The Relationship of Transformational Leadership to Organizational Outcomes in

Municipal Government Settings in Nova Scotia

By

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Abstract

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The purpose of this study was to determine the extent of Transformational
Leadership attributes and behaviours exhibited by managers in public works
departments in municipalities in the Province of Nova Scotia as perceived by
their supervisors, followers, and themselves. A survey was issued that employed
the Multifactor Leadership Questionnaire (MLQ) developed by Bernard Bass and
Bruce Avolio to measure Transformational Leadership aspects of approximately
30 municipal public works managers in Nova Scotia. Organizational outcome
factors that related Transformational Leadership to perceptions of the level of
municipal service delivery, attitudes toward organizational reforms and innovation
and the overall level of collaboration with higher authority levels were also to be
measured. Unfortunately, there was an insufficient response to the survey to
draw any meaningful conclusions related to these research factors. There was a
particular lack of interest in survey participation at the Chief Administrative Officer
(CAO) level of municipalities. This deserves further study. It is recommended that
additional survey be carried out to explore the reasons for this lack of interest,
which may involve lack of recognition that leadership is a valuable organizational
competency, executive burnout or role conflict with political leaders. It is also
recommended that municipalities adopt a suitable training regime to increase the
general awareness of the value of Transformational Leadership attributes and
behaviours across all levels of their organizations, but in particular at the CAO
level.

Table of Contents

List of Figures:

List of Tables:

Chapter 1 - Background

Challenges in Municipal Government

Municipalities in many parts of the Province of Nova Scotia are faced with difficult challenges. The population in rural municipalities is aging and declining as young people move to large urban centers in search of work. This degrades the rural tax-base and limits the ability of those municipalities to raise revenue to fund core municipal services. The workforce is aging and many experienced employees will soon be retiring, which represents a loss of experience and training that will be difficult to replace. Municipal water, wastewater, solid waste and road infrastructure is reaching the end of its useful life and will need to be upgraded and replaced at an enormous cost. Funding from upper levels of government for necessary capital upgrades has been greatly diminished while increased regulation for water supply, wastewater management and solid waste management is resulting in increased capital and operational costs that require increased taxation. Traditional industries that have fed local economies for generations such as coal mining, steel making and paper production have retrenched. This reduces the commercial and industrial tax base and reduces employment levels such that the property owners that remain cannot shoulder tax increases that are required to fund essential services.

Generally, the social, economic and environmental situation is grim and municipalities will be increasingly expected to do more with less. These issues

will place extreme demands on municipal staff persons who have to see to the upgrade, operation and maintenance of failing municipal services. Municipal public works departments in Nova Scotia will be particularly beset by emerging challenges and changes with respect to the infrastructure they are managing and the constantly evolving regulatory environment. For example, the Canada-wide Strategy for the Management of Municipal Wastewater Effluent will require municipalities that own or are required to build wastewater collection and treatment facilities to comply with national performance standards for discharge of wastewater to the receiving environment. The total cost over 30 years to implement the requirements of the Strategy, including capital and non-capital costs, is estimated to be $10 to $13 billion, depending on inflation (CCME, 2009).

In 2011, the Public Policy Forum with the help of Deloitte published a report which summarized the resource challenges faced by municipalities across Canada and which demand innovation. About 100 public sector leaders were interviewed to discuss the challenges faced by the public sector. The report defined "innovation" as "*a commitment to recognize and act upon new ideas, new operating methods and new ways of delivering services*" as well as "*finding new ways to maximize resources by engaging with the public, taking new risks and harnessing new technologies*" (Public Policy Forum, 2011). The report had a number of findings (Public Policy Forum, 2011):

1. The current public debate fails to set the stage for real reforms. New ideas are needed but political direction is required for successful innovation to occur.

2. Public service leaders expressed concerns that innovation is being limited to operations at a time when policy reforms are also needed.

3. The level of public serve innovation in Canada appears low and disconnected. A defined innovation process and strategic approach is required.

