styles developmental disabilities

examination of leadership theory-building and research so as to lay the groundwork for a more full understanding of what constitutes the best and the worst forms of leadership and how those forms develop” (p. 31). An integrative focus is the next level of leadership study, with the ability to consider many factors of leadership instead of a narrow, singular, theory lens.

Evidence-based practices are valued when developing an integrative theory. A common practice in leadership development is coaching, including the areas of executive coaching, performance coaching, and management coaching (Elliott, 2011). The ability to develop leaders, using coaches, is an advancement of leadership theory. The desire to find evidence-based practices for leadership coaching resulted in useful frameworks of information for the practitioner. Elliott (2011) recommended “The use of the Full Range Leadership Model combined with facilitative group processes about how to incorporate this research in both personal behavior and personal reflection process” (p. 53). Because of the extensive empirical research conducted with the Full Range Leadership Model, practitioners respect and utilize the model. The MLQ 360 assessment is used by leadership coaches in evidenced-based practice with the Full Range Leadership Model. This assessment is essential for the leader and provides developmental feedback during the coaching intervention.

Other studies discuss the benefit of continuing research with leadership development, as well as integration of leadership theories, especially in the higher education and academic setting. Middlehurst (2008) reviewed the challenges of leadership in complex and dynamic environments. The author asserted, “Multiple theoretical ‘lenses’ are likely to be illuminating for practitioners” (p. 334). It is

imperative to have research design reflect natural settings to the greatest extent possible. Additionally, the context of leadership in real life settings is needed as leadership theory needs to mirror actual practice. The authors concluded noting that leadership development needs to continue moving forward, not relying on preconceived models but continue to build with the future needs and reality.

Integrating leadership theory and management strategies to improve curriculum leadership was discussed by DeMatthews (2014). Theories such as distributive leadership, social justice leadership, and instructional leadership are all imperative in curriculum leadership. DeMatthews (2014) asserted that the ability to apply different aspects of the leadership theories enhances the curriculum leadership. Relying on the expertise of other educators and stakeholders, building on their strengths and working together fosters the opportunity for positive outcomes. Leadership must understand the culture of the school, the dynamics of the community, and, as DeMatthews (2014) noted, “connect theory to practice” (p. 195). There is value with integrating leadership theories and management strategies in the educational environment.

Social Justice Leadership

Shields (2017) studied social justice leadership theory and transformative leadership behaviors in school superintendents and assistant superintendents. According to Shields (2017),

Transformative leaders require moral courage if they are to redistribute power, balance the public good of democratic society and opportunities for civic participation with individual private good, transform institutional policies and practices. In education, leaders must also transform curricula and programs to

RUNNING HEAD: Leadership styles developmental disabilities

ensure appropriate emphasis on global citizenship, on interconnectedness and interdependence, and on the need to respect, welcome, and include the lived experiences of all children, regardless of background, in our schools and curricula. (p. 6)

Shields' (2017) quantitative study focused on superintendents and assistant superintendents in the educational school system, where equity and social justice were a focus. Shields (2017) found that the leaders displayed both transformative and distributive leadership behaviors, exhibiting behaviors that promoted social justice, inclusion, and equity in their school districts. The underlying theme in the work of Shields (2017) was that leadership practice needs to recognize that "children cannot learn to their full potential unless they feel safe, welcomed, and respected in their schools" (p. 18). The blend of transformative leadership and social justice may assist in the achievement of Shields' (2017) premise.

Adding to the social justice leadership work of Shields (2017), was that of Wang (2018), who studied social justice leadership with principals in his qualitative research. By looking at transformative leadership, along with ethical and moral leadership, Wang (2018) sought to explore social justice leadership from theory to practice. Wang (2018) found that "principals live up to their social justice advocacy in terms of becoming, being, knowing and doing" (p. 478). Wang (2018) noted that the title of principal does not mean that the person in the position is a leader. The principal needs to embrace the leadership position and model inclusion, moral, transformative, and democratic ideals in order to develop people, build a community, and create social justice. The distinct practice of educational leaders who demonstrate social justice behaviors creates a school

community that promotes equity and inclusion. Providing leadership to teachers who must display social justice behaviors is imperative. According to Wang (2018), “Like-minded teachers who share social justice values and beliefs with principals are more likely to be facilitators in assisting principals to promote social justice” (p. 493).

Providing professional development and clarity in leadership, vision, and goals assists in the process of teaching social justice to school personnel.

Educational leaders need to possess the ability to think from a systems’ perspective in order to promote social justice in the educational setting. Frattura and Capper (2007) outlined a system for school districts to implement change in service delivery in school systems so that social justice is achieved. Frattura’s and Capper’s (2007) four cornerstones guide the process. The first cornerstone focuses on the core principle of equity; the second cornerstone discusses establishing equitable structures, specifically, the location and arrangement of educational services; the third cornerstone requires implementing change, involving funding and policy; and the fourth cornerstone mandates providing access to high-quality teaching and learning by building teacher capacity, curriculum, and instruction. The belief of Frattura and Capper (2007) was that by dedicating time, effort, and energy into implementing the four cornerstones, social justice for school districts is achievable.

Negative Leadership Styles

Other research uncovers leadership styles that are perceived as negative by followers. Bullying in the workplace has gained attention, and styles attributed to bullying and other negative environments exist. Dussault and Frenette (2015) discussed the relationship between supervisors’ leadership styles and the environment of work.

RUNNING HEAD: Leadership styles developmental disabilities

Specifically, the transformational, transactional, and laissez-faire leadership styles of Bass' (1985) model were examined. Dussault and Frenette (2015) found that bullying in the workplace correlated with the laissez-faire leadership style. Dussault and Frenette (2015) asserted,

Laissez-faire leadership can favor bullying in the workplace by not showing what is acceptable and what the limits are for unacceptable behavior. Such an inactive leadership may cause or allow frustration and interpersonal tensions, asocial behaviors, and bullying in the workplace.
(p. 731)

In addition, the researchers noted that the laissez-faire leadership style may lead to other conflicts with peers in the workforce and group conflict. Conversely, the research reflects that the transformational leadership style is negatively correlated with the behaviors of work place bullying.

Additional research by Tao et al. (2017), in the hospital industry, explored the effect of leadership style and work performance including retention of employees. This study focused on two types of leadership affecting employees: ethical and abusive. Tao, et al. stated, "Abusive leadership had a significant negative effect on employee work performance" (p. 1718). Additionally, abusive leadership correlated with employee exits from the work place. Regarding ethical leadership styles, Tao et al. noted, "Ethical leadership had a significant positive effect on employee work performance" (p. 1715). This positive effect continued, even when work conditions (i.e., undesirable working hours) existed. The presence of an ethical leader in the work environment balanced the undesirable working conditions.

RUNNING HEAD: Leadership styles developmental disabilities

Research exists examining the impact of the laissez-faire style of leadership in the work environment. Skogstad et al. (2014) sought to determine the effect of negative leadership on subordinates and defined laissez-faire leadership as “a follower-centered form of avoidance-based leadership by focusing on subordinates’ perceived situational need for leadership, and leader non-response to such needs” (p. 325). The researchers used the MLQ Form 5X to assess leadership style and stress with subordinates. The results indicated that poor leadership behaviors associated with the laissez-faire leadership style correlates with subordinate stress. Subordinates in this study also experience role ambiguity, which also increases the stress level of the subordinate.