4. Innovation is being pursued without substantial collaboration or sharing of information across government bodies.

5. The capacity to execute an innovation agenda needs to be strengthened. New skills and talent are required.

This same report called for "*increased priority on attracting and developing innovation leaders at all levels across the public service*" and cited a number of reasons for a shortage of qualified change leaders, including the following (Public Policy Forum, 2011):

1. A lack of public service executive development programs focused on transformation or innovation leadership;

2. A tendency to rotate senior managers out of project management roles before success is achieved;

3. A limited number of innovative projects to lead; and

4. A reliance on external consultants to assume project management roles.

In addition, the Public Policy Forum suggests that governments have limited success in bringing executives from the private sector due to the perceived higher levels of ambiguity they would experience in that sector.

Some studies indicate other emerging challenges in local government effectiveness. Nalbandian et al. (2002) suggests that many of these challenges involve modernizing the organization and include the following (Nalbandian & Nalbandian, 2002):

A. Dealing with gaps between politics and professional/technical administration;

B. Problems associated with decentralized service delivery such as:

    a. Calling into question the role of centralized management;

    b. Complicating the accountability of centralized management.

C. Requirements for hiring specialized staff due to higher technologies and the difficulty of managing and coordinating teams.

Other challenges involve building communities such as:

A. Providing citizens with access to administrative processes such as land-use planning;

B. Dealing with cross-boundary problems that are either regional or sub-local;

C. Balancing the services to customers with conflicting values (ex. Building a highway to alleviate traffic congestion which threatens a wetland).

Abels (1996) suggests that while local government officials are focused on establishing policy that benefits the community on the long term, local government elected representatives are preoccupied with satisfying the short term demands of a negative minority. He goes on to say that "*increasingly, the reward and motivation for service as a local government elected legislator is power or ego gratification and not the satisfaction acquired by helping construct a greater community* "and "*the new elected local official views their role as representing the people who express a dominant view regarding an issue and to protect the minority interests from the oppression of arbitrary and seemingly foolish government rule*" (Abels, 1996).

In the face of these challenges, municipalities will be forced to increase performance and identify innovative ways to solve difficult problems. If this is to happen, municipal leaders at many levels in the organization need to have the necessary skills to stimulate high performance and innovation amongst their followers. These leaders will need to be champions and change agents who inspire their followers to become more adaptable to necessary organizational reforms. They will also need to build cooperative and non-dysfunctional relationships with higher authority levels such as municipal councils and Chief Administrative Officers (CAOs).

The need for effective leadership in government to respond to the challenges faced by governments has been discussed before. Turner (2007) mentions a

number of municipal challenges that will require effective leadership, including the following (Turner, 2007):

- Frequent changes in policy direction due to high turnover rates in elected and appointed leadership and hyper-responsiveness of political leaders to topical issues;

- An employee distrust of transient political leaders that migrates to relationships with career leaders;

- Competing goals, missions, and mandates;

- Chronic resource shortages;

- Competition with the higher-paying private sector for top talent.

Some academics cite an almost crisis situation facing public sector organizations today in terms of downward pressure on the their ability to levy taxes in combination with increases in the level of unfunded mandates from upper levels of government and suggest that "*public administration is no longer a stable industry; nor is it a place for those who cannot innovate and inspire*" (Valle, 1999). In this context, "crisis" could be viewed as a situation whereby arriving at a solution to current problems cannot rely on past actions or procedures.

The Need for Transformational Leadership in Municipal Government

There has been a great deal of study of the most effective leadership styles in various organizations. This study will focus on the style of Transformational Leadership in Nova Scotia municipal government setting. It is hypothesized that

by practicing Transformational Leadership, which promotes engaged employees who feel they are treated with support, respect and trust, you add increased capacity and strength to the organization, in the form of high performance, adaptability to change and more cooperative relationships with higher authority levels.