The work of Larwin et al. (2015) introduced a new concept in leadership theory delineating a negative leadership style. Building from the distributive leadership theory, Larwin et al. asserted, “In this subtractive leadership model, collusion and intra-organizational conflict and competitiveness can occur that is focused on the immediate, self-serving, self-defined focus of the leadership, rather than what is best for the whole organization” (p. 3). Subtractive leadership is dysfunctional and causes suspicion and fighting within the organization and among colleagues. Larwin et al. noted that, while subtractive leadership style is built from the distributive leadership model, it is applicable to other leadership theories and models as well. The self-promotion and assertion of a leader who displays subtractive leadership behaviors inhibit the growth and performance of the organization.

Educational Superintendent Leadership Theories and Styles

The review of leadership theory and its various applications leads to the examination of leadership styles with positions similar to that of superintendents of

county boards of developmental disabilities. Because of a lack of information regarding leadership styles for executives in public agencies like the county board of developmental disabilities, the leadership styles and behaviors of educational administration, school district superintendents and other high-level administrative staff are important to explore.

Blanchard's and Hershey's (1970) early work regarding leadership theory for educational administrators was applicable to the discussion. Blanchard and Hershey (1970) noted the need for adaptability for the educational leader, noting the importance of "an individual who has the ability to vary his leader behavior appropriately in differing situations" (p. 303). The situation facing the educational leader demands adaptability in the learning environment. Blanchard and Hershey (1970) discussed the Life Cycle Theory of Leadership based upon the structure and consideration model, divided into four constructs. According to the Life Cycle Theory of Leadership, a leader's maturity depends on this style. Blanchard and Hershey (1970) stated,

Beginning with structured behavior which is appropriate for working with immature people, Life Cycle Theory suggests that leader behavior should move through (1) high structure – low consideration behavior to (2) high structure-high consideration and (3) high consideration-low structure behavior to (4) low structure – low consideration behavior. (p. 305)

Thus, immature leaders begin displaying high structure and low-consideration behaviors and a mature leader eventually moves to quadrant four, low structure and low-consideration behavior. Blanchard and Hershey (1970) discussed the applicability of the Life Cycle Theory in relation to, not only, educational administration with leaders and

instructors, but, also, with the parent-child relationship, the teacher-student relationship, and the administrator-faculty relationship.

The transformational leadership style has been studied in relationship to educational administration. Berkovich (2018) specifically researched transformational and transactional leadership styles using the MLQ Form 5X with principals and found that “half of the principals can be characterized as transformational leaders because they stick to one dominant style and use transformational behaviors frequently” (p. 901). This study also reflected the use of some transactional leadership behaviors. The work of a principal is often seen indicative of the need for both transactional and transformational leadership styles, depending on the school leadership tasks. The combination of the styles is noted in this research. The use of transformational leadership styles in administrators and principals is confirmed in the work of Anderson (2018), which stated:

The transformational leadership style, though not a cure all for school leadership, is supported by decades of research on the considerable positive impact of the leadership style in enhancing the performance of business organizations, and the last ten years in school settings. (p. 11)

Thus, transformational leadership is a style that has been extensively reviewed and considered, not only useful, but, also, capable of producing positive outcomes in many settings.

Other research examines leadership styles outside of the transformational style that also garner positive outcomes in the educational setting. The work of Bredeson, Klar, and Johansson (2011), on context-responsive leadership, explored “the intersection of context and superintendent leadership as a dynamic interaction expressed through

RUNNING HEAD: Leadership styles developmental disabilities

specific practices and anchored in the way a leader behaves within particular contexts, rather than in any predisposed style” (p. 3). Context-responsive leadership reveals the multiple dimensions of the role of the superintendent in order to understand the holistic nature of the position. While tasks may be similar for superintendents across the United States, the cultural norms, geographic location, community expectations, fiscal and political climate differ. Thus, Bredeson et al. related their findings to the emerging theory of context-responsive, noting, “We conceive context-responsive leadership as practical wisdom in action, which reveals a complex mix of knowledge, skills, and dispositions appropriately deployed by effective leaders as they engage in fluid conversations with dynamic situational variables” (p. 20). In other words, leaders respond differently to situations depending on the many variables regarding the matter. Bredeson et al. found that those superintendents who could respond favorably to their situation and move district goals forward, understand their constituents and respond appropriately, and communicate effectively about the needs and expectations of the community were successful.

Research by Bird and Wang (2013) explored leadership styles of superintendents, with superintendents describing their leadership styles and behaviors. In this specific study, the superintendents self-described their behaviors using the options of “autocratic, laissez-faire, democratic, situational, servant, or transformational” (p. 14). The results of the study noted that the superintendents’ self-identified leadership behaviors were varied with each respondent. In other words, 97% of the participating respondents reported their leadership style almost equitably from the choices of “democratic (16.61%), situational (25.25%), servant (23.92 %), and transformational (32.23%)” (Bird & Wang, 2013, p.

14). While this study emphasized the diversity of the leaders, it also discussed the importance of authenticity in leadership. The study reflected that with the complexity of the school superintendents' role, it is imperative to have a leadership style that is authentic in nature.

Authentic leadership has four components: self-awareness, relational transparency, balanced processing, and moral integrity (Walumbwa, Avolio, Gardner, Wernsing, & Person, 2008). As noted by Bird and Wang (2013):

School superintendents in the real world confront resource limitations, conflicting constituent values, and persistently increasing expectations. Their decision-making, problem-solving and general performance are very public in nature and open to scrutiny within the organization and out in the community as well. The leadership style that emerges from such a dynamic context needs to be effective, efficient, pliable and sustainable. (p. 16)

Thus, the variability in responses to leadership style, blended with authenticity, assist the superintendent in meeting the demands of their complex role. Bird and Wang (2013) concluded their study and encouragement of authenticity in the role of superintendent by stating:

They can choose to be democratic, situational, servant, or transformational as long as they are authentic in their choice and actions. It is not the leader's style that counts but rather the authenticity of their motives and the authenticity of their actions that counts in the minds and hearts of their followers. (p. 17)

Bird and Wang (2013) affirmed the belief in authenticity in the role of school superintendents, noting that superintendents who self-report authenticity have a positive

RUNNING HEAD: Leadership styles developmental disabilities

correlation with their school district utilizing school improvement practices. This is significant, as school improvement plans dictate a great amount of strategic planning, community engagement, personnel support, and the ability to implement high-level plans with confidence.

The self-reported leadership style of school superintendents and the effect of student outcomes were explored by Allen (2017). Allen (2017) utilized the MLQ Form 5X and the Full Range Leadership Model to analyze the preferred behavioral leadership styles of superintendents in the State of Kentucky and analyzed the data with other variables such as superintendent educational attainment, years of experience, and district accountability scores. Superintendents, in Allen's (2017) study, most frequently identified their behaviors with transforming leadership. However, the study did not affirm the transformational leadership style and school performance. The factor of superintendent longevity in a school district was found to be statistically significant. Allen (2017) concluded that when school districts are in the selection process for their superintendent, realization of the complexities of the superintendent role and skills necessary to succeed may warrant more attention than simply superintendent leadership style.

Leadership and Gender

The issue of gender, equity, and leadership is an issue that has been researched and debated for decades. Leadership challenges exist for women and the balance of work, family, and personal interests are significant (Levitt, 2010). Equity in position and salary for women continue to be issues. Women are not equally represented in executive positions, and are not equally compensated as men (Lantz, 2008). Van Emmerick,

RUNNING HEAD: Leadership styles developmental disabilities

Wendt, and Euwema (2010) asserted that top management roles are typically held by men. Role congruency theories are often explored in research in an effort to identify and address inequity as well as promote solutions to this issue. Perceptions of leadership style, gender differences in style preference, and gender role stereotypes in the work environment are common themes in current literature.

When examining gender role stereotypes and leadership, a common area of interest is the various leadership styles used by males and females. Burns and Martin (2010) discussed the invitational style of leadership and the effectiveness of this particular style with male and female educational leaders. The invitational leadership style focuses on interpersonal communications and emphasizes a positive environment created by the leader. A study conducted by Burns and Martin (2010) asserted that educational leaders possessing characteristics of the invitational model were significantly more successful in creating a positive and person-centered environment. This finding was confirmed with both male and female educational leaders and no significant gender differences were found.

The transformational leadership style is also noted in research regarding leadership effectiveness and gender. The transformational style emphasizes a leader's ability to influence staff members, focusing on the leadership traits of charisma, inspiration, intellectual stimulation, and individualized consideration (Ismail & Al-Tae, 2012). Ismail and Al-Tae (2012) asserted that women are more successful in the transformational leadership style, and, as such, more women should be in executive leadership positions. Lantz's (2008) research and research by Bass, Avolio, and Atwater (1996) concurred, noting women often successfully utilize the transformational style of

RUNNING HEAD: Leadership styles developmental disabilities

leadership. Additionally, Van Emmerick et al. (2010) supported the view that women in management display the transformational style more often than men.

Role Congruity Theory is relevant in a review of leadership effectiveness and gender role stereotypes. Stoker, Van der Velde, and Lammers (2012) suggested that the proximity of a female manager enhances the likelihood that both male and female employees prefer female managers and androgynous characteristics, rather than masculine characteristics of their managers. Ritter's and Yoder's (2004) work supported the continued existence of role incongruity. Role incongruity theory asserts that the typical leadership qualities of dominance and masculinity equate with men. Men are more often positioned as leaders, and these characteristics are traditionally viewed as more successful in the world of leadership and management. Ritter and Yoder (2004) stated, "the emergence of these women into the designated leader role itself remains constrained by gendered expectations" (p. 191).

Role congruity theory was reviewed in Garcia-Retamero's and Lopez-Zafara's (2006) study of perceptions of gender role congruity in leadership. The researchers hypothesized that males would view females as less qualified for leadership positions, and that women would more often display a transformational style of leadership. This study added to current research by supporting gender role congruity issues, with men favoring male candidates, except when the occupation was perceived as more congruent with female occupations.

Gender bias of a hiring committee was explored in a study by Bosak and Sczesny (2011) in an attempt to assess if gender role stereotypes in hiring still occur. Specifically, gender of the evaluator was of particular interest. Although in a controlled setting, Bosak

and Sczesny (2011) asserted that relevant social role information regarding the gender of the applicant influences selection of a candidate. In other words, “there was evidence of a gender bias at the hiring stage as male participants selected male applicants with a higher certainty than female applicants” (p. 239). At the final hiring stage, gender bias appeared most often by male evaluators. This has significant impact on women in executive positions, as hiring committees are predominately male, and, as Bozak and Sczesny (2011) predicted, men preferred male candidates over female candidates.

Gender stereotypes and leader error were studied in the research of Thoroughgood, Sawyer, and Hunter (2013). This study noted that men who made task errors were viewed more negatively when compared to women who made task errors. The explanation offered is that women are “expected to fail in masculine work settings” (Thoroughgood et al., p. 42). Other stereotypical perceptions were noted in the work of Prime, Carter, and Welbourne (2009, p. 25) who explored the male role of “taking charge” and the female role of “taking care.” Prime et al. concluded that female leaders were more effective at supporting and rewarding subordinates, while male leaders were viewed as more effective with delegating and problem-solving. Additionally, differences in responses were noted between male and female respondents. Prime et al. asserted, in their research, that “Both female and male respondents perceived that all of the masculine-type behaviors (delegating, influencing upward, and problem-solving) were significantly more related to masculine than feminine traits” (p. 42). Johansen (2007) noted that female managers tend to exhibit more interactive strategies and communicate differently than male managers. This study of strategic management styles demonstrated

RUNNING HEAD: Leadership styles developmental disabilities

that female managers chose strategies emphasizing process, which has also been viewed as a strength of female leaders.

In reviewing the leadership styles of superintendents in an educational setting, there is a noticeable underrepresentation of women in the role of superintendents. Garrett-Staib and Burkman (2015) explored the issue of gender imbalance with the role of superintendents, using a tool known as the Learning Practice Inventory (LPI), developed by Kouzes and Posner (2012). The LPI is a self-directed assessment that defines five specific practices of leadership: model the way, inspire a shared vision, challenging the process, enable others to act, and encourage the heart. The LPI is useful in assessing the strengths and weaknesses of a leader based on the analysis of their self-reporting responses of their own leadership traits. While the study of Garrett-Staib and Burkman (2015) did not note any differences in leadership practices of men and women, the authors did assert:

The results showing [*sic*] that female superintendents do seem to have stronger self-concepts in two of the leadership areas that have the highest effect on positive institutional leadership outcomes. Female superintendents in this research indicated they felt more able to ‘encourage the heart’ and ‘inspire and share vision.’ (p. 164)

While the study verified more male superintendents (86.4%) than female (13.63), the difference in self-concepts of the female superintendents is notable.

Summary

Leadership practice and the behavior of leaders are important for the success of all organizations. In the realm of social services and public agencies, strong leadership is

RUNNING HEAD: Leadership styles developmental disabilities

needed in order to balance the needs of the community and fiscal responsibility. A great demand exists for leaders who excel in a changing environment, and the county boards of developmental disabilities in the state of Ohio have experienced great change in their organizational structure due to state and federal mandates, as well as the growing culture of inclusivity and community acceptance of people with disabilities. The superintendents of the county boards of developmental disabilities across the state of Ohio and their leadership styles and preferences have not been previously explored. With the implementation of this study, greater understanding of leaders and their leadership styles in the county boards will provide insight into organizational operations. Additionally, opportunities for improving leadership skills and professional development are desired by the superintendents in order to better lead their staff, and ultimately provide the best service to people with disabilities and their families in our communities.

Chapter 3

Methods

Introduction

This study investigates the leadership behaviors of superintendents of the county boards of developmental disabilities in the state of Ohio. The data used in the study were acquired from the MLQ Form 5X and analyzed using SPSS.

Research Questions

The methodology used investigated the following research questions:

1. What are leadership styles of superintendents in the county boards of developmental disabilities in the state of Ohio?
2. What is the relationship between leadership styles of superintendents in the county board of developmental disabilities and self-reported outcomes of leadership?
3. What is the relationship of gender and leadership style of superintendents in the county boards of developmental disabilities in the state of Ohio?
4. What is the relationship of leadership style and longevity in the position of superintendent for superintendents in the county boards of developmental disabilities?
5. What is the relationship of leadership style and longevity in the field of developmental disabilities for superintendents in the county boards of developmental disabilities?
6. What is the relationship between leadership style, longevity in the role of superintendent, longevity in the field of developmental disabilities, gender, and self-reported outcomes of leadership for superintendents in the county boards of developmental disabilities?