As municipalities are increasingly being called upon to achieve more with fewer resources, performance of existing processes will have to be improved and new processes will have to be developed. The construct referred to as Transformational Leadership has been shown to be associated with increased organizational performance and improved organizational innovation (Howell & Avolio, 1993). Municipalities can no longer afford to use traditionally hierarchical and transactional leadership methods such as contingency reward to motivate employees and stimulate creativity. Those models will become particularly inappropriate because managers in municipal governments are running out of compensation improvements to offer their employees in return for good performance (Bass & Avolio, 1995).

The Transformational Leadership style in local government will increasingly become a more appropriate method of leadership because, not only does it generate the needed results in terms of performance and innovation, but it appeals to public sector employees' inherent desires to serve the public (Wright, Moynihan, & Pandey, 2011). Further, Transformational Leadership provides a

framework that is more flexible and adaptable to the rapidly changing work environment to which local government employees are increasingly exposed.

Chapter 2 - Literature Review

Transformational Leadership vs. Transactional Leadership

In 1985 Bernard Bass published his book *Leadership and Performance Beyond Expectations,* which laid the foundation for the so called Transformational Leadership versus transactional leadership model. In 1999 Bruce Avolio built upon this original work by Bass and published *Full Leadership Development: Building the Vital Forces in Organizations,* which integrated a range of leadership behaviours and attributes. Later, Sosik and Jung published their book Full Range Leadership Development – Pathways for People, Profit and Planet, which is based on the Bass and Avolio model of Transformational versus Transactional Leadership. The various categories of leadership behaviours and attributes in this framework are Transactional Leadership, Transformational Leadership and Laissez Faire (Sosk & Jung, 2010).

Transactional Leadership

Transactional Leadership involves a process whereby agreements are set up between the leader and follower for specific work objectives, individuals' capabilities are defined, and specific compensation or rewards are offered to the follower if objectives are achieved (Bass & Avolio, 1995). There are a number of constructs of Transactional Leadership behaviours, including passive and active

management-by-exception and contingency reward which are described as follows:

Management-by Exception – Passive

Leaders who exhibit Passive Management by Exception leadership show the following types of behaviors:

- They wait for things to go wrong before taking action.
- They believe that if a process is working effectively, it should not be changed.
- They react slowly to mistakes by followers.

Management by Exception – Active

Leaders who exhibit Active Management by Exception leadership show the following types of behaviors:

- They closely monitor their followers' work for errors.
- They focus attention on mistakes of their followers.
- They employ methods and technologies to catch the mistakes of followers.

Contingency Reward

Leaders who use the Contingency Reward leadership style exhibit the following behaviors:

- They set goals for followers and allow followers to participate in setting goals.

- They suggest ways for followers to meet performance expectations and they provide resources to achieve these goals.

- They monitor followers' progress and provide supportive feedback.

- They provide rewards to followers when goals are achieved.

Transformational Leadership

Transformational Leadership has been defined by Bernard Bass as, "superior leadership performance that occurs when leaders broaden and elevate the interests of their employees, when they generate awareness and acceptance of the purposes and mission of the group, and when they stir their employees to look beyond their own self-interest for the good of the group" (Bass, 1990). There are four components of Transformational Leadership, including idealized influence, inspirational motivation, intellectual stimulation and individualized consideration. These four components are elaborated upon as follows (Sosk & Jung, 2010):

Idealized Influence

When leaders are exhibiting idealized influence, they exhibit some or all of the following behavior:

- They talk about their important values and beliefs.

- They talk about the importance of trusting one another.

- They specify the importance of having a strong sense of purpose.

- They consider moral/ethical consequences of decisions.

- They emphasize the importance of teamwork.

Leaders who exhibit idealized influence also have the following attributes:

- They instill pride in followers for being associated with them.

- They go beyond self-interests for the good of others.

- They act in ways that build followers' respect for them.

- They display a sense of power and confidence.

- They reassure others that obstacles will be overcome.

Inspirational Motivation

When leaders are practicing idealized influence, they exhibit some or all of the following behaviors:

- They talk optimistically about the future.

- They talk enthusiastically about what needs to be accomplished.

- They articulate a compelling vision of the future.

- They provide an exciting vision of what is essential to consider.

- They express confidence that goals will be achieved.