This chapter describes the participants, instrumentation, procedures, and data set used in the study. The methodologies used in analysis, as well as validity and reliability of the instrument, are also explored. Finally, information on the population, variables, and data collection will be discussed.

Participants

Participants in this study were superintendents of the county boards of developmental disabilities in the state of Ohio. While Ohio has 88 counties, the current arrangement of some counties sharing superintendents caused the total number of potential participants for this survey research to be 77. All participants in the position of superintendents met and obtained the certification of superintendent of county boards of developmental disabilities in the state of Ohio, which is granted only by the Ohio Department of Developmental Disabilities. Superintendents were required to not only have experience in the field of developmental disabilities but have administrative experience as well. The certification and experience requirements for superintendent of developmental disabilities in the state of Ohio are outlined in Ohio Administrative Code 5123:2-5-03.

Instrumentation

The instrumentation utilized in the study was the MLQ Form 5X, developed by Bass and Avolio (1995). The MLQ Form 5X is a self-assessment survey instrument, designed to identify leadership behaviors. The revised tool used in this study confirmed validity and reliability. Kanste et al. (2006) noted that internal consistency was supported. Additionally, the factor structure of the MLQ Form 5X was examined by

RUNNING HEAD: Leadership styles developmental disabilities

Kanste et al. and found to be stable and “mainly acceptable.” (p. 208). The Pearson product moment correlations were also tested by Kanste et al. and noted to be sufficient.

The MLQ Form 5X has 45 items measuring nine subscales of leadership as developed by Bass and Avolio (1995). The nine subscales are components of three leadership types: transformational, transactional, and laissez-fair. Five subscales reflecting transformational leadership behaviors are

- idealized influence (attributed);
- idealized influence (behavioral);
- inspirational motivation;
- intellectual stimulation; and
- individualized consideration

Three subscales reflect the transactional behavioral leadership style and are

- contingent reward;
- active management by exception; and
- passive management by exception

The final subscale measures laissez-faire leadership behaviors (Kanste et al., 2006).

The MLQ Form 5X uses a five-point Likert scale for each question, with the responses ranging from a scale of 1 (not at all) to 5 (frequently). The full testing instrument is found in Appendix A.

Procedures

This quantitative study utilized data exclusively from the responses of the MLQ Form 5X. The survey was disseminated to superintendents of county boards of developmental disabilities in the state of Ohio via Survey Monkey. The data were

RUNNING HEAD: Leadership styles developmental disabilities

exported to SPSS for analysis. Research questions were examined using statistical analysis methods of Analysis of Variance (ANOVA), independent *t*-tests, and chi-square analysis. Relationships within the data were explored with regression analysis.

Chapter 4

Results

Introduction

The purpose of this study was to examine the leadership behaviors and styles of superintendents of county boards in the developmental disabilities field in the state of Ohio. While research exists examining leadership behaviors and styles of other executives in a variety of settings, no known prior research exists with this specific group of leaders. By examining the leadership behaviors and styles of superintendents in the field of developmental disabilities, trends may be identified. In addition, a review of the data revealed the degree of relationships between self-reported leadership styles, behaviors and leadership outcomes, gender, longevity in the field of developmental disabilities and longevity in the position of superintendent.

The following research questions were explored in this study:

1. What are the leadership styles of superintendents in the county boards of developmental disabilities in the state of Ohio?
2. What is the relationship between leadership styles of superintendents in the county board of developmental disabilities and self-reported outcomes of leadership?
3. What is the relationship of gender and leadership style of superintendents in the county boards of developmental disabilities in the state of Ohio?
4. What is the relationship of leadership style and longevity in the position of superintendent for superintendents in the county boards of developmental disabilities?

5. What is the relationship of leadership style and longevity in the field of developmental disabilities for superintendents in the county boards of developmental disabilities?
6. What is the relationship between leadership style, longevity in the role of superintendent, longevity in the field of developmental disabilities, gender, and self-reported outcomes of leadership for superintendents in the county boards of developmental disabilities?

This chapter begins by first describing the reported characteristics of the participants: gender, years as a superintendent, and years working in the field of developmental disabilities. Preliminary data analysis computed the estimates of the reliability of factors within the leadership styles of *Transformational*, *Transactional* and *Passive-Avoidant*. A correlation between the leadership styles of *Transformational*, *Transactional* and *Passive-Avoidant* and their respective sub-factors of Idealized Attributes, Idealized Behaviors, Inspirational Motivation, Intellectual Stimulation, Individual Consideration, Contingent Reward, Management by Exception – Active, Management by Exception (Passive), and Laissez-Faire provided insight to the association between the variables and established the discriminant validity of the primary factors. Results are provided for each research question, in concert with the analysis conducted.

Descriptives

The response rate of 67 participants represented 87% of the full population of superintendents employed by the county boards of developmental disabilities in the state of Ohio. Descriptive analysis of the participants revealed that $n = 33$ (50%) self-reported

RUNNING HEAD: Leadership styles developmental disabilities

as female, while $n = 33$ (50%) self-reported as male. One respondent did not report his or her gender. Responses indicated that the average time working in the field of developmental disabilities was 25.46 years, while the average time working as a superintendent was 8.8 years. In order to analyze the data needed to address the research questions, factors were built to represent each of the leadership styles.

The MLQ Form 5X was the survey instrument used in this study. The survey questions, leadership styles and behaviors, scales, items, and factors were represented in the MLQ. The *Transformational Leadership* style was endorsed with the scale of Idealized Attributes, items 10, 18, 21, and 25; the scale of Idealized Behaviors, items 6, 14, 23, and 34; the scale of Inspirational Motivation, items 9, 13, 26, and 36; the scale of Intellectual Stimulation, items 2, 8, 30, and 32; and the scale of Individual Consideration, items 15, 19, 29, and 31. The *Transactional Leadership* style was endorsed with the scale of Contingent Reward, items 1, 11, 16, and 35; and Management by Exception (Active) items 4, 22, 24, and 27. The *Passive-Avoidant Leadership* style was endorsed with the scale of Management by Exception (Passive), items 3, 12, 17, and 20 and Laissez-Faire, items 5, 7, 28, and 33. These factors were analyzed for the reliability of the responses to the questions. Table 1 provides the reliability estimate for each leadership style included in the MLQ responses.

Table 3.

Reliability Estimates of Leadership Styles

Factor	n	α
Transformational	20	0.878
Transactional	8	0.665
Passive-avoidant	8	0.540

As indicated in Table 1, all the leadership style factors demonstrated good to excellent reliability of responses (Field, 2018). The relationship between the leadership styles and the sub-factors supporting the respective leadership style is presented in Table 2.

Table 4.

Pearson's Zero-Order Correlation between Leadership Styles and Sub-Factors

	Transformational	Transactional	Passive-avoidant
Transformational	-	.296*	-.255*
Transactional	.296*	-	.048
Passive_Avoidant	-.255*	.048	-
Idealized_Attributes	.738**	.241*	-.214
Idealized Behaviors	.839**	.317**	-.215
Inspiration Motivation	.852**	.159	-.226
Intellectual_Stimulation	.783**	.301*	-.099
Individual Consideration	.806**	.161	-.285*
Contingent_Reward	.505**	.682**	-.033
Management Exception Active	.038	.843**	.088
Management Exception Passive	-.166	.121	.817**
Laissez_Faire	-.244*	-.057	.770**

* Correlation is significant at the 0.05 level; ** at the 0.01 level.

RUNNING HEAD: Leadership styles developmental disabilities

As indicated above, the transformation and transactional leadership styles present a moderate positive significant correlation ($r = .296$) while transformational and passive-avoidant reveal a moderate negative significant correlation ($r = .255$). However, transactional and passive-avoidant are not correlated. Additionally, Table 2 indicates that the responses provide evidence that each of the leadership styles has strong discriminant validity. Discriminant validity is supported when each sub-factor is most strongly correlated with its primary factor (transformational, transactional, and passive-avoidant).

Research Question #1

Research Question #1 asked, “What are the leadership styles of superintendents in the county boards of developmental disabilities in the State of Ohio?” The factors of each leadership style were computed, using the items indicated above, by taking the average of the responses across those items. Table 3 provides the basic analysis for each of the leadership style factors.

Table 5.

Leadership Style Descriptive Statistics

Factor	Mean	SD	Skewness	Kurtosis
Transformational	4.29	0.39	-1.30	5.08
Transactional	3.16	0.51	0.05	-0.64
Passive-avoidant	1.72	0.43	0.44	-0.75

As indicated in Table 3, the greatest endorsement for the three leadership styles is for transformational, followed by transactional. The results of these analyses indicate that the responses follow a normal distribution, with skewness and kurtosis falling within acceptable ranges (Field, 2018).

Research Question #2

Research Question #2 asked, “What is the relationship between leadership styles of superintendents in the county board of developmental disabilities and self-reported outcomes of leadership?” The items supporting the *Outcomes of Leadership* factor Extra Effort are 39, 42, and 4. The items supporting the *Outcomes of Leadership* factor Effectiveness are 37, 40, 43, and 45. The items supporting the *Outcomes of Leadership* factor Satisfaction are 38 and 41. First, the reliability of the nine items was analyzed using Cronbach’s Alpha, and indicate a strong level of reliability, $\alpha = .869$. Zero-order correlations between the self-reported *Outcomes of Leadership* and the three leadership styles were conducted. These are presented in Table 4.

Table 6.

Pearson’s Zero Order Correlations of Leadership to Outcomes

Factor	(1)	(2)	(3)	(4)
Outcome Leadership (1)	-	0.728**	0.16	-0.199*
Transformational (2)	-	-	0.30*	-0.256*
Transactional (3)	-	-	-	0.074
Passive-avoidant (4)	-	-	-	-

Note. * indicates significant correlations at the $\alpha < .05$ level, or ** at the $\alpha < .01$ level

As indicated above, the *Outcomes of Leadership* factor has a strong, positive, significant correlation with transformational, while it has a small, negative, significant correlation with the passive-avoidant leadership style. The *Outcomes of Leadership* factor is not correlated with the transactional leadership style. A multiple regression analysis was used to evaluate the overall strength of the model of *Outcomes of Leadership* based on the three leadership styles. This was based on the following multiple regression model:

$$Y_{ij} = \beta_1(X_1) + \beta_2(X_2) + \beta_3(X_3) + \varepsilon$$

Where Y_{ij} represents the dependent variable of *Outcomes of Leadership*, and the independent variables are as indicated: β_1 represents transformational leadership, β_2 represents transactional leadership, and β_3 represents passive-avoidant leadership style.

Results of the regression analyses indicate that *Outcomes of Leadership* are significantly explained by the three leadership style responses, $F(3,63) = 24.1, p < .001, R^2 = .534$.

This result indicates that the responses to the three leadership styles explain 53.4% of the reported *Outcome of Leadership*. The resulting model is written:

$$Y_{ij} = .794(X_1) + -.039(X_2) + .007(X_3) + \varepsilon$$

Research Question #3

Research Question #3 asked, “What is the relationship of gender and leadership style of superintendents in the county boards of developmental disabilities in the state of Ohio?”

A multivariate analysis of variance (MANOVA) was used to assess if gender differences existed on the three leadership styles and the reported leadership outcomes. Box’s Test of Equality of Covariance ($p = .204$) and Levene’s Test of Equality of Error Variance ($p < .05$) are tenable, indicating that the data are appropriate for this analysis. These results are presented in Table 5.

Table 7.

Results of the MANOVA Analyses

Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Transformational	0.002	1	0.002	0.01	0.910
Transactional	0.727	1	0.727	2.90	0.094
Passive-Avoidant	0.302	1	0.302	1.68	0.200
Outcome Leadership	0.061	1	0.061	0.35	0.558

The results of this analysis indicate that there are no differences in the responses for any of the leadership styles and reported *Outcomes of Leadership*, based on the gender of the respondent. A graphical image of the association between gender and each leadership style, as well as the *Outcomes of Leadership*, is presented in Figure 1.

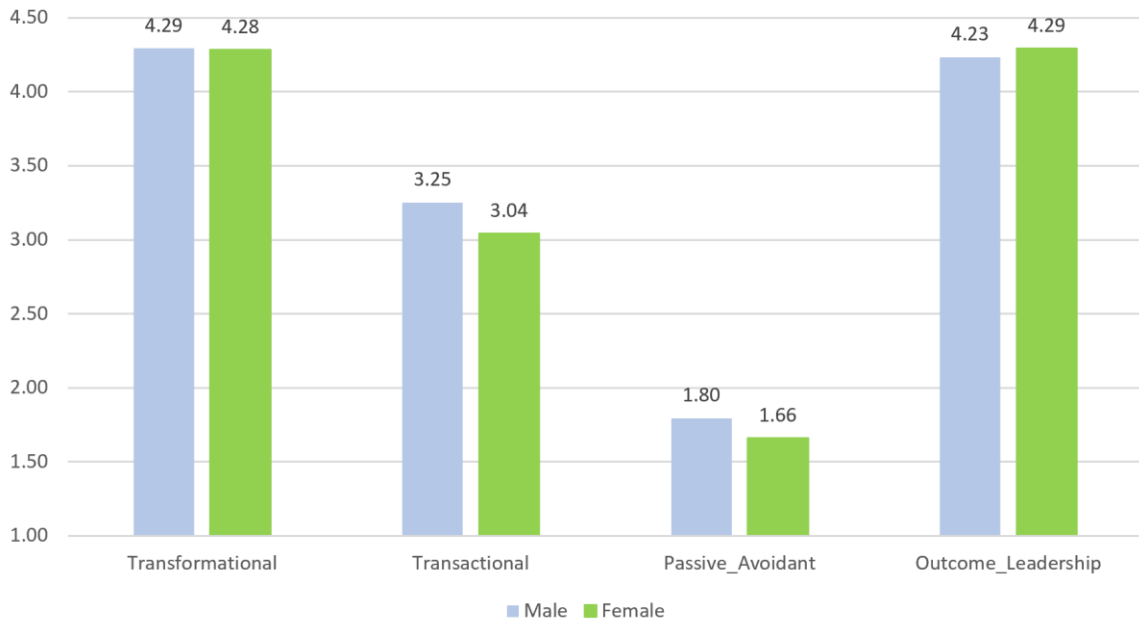


Figure 1. Gender on Leadership and Outcomes

As seen in Figure 1, the average response for male participants is slightly higher for each of the leadership styles. However, the average reported *Outcomes of Leadership* is higher for female participants.