Intellectual Stimulation

When leaders are practicing intellectual stimulation, they have some or all of the following behaviors:

- They re-examine critical assumptions to question whether or not they are appropriate.

- They seek different perspectives when solving problems.

- They get others to look at problems from many different angles.

- They suggest new ways of looking at how to complete assignments.

- They encourage non-traditional thinking to deal with traditional problems.

- They encourage rethinking those ideas that have never been questioned before.

Individualized Consideration

When leaders are practicing individualized consideration, they show some or all of the following behaviors:

- They consider individuals as having different needs, abilities and aspirations from others.

- They treat others as individuals rather than a member of a group.

- They listen attentively to others' concerns.

- They help others develop their strengths.

- They spend time teaching and coaching.

- They promote self-development.

The Sosik and Jung full range leadership development framework includes a third construct referred to as Laissez Faire, which is described as follows:

Laissez Faire

Leaders who display Laissez Faire leadership show some or all of the following behaviors:

- They avoid getting involved with work, making decisions and helping to solve problems.
- They are frequently absent from work when they are needed.
- They delay making decisions and fail to follow up on outcomes.
- They avoid paying attention to results and outcomes.
- They talk about achieving things, but let others take the lead.
- They show a lack of interest when things go wrong.

However, Laissez Faire leadership is not considered leadership at all, but rather the absence of leadership.

Application of Transformational Leadership in Government

Studies suggesting that Transformational Leadership is entirely appropriate and required in government settings are numerous. For example, Paarlberg and Lavigna (2010) espouse the benefits of pro-social motivations and their effects on employee behaviour in the public sector. They suggest that employees in the public sector are more responsive to Transformational Leadership behaviours due to a number of factors (Paarlberg & Lavigna, 2010):

- Public sector employees are inherently motivated to adhere to a set of values and to help improve the lives of others. These motivations are rooted in the Transformational Leadership model. In contrast, Transactional Leadership models have self-interest at their foundation, which is incongruent with the mental model of most public sector employees.

- Transactional leadership approaches are not well suited to adapting to the rapidly changing work environments to which public sector employees are increasingly exposed.

In the context of management in local government, based on the experience of this researcher and based on conversations with local government officials, a high-performing and well managed functional department is looked upon in terms of three general criteria:

1. Perceptions of good municipal service delivery and departmental performance;
2. Willingness to adapt to necessary organizational reforms;
3. The functionality of the relationship of the municipal department and staff with higher authority levels such as Municipal Council and the CAO and the level of collaboration between these two levels.

Studies that have touched upon these three criteria are discussed in the following sections.

Service Delivery and Departmental Performance

Studies of Transformational Leadership indicate improvements in overall organizational performance. One study on bank managers (Barling, Weber, & Kelloway, 1996) indicated significant positive effects of Transformational Leadership training, including enhanced subordinate commitment to the organization, as well as improved branch financial performance. That same study suggested that training of managers resulted in increased Transformational Leadership behaviour as perceived by their subordinates. A study by Howell and Avolio (1993) of managers in a large Canadian financial institution indicated that Transformational Leadership behaviours were directly correlated to improvements in business unit performance (Howell & Avolio, 1993).

With respect to the benefits of Transformational Leadership in government settings, a 2008 study (Trottier, Van Wart, & Wang, 2008) used data from a 2002 survey of more than 100,000 federal government employees in the U.S. to determine the perceived importance of Transformational versus Transactional Leadership competencies. For the purposes of that study, the attributes of inspirational motivation, idealized influence and intellectual stimulation were grouped together to form a more compact construct of Transformational Leadership. The attribute of individual consideration was combined with management by exception and contingent reward methods to give an opposing Transactional Leadership regime. The study had several key findings (Trottier, Van Wart, & Wang, 2008):

1. Government managers are predominantly more competent transactional leaders, particularly in the area of individual consideration, which was found to be the strongest of the three competencies considered to be transactional.

2. Government managers are weakest in the area of inspirational motivation.

3. Leadership style has a substantial effect on follower satisfaction.

4. Transformational Leadership competency is perceived to be a more effective leadership style than transactional leadership.