Research Question #4

Research Question #4 asked, “What is the relationship of leadership style and longevity in the position of superintendent for superintendents in the county boards of developmental disabilities?” The three leadership styles (transformational, transactional, and passive-avoidant) were regressed on the reported length of time as a superintendent. Results indicate that there is no association between the leadership styles and time as a superintendent, $F(3, 63) = .877, p = .458, R^2 = .04$.

Research Question #5

Research Question #5 asked, “What is the relationship of leadership style and longevity in the field of developmental disabilities for superintendents in the county boards of developmental disabilities?” The three leadership styles (transformational, transactional, and passive-avoidant) were regressed on the reported length of time in the field of developmental disabilities. Results indicate that there is no association between the leadership styles and time in the field of developmental disabilities, $F(3, 63) = .033, p = .992, R^2 = .02$.

Research Question #6

Research Question #6 asked, “What is the relationship between leadership style, longevity in the role of superintendent, longevity in the field of developmental disabilities, gender, and self-reported outcomes of leadership for superintendents in the county boards of developmental disabilities?” A Pearson’s Zero-order correlation was

RUNNING HEAD: Leadership styles developmental disabilities

conducted to examine the association between the seven variables. These results are presented in Table 6.

Table 8.

Pearson's Zero-Order Correlations between Variables

Variable	2	3	4	5	6	7
Transformational (1)	.296*	-.255*	.728**	-0.02	0.034	-0.014
Transactional (2)	-	0.05	0.156	0.18	-0.01	-0.208
Passive-Avoidant (3)	-	-	-0.2	0.07	-0.02	-0.16
Outcome Leadership (4)	-	-	-	0.18	0.128	0.073
Length of time as a superintendent (5)	-	-	-	-	.628**	-.412**
Length of time in the field of developmental disabilities (6)	-	-	-	-	-	-.279*
Gender (7)	-	-	-	-	-	-

Note. * indicates $p < .05$; ** indicates $p < .01$

As indicated above, results reveal that there is a strong negative significant correlation between gender and length of time as superintendent ($r = -.412$). Similarly, there is a moderate negative significant correlation between gender and length of time in the field of developmental disabilities ($r = .279$). This indicates that as reported longevity in the field of developmental disabilities and longevity in the role of superintendent increases, the more likely the participants are male respondents.

Summary

The analysis in Chapter 4 addressed each research question. The data reflect that the most prevalent leadership style of superintendents in the county boards of developmental disabilities in the state of Ohio is transformational, followed by transactional. The *Outcomes of Leadership* is a transactional style of leadership that has a strong positive correlation with transformational leadership style. Gender differences are not noted in the analysis of *Outcomes of Leadership* with participants. No correlation exists between longevity of superintendency and leadership style. No correlation between the length of time in the developmental disabilities field and leadership style exists either. Finally, there is a significant, moderate, correlation between gender and length of time as a superintendent, and gender and length of time in the developmental disabilities field. Chapter 5 will present a discussion and implications of these findings.

Chapter 5

Results

The purpose of this research was to explore leadership styles and behaviors of superintendents in the county boards of developmental disabilities in the state of Ohio. This chapter provides a summary and interpretation of findings, the context of findings, and the implications of findings. In addition, this chapter discusses limitations of the study and future direction of research with the topic of leadership with superintendents in the county boards of developmental disabilities.

Summary of Findings

The research questions noted in Chapter 1 of this study regarding leadership style were answered through the administration of the survey and analysis of data obtained from the survey. The first research question sought to identify the leadership styles of superintendents in the county boards of developmental disabilities in the state of Ohio. The answers to the questions in the survey instrument allowed participants to select from responses that ranged from “not at all” to “frequently, if not always.” This resulted in superintendent responses endorsing behaviors falling across all leadership types. Analysis of the data revealed that the self-reported leadership behavior endorsed by the superintendents leaned more heavily towards a transformational style, followed by transactional style. A minority of superintendents endorsed the passive-avoidant leadership style and behavior through their self-reported responses, which are the least desired leadership styles of followers and the least effective leadership styles (Bass & Avolio, 1994).

The second question in the study examined the relationship between leadership style of superintendents in the county boards of developmental disabilities in the state of Ohio and self-reported outcomes of leadership. The transformational leadership style had the strongest relationship with self-reported leadership outcomes: specifically, factors identified as indicative of extra effort, effectiveness, and satisfaction. In other words, leaders displaying transformational leadership styles and behaviors reported the most significant leadership outcomes.

The third research question explored the relationship between gender and leadership style of superintendents in the county boards of developmental disabilities in the state of Ohio. The research question was answered, noting that there were no differences in *Leadership* style with regard to gender. While the highly-endorsed leadership styles were those behaviors associated with *Transformational* leadership, this style was equally distributed across both males and females in the study. A small difference in responses between males and females, with regard to the self-reported outcomes of leadership, was evident with females reporting higher levels of *Leadership* style outcomes than males.

The fourth and fifth research questions examined the relationship between leadership style and longevity in the role of superintendent, and longevity in the field of developmental disabilities, respectively. There was no relationship noted with leadership style and longevity in the role of superintendent or longevity in the field of developmental disabilities. Again, the behaviors associated with a transformational leadership style were most frequently endorsed. Thus, length of time in the field of

RUNNING HEAD: Leadership styles developmental disabilities

developmental disabilities and length of time as superintendent was not a factor in self-reported leadership styles and behaviors.

The sixth research question examined the relationship between a superintendent's self-reported leadership style, the length of time as a superintendent, length of time in the field, gender, and self-reported outcomes of leadership. This question was answered effectively, noting that the males were more likely to have greater longevity in the field and longevity as superintendents than females.

Interpretation of Findings

The findings of this study demonstrate the most commonly endorsed leadership style and behavior of superintendents in the county boards of developmental disabilities is transformational leadership. The outcomes likewise reveal that superintendents who endorse leadership styles and behaviors as transformational also report higher outcomes of leadership. Another significant and unexpected result is the lack of difference in self-reported leadership style with superintendents, in relationship to gender, longevity as a superintendent, and longevity in the developmental disabilities' field. An unanticipated outcome is the prevalence of males in regard to longevity in the role of superintendent and longevity in the developmental disabilities' field. According to the responses from the survey, the longer a participant is in the field and in the role of superintendent, the more likely the participant is a male. This finding demonstrates the incidence of males in the field and in the executive role longer than females, and also reflects the growth of females in the position of superintendent in county boards of developmental disabilities in the state of Ohio.

Context of Findings

In examining the leadership styles of superintendent in the county boards of developmental disabilities in the state of Ohio, both commonalities and differences exist with the findings and current research. For instance, the self-reported answers of participants regarding leadership styles and behaviors reflected the transformational style, followed by the transactional style. The least reported style by superintendents in the study based on self-reported responses is the passive-avoidant style of leadership. This reflects and aligns with Bass (1997) and the belief that leaders may exhibit both transformational and transactional leadership styles and behaviors with effectiveness. P. O. Smith (2015) concurred that both styles may exist, however believed that the transformational style is most affective and creates positive culture and organizational change. The work of East (2018) supported the effectiveness of the transformational leadership style and the complete engagement of a leader's head, heart, and soul. As the superintendents' responses revealed, the transformational leadership style was the most self-identified leadership style. In a social service setting assisting society's most vulnerable citizens, the transformational style is indeed needed and impactful.

The results of this study compare with the results of Allen's (2017) research in regard to school superintendents self-reported leadership style. The participants in Allen's (2017) study also self-reported characteristics of transformational leadership as the most prevalent style, however school outcomes did not positively correlate with the self-identified leadership style. In the present study, the self-reported leadership outcomes were positively correlated with transformational leadership styles and behaviors.

RUNNING HEAD: Leadership styles developmental disabilities

The mean response of superintendent responses for passive-avoidant leadership styles and behaviors was 1.72 reflecting that the superintendents in this study do not utilize this style nearly as often as transformational and transactional. According to Bass and Avoilio (1994), passive-avoidant leadership style, also known as laissez-faire leadership, is the furthest on the continuum from the transformational leader and the least effective leadership style. Dussault and Frennett (2015) noted a relationship between the work environment and leadership styles, using the continuum of transformational, transactional, and laissez-faire leadership styles in their work. Dussault and Frennett (2015) found a correlation with bullying in the workplace and laissez-faire leadership, while also asserting that transformational leadership style is not indicative of negative work environments. Skogstad et al. (2014) noted that poor leadership behaviors, as described in the laissez-faire and passive-avoidant leadership styles, are related to employee stress. The low responses to the passive-avoidant leadership questions in this study, in addition to the positive responses to transformational leadership questions provide an optimistic view of the work environments in the county boards of developmental disabilities. Agencies that serve people with developmental disabilities and their families need assistance from public employees who have positive work environments and quality leadership.

Research by Bird and Wang (2015) exploring leadership styles of superintendents in the educational setting revealed respondents equitably reporting their styles among the categories of democratic, situational, servant, and transformational. While the research in this study used the three leadership styles of transformational, transactional, and passive-avoidant, the responses were not equally divided and demonstrated the significant finding

RUNNING HEAD: Leadership styles developmental disabilities

of transformational leadership as the self-reported leadership style. As the scales differ, the responses are important. As Bird and Wang (2015) noted, authenticity appears to be the catalyst to success with demonstrated leadership style among leaders. The practice of authentic leadership provides a predictable, transparent work environment needed for agencies that serve people with developmental disabilities and their families.

The lack of differentiation in leadership style among males and females in this study reflect the existing research by Burns and Martin (2010). The authors found no significant differences in leadership styles among males and females in their work with educational leaders. While Burns and Martin (2010) found that both males and females self-reported the invitational leadership style, the current study found participants self-reporting the transformational leadership style. Both found no gender differences. However, Garrett-Steib and Burkman (2015) found that, while there were no differences in leadership practices of men and women in their study, their research did reflect “female superintendents do seem to have stronger self-concepts in two leadership areas that have the highest effect on positive institutional outcomes” (p. 164). This correlates with the results in the current study, where female participants self-reported higher outcomes of leadership than their male counterparts. An interesting finding was that Garrett-Steib’s and Burkman’s (2015) study had far more male respondents (86.4% male and 13.63 % female), and the current study had equal male and female participants.

The results of this study that reflect no differences in leadership styles in relation to longevity in the role as superintendent and longevity in the field of developmental disabilities are worthy of discussion in regard to research by Allen (2017). In Allen’s (2017) study of educational superintendents, superintendent longevity in a school system

RUNNING HEAD: Leadership styles developmental disabilities

was statistically significant with regard to school performance. In the present study, transformational leadership was correlated with self-reported outcomes of leadership, and there was no relationship with longevity in the role of superintendent. The only differential relationship with self-reported outcomes of leadership was with the variable of gender, with females reporting higher outcomes of leadership than males.

Implication of Findings

The findings of this research add to the existing research literature on leadership theories and styles. This study is unique in its focus on superintendents in the county boards of developmental disabilities in the state of Ohio, an executive population not known to have been previously studied. The information gleaned from the results in this study informs the field of current self-reported leadership styles and behaviors. Responses of the superintendents in the study support the transformational leadership style and relate to the theoretical framework of not only Bass (1997) and Bass and Avolio (1994), but also in relation to the research of East (2018). East (2018) noted the importance of social service leaders adopting the transformational leadership style, complementing the work of Bass (1997). East's (2018) clear depiction of a transformational leader included characteristics that may be considered essential for a superintendent's success in the field of developmental disabilities, most notably when addressing the challenges facing the developmental disabilities' leaders today.

The survey methodology used in this study is useful in obtaining self-reported answers to questions regarding leadership styles and behaviors. Inherent with self-reported surveys is personal bias of respondents. The high response rate (87%) of participants provides meaningful self-reported data. Future studies may include surveys

RUNNING HEAD: Leadership styles developmental disabilities

of employees reporting directly to the superintendents in order to obtain more data. This would augment the results and provide comparison of findings between self-reported leadership styles and behaviors and the perceptions of those working closely with the superintendents. Additionally, survey questions to the superintendents including enhanced demographic information, such as median household income, poverty, growth, unemployment rates, and political climate would improve the analysis.

Superintendents in the study might benefit from understanding the results reported in the aggregate. The realization of similarities of the self-reported styles and the outcomes of leadership with the transformational leadership style are a helpful starting point. Also of use to the superintendents in the study is the information noting females report higher outcomes of leadership than their male counterparts. An interesting finding is that in both the transformational and transactional responses, males reported slightly higher ratings on the scale than females. This leads to the question of gender differences in answering surveys regarding a person's own leadership behaviors and styles.

In addition to superintendents in the field finding this research beneficial, boards of directors, search committees, and leadership coaches and trainers may see the results of the study as valuable. Understanding the styles of leadership and the impact that transformational leadership has on an organization, specifically the developmental disabilities' public agency, might assist in candidate screening, interviewing, and selection. Research reflects the positive effects of transformational leadership in a variety of work settings (Bass & Avolio, 1994; Kovjanic, Schuh & Jonas, 2013; Spinelli, 2006; Guerrero, Fenwick, & Kong, 2017). Additionally, Cerni, Curtis, and Colmar (2010) discussed the benefits of transformational leadership supported by executive

coaching. Other research (Kovacs & Corrie, 2017; C. L. Smith, 2015) noted the impact of coaching in regard to leadership resilience and handling the complexity of an executive role.

As new superintendents are hired into positions, issues regarding transition of leadership and managing change may lead to executive coaching as a strategy to boost leadership style and outcomes. Understanding the correlation between transformational leadership and self-reported outcomes of leadership may lead to an informed selection committee and, subsequently, appropriate coaching as needed. The changing climate in the field of developmental disabilities necessitates leaders who exhibit passion, vision, and cultural competence. Understanding the various leadership styles and positive impact of transformational leaders provides a needed framework for professional growth and development of superintendents.

Limitations

There are limitations to this research. For instance, although the survey garnered an 87% participant response rate, the total number of available participants was 77. The self-report structure of the survey is a limitation. With regard to the measure of outcomes of leadership, although a relationship is clear between transformational leadership and outcomes of leadership, no variable or evidence indicated what an outcome of leadership would reflect. For instance, the county boards of developmental disabilities in the state of Ohio experience a rigorous accreditation process. If the data were available, the relationship between a self-reported leadership style and accreditation outcome of a county board would be a pertinent relationship to explore.