Another U.S. study (Kest, 2007) attempted to determine a correlation between Transformational and Transactional Leadership attributes and three performance outcomes, including organizational effectiveness, motivation to support extra effort and employee satisfaction in a municipal government setting in Florida. Transformational and Transactional Leadership attributes were measured using the Multifactor Leadership Questionnaire (MLQ) by Bass and Avolio. It was found that there is a positive correlation between Transformational Leadership and these three performance outcomes.

That same study attempted to establish a link between Transformational/Transactional Leadership and measurable dimensions of organizational culture. To measure these dimensions, the study employed an Organizational Culture Questionnaire (OCQ) instrument which characterizes culture in terms of seven dependent variables including conformity, responsibility,

standards, rewards, organizational clarity, warmth and support and leadership. These are described in more detail as follows (Kest, 2007):

1. Conformity: The feeling that there are many externally imposed constraints in the organization and the degree to which members feel that there are many rules, procedures, policies, and practices to which they have to conform rather than able to do their work as they see fit.

2. Responsibility: Members of the organization are given personal responsibility to achieve their part of the organization's goals. The degree to which the members feel that they can make decisions and solve problems without checking with superiors each step of the way.

3. Standards: The emphasis the organization places on quality performance and outstanding production, including the degree to which members feel the organization is setting challenging goals for itself and communicating these goal commitments to members.

4. Rewards: The degree to which members feel that they are being recognized and rewarded for good work rather than being ignored, criticized, or punished when something goes wrong.

5. Organizational clarity: The feeling among members that things are well organized and that the goals are clearly defined rather than being disorderly, confused, or chaotic.

6. Warmth and support: The feeling that friendliness is a valued norm in the organization and that members trust one another and offer support to one

another; the feeling that good relationships prevail in the work environment.

7. Leadership: The willingness of organization members to accept leadership and direction from qualified others. As needs for leadership arise, members feel free to take leadership roles and are rewarded for successful leadership. Leadership is based on expertise and the organization is not dominated, or dependent on, one or two individuals.

The study however did not find any identifiable relationship between Transformational or Transactional Leadership behaviours and the described dimensions of organizational culture.

A study by Wright et al (2011) has shown that Transformational Leadership behaviour can be a catalyst for increasing public service motivation and improving public sector employees' perceptions of the attractiveness of an organization's purpose or social contribution (Wright, Moynihan, & Pandey, 2011). This is achieved when the leader uses both words and deeds to articulate a clear and attractive vision of the organization's mission, how the mission can be achieved and how the mission is important for benefit of the community it serves.

Warrick (2011) provides a synthesis of the documented positive organizational outcomes of Transformational Leadership as follows (Warrick, 2011):

- Increased individual performance, motivation, satisfaction, morale, loyalty, commitment, innovation, and empowerment;

- Increased team performance, commitment, innovation, and cohesiveness;

- Increased organization performance, outcomes, innovation, and creativity, and improvements in culture;

- Positively correlated with improved employee attitudes and behaviors;

- Elevates the desires and aspirations of individuals and groups;

- Significant positive changes in individual and organization behavior;

- Unites diverse members in the pursuit of higher goals;

- Shapes and reinforces a new culture;

- Builds trust among leaders and employees;

- Decreases employee stress and burnout.

Generally, government organizations that employ managers who are also credible leaders are perceived to be more successful, more adaptive and more effective.