As noted earlier, research that has the ability to move beyond self-report and provides response data from staff reporting to superintendents might improve the identification of leadership style. The participation in surveys regarding leadership styles and behaviors by board members who oversee the work of a superintendent also adds to the analysis. In addition, the opportunity to study other executive directors in similar positions outside the state of Ohio provides more generalizability with the outcomes of the research. Likewise, broadening the participant pool to reflect executive directors in non-profit provider agencies serving people with developmental disabilities and their families provides more participants in similar positions to that of superintendents of county boards.

Future Directions

This study sought to examine the leadership styles of superintendents in the county boards of developmental disabilities across the state of Ohio. The overwhelming survey response may be indicative of the interest superintendents have in leadership and understanding their own leadership styles and behaviors. The response rate led to the belief that further research would be welcome among leaders in the developmental disabilities field. The development of future direction is based on the active participation of the superintendents. Cross-referencing the responses of the superintendents to their respective counties and utilizing demographic public information may provide additional insight into leadership styles. Surveying direct reports and board members regarding their perceptions of the superintendent leadership styles provides insight into the superintendent self-reporting responses.

RUNNING HEAD: Leadership styles developmental disabilities

Qualitative research with structured interviews of superintendents may provide additional in-depth information for analysis in understanding the interplay of the transformational and transactional styles, as well as examining the situations where passive-avoidant leadership behaviors occur. Further study on the role of gender with regard to outcomes of leadership adds to this study, as well as the observation that male participants self-report higher scores on all categories of leadership style, yet females self-report higher outcomes of leadership.

Future research applicable to this study includes the topic of servant leadership as defined in the work of Greenleaf (1970) and further expanded by Frick's and Sipe's (2009) seven pillars of servant leadership. Servant leadership and the role of the superintendent in the developmental disabilities' system have commonalities, most importantly, the need for a superintendent to build relationships, put others first, and serving others above self. In the research reflecting educational superintendents, servant leadership is impactful with building culture, relationship, and vision within the school system (Williams & Hatch, 2012). The relationship between school superintendents and superintendents of county boards of developmental disabilities has commonalities, and the future study of servant leadership with regard to the county board superintendent is worthwhile.

Finally, the ability to identify leadership style and the relationship to specific performance outcomes provides the opportunity for greater analysis of the effectiveness of leadership style. Results from the accreditation process administered through the Ohio Department of Developmental Disabilities and the creation of other benchmarks

relevant to every county board in the state of Ohio is a future direction in the study of effectiveness of leadership styles.

Conclusion

This study provided insight into the examination of leadership styles and behaviors of superintendents in the county boards of developmental disabilities in the state of Ohio. By examining the leadership styles through the self-reported survey responses, trends were identified and analyzed. As the field of developmental disabilities changes, the need for strong leadership exists. The strength of a superintendent's leadership style impacts the success of the county board and services for people. The analysis in this research confirmed much of the literature review yet identified unique characteristics among the superintendents. Understanding the superintendent leadership behaviors and styles, the growth of females in the role of superintendents, and the theoretical background of leadership assists superintendents, boards, search committees, and stakeholders of the existing trends. Furthermore, the research initiated necessary dialogue regarding leadership styles and the qualities of a successful leader in the public human services field of developmental disabilities.

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RUNNING HEAD: Leadership styles developmental disabilities

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Appendix A
Institutional Review Board Approval



One University Plaza, Youngstown, Ohio 44555
Office of Research
330.941.2377

February 16, 2019

Dr. Karen Larwin, Principal Investigator
Ms. Kristine Hodge, Co-investigator
Department of Counseling, School Psychology & Educational Leadership
UNIVERSITY

RE: HSRC PROTOCOL NUMBER: 131-2019
TITLE: Examining the Leadership Styles of Superintendents in the Developmental
Disability System in the State of Ohio

Dear Dr. Larwin and Ms. Hodge:

The Institutional Review Board has reviewed the abovementioned protocol and determined that it meets the criteria of DHHS 45 CFR 46.104(d)(2) and therefore it is exempt from full committee review.

Any changes in your research activity should be promptly reported to the Institutional Review Board and may not be initiated without IRB approval except where necessary to eliminate hazard to human subjects. Any unanticipated problems involving risks to subjects should also be promptly reported to the IRB.

The IRB would like to extend its best wishes to you in the conduct of this study.

Sincerely,

A rectangular white box used to redact the signature of the Institutional Official.

Dr. Grég Dillon
Interim Associate Vice President for Research
Authorized Institutional Official

GD:cc

Appendix B

Informed Consent

Hello! I am Kristine Hodge, a doctoral student at Youngstown State University, and Dr. Karen H. Larwin and I are conducting a study using the following survey. Your participation is greatly appreciated.

This research study is designed to identify the leadership behaviors/styles of superintendents in the county board of developmental disabilities agencies in the state of Ohio using the Multifactor Leadership Questionnaire (MLQ). Many studies have used the MLQ when exploring leadership behaviors/styles in different settings. The anticipated outcome of this study is identify current leadership behaviors / styles of superintendents. The survey questions regarding gender, longevity in the field of developmental disabilities and longevity in the role of superintendent will assist in the analyzing of the data and identifying any trends in leadership behavior and styles.

The benefit of survey research will allow superintendents to begin discussion of leadership styles / behaviors and continue the conversation of leadership in the county boards of developmental disabilities organizations. If you agree to participate in this study, you will be asked to answer a 45 question survey that will take about 5 to 10 minutes to complete.

You will not be harmed by participation in this study. Participation is voluntary. We will minimize any risks by using the secure, password-protected web-based Survey Monkey. Survey Monkey will allow us to activate a collector option that will allow for only anonymous responses and will exclude email and IP addresses. Your responses will be sent to and stored on a password-protected link. No one, including the researcher, will know if you participated in the study. Participants must be at least 18 years old. Submission of this survey implies your consent. If you have questions concerning this research, contact Dr. Karen Larwin at (330) XXX or XXX@ysu.edu or Kristine Hodge at (330) XXX or XXX@gmail.com.

If you have any questions about your rights as a participant in this research project, you may contact the Office of Research at Youngstown State University at (330-941-XXX) or XXX@ysu.edu.

Thank you for your participation.

Appendix C

For use by Kristina Hodge only. Received from Mind Garden, Inc. on January 13, 2019



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To Whom It May Concern:

The above-named person has made a license purchase from Mind Garden, Inc. and has permission to administer the following copyrighted instrument up to that quantity purchased:

Multifactor Leadership Questionnaire

The three sample items only from this instrument as specified below may be included in your thesis or dissertation. Any other use must receive prior written permission from Mind Garden. The entire instrument may not be included or reproduced at any time in any other published material. Please understand that disclosing more than we have authorized will compromise the integrity and value of the test.

Citation of the instrument must include the applicable copyright statement listed below.

Sample Items:

As a leader

- I talk optimistically about the future.
- I spend time teaching and coaching.
- I avoid making decisions.

The person I am rating....

- Talks optimistically about the future.
- Spends time teaching and coaching.
- Avoids making decisions

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Sincerely,

Robert Most
Mind Garden, Inc.
www.mindgarden.com

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Appendix D

For use by Kristine Hodge only. Received from Mind Garden, Inc. on January 13, 2019
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within one year of January 13, 2019**

Multifactor Leadership Questionnaire™
Instrument (Leader and Rater Form)
and Scoring Guide
(Form 5X-Short)

by Bruce Avolio and Bernard Bass

Published by Mind Garden, Inc.

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www.mindgarden.com

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