Transformational Leadership, Organizational Reforms and Innovation

Transformational Leadership has been linked to improved response to organizational reforms and innovation. One study of leadership in local governments suggests that if leaders can build credibility amongst followers through a "leadership credibility" approach (enshrined under an umbrella of Transformational Leadership), a number of organizational benefits can be realized, including the following (Gabris, Golembiewski, & Ihrke, 2001):

1. Better success with the implementation of organizational reforms;

2. Better perceptions of the use of strategic planning;

3. More effective executive and employee performance appraisals;

4. Lower levels of job burnout;

5. Higher measures of service performance;

6. Healthier and more cooperative staff/board relations;

7. Higher measures of employee job satisfaction;

8. Higher measures of teamwork;

9. Higher measures of functional unit cooperation within the bureaucratic setting;

10. Lower turnover of senior executives.

Gabris (2004) argues the need for cultivation of leadership credibility skills among managers of public organizations and supports the concept of "leadership credibility", which is associated with the model of Transformational Leadership. His argument is based on a distinction between management and leadership, whereby management is seen to involve traditional bureaucratic processes that create stability such as planning, budgeting and directing, while leadership is seen as a key component in driving adaptation and change (Gabris, 2004).

A study of private sector managers in Australia (Sarros, Santora, & Cooper, 2008) established linkages between Transformational Leadership and a climate for organizational innovation. Transformational Leadership factors were seen to stimulate certain organizational culture characteristics, namely competitiveness and performance orientation, which in turn provided a breeding ground for organizational innovation. The main process that contributed to the establishment

of a culture for innovation involved articulating a vision; however, leadership behaviour involving setting high performance expectations and providing support to individual workers were also seen to contribute to increased levels of organizational innovation. Interestingly, the Transformational Leadership attribute of intellectual stimulation was not seen to substantially contribute to organizational innovation.

Another study in 2007 (Fernandez & Pitts, 2007) sought to determine the conditions under which public sector managers favor and pursue organizational change. The study noted that public sector organizations change frequently and that managers play an important role in organizational change and act as champions and key players in its implementation. The study had some interesting results and found that public managers who have served a longer tenure with the organization, who networked frequently with external stakeholders, and who had access to abundant financial resources were more likely to initiate change than other public managers. In addition, those managers that afforded their subordinates with more discretion to generate and experiment with new ideas and who buffered their subordinates from external pressures were more receptive to change. This creates an atmosphere that supports the generation of practical innovations, which can then be implemented across the organization. Finally, those managers who lacked support from their political overseers were more likely to pursue change as they perceive this lack of support as dissatisfaction with the status quo.

A study of local government in Wisconsin sought to identify the factors that contribute to managerial innovation (Ihrke, Proctor, & Gabris, 2003). The study found that the credibility of the Chief Administrative Officer (CAO) was instrumental in the adoption and successful implementation of managerial reforms such as implementing a profit-oriented focus in government, employing strategic planning and treating the citizen as customer. To a lesser extent, it was found that the congeniality of the relationship between Council and Staff is positively correlated with the successful adoption and implementation of such managerial reforms. Interestingly, it was also found the conflict amongst council members does not adversely impact managerial innovation. In general, the study indicates that adoption of reforms on its own is not enough to guarantee success. For innovation to take place and be successful, attention needs to be paid to the credibility of the leadership of key administrative officials, as well building positive and collaborative relationships between Council and Staff.

The application of Transformational Leadership techniques needs to be applied to the crisis situation now being faced by many municipalities. Leaders need to shift the perceptions of the organization's members from "crisis" to "challenge" using a number of guidelines (Valle, 1999):

1. Use informal forums to allow organization members to discuss ideas and plans for change.
2. Seize upon opportunities to provide interpretation and give direction in difficult and uncertain situations.

3. Reveal and name real needs and real conditions and try to make sense out of difficult problems by framing issues in terms that organization members can understand.

4. Help followers frame the issues at hand by explaining the "what" of a problem while allowing followers to determine the "how" of solving the problem.

5. Offer compelling visions of the future and give followers a scenario of how the problem will unfold and how it will be solved.

6. Champion new and improved ideas and foster an environment that values innovation and experimentation.

7. Detail actions and expected consequences while explaining what the consequences of the difficulties are and provide organization members with a plan of action for solving problems.

Collaboration with Higher Authority Levels

The relationship between the manager and higher authority levels such as committees, Councils and CAOs will be critical for ensuring performance of municipalities. There are a number of key points of advice for managers in this regard (O'Connell, 2007):

1. Build relationships
2. Listen intently and intensely
3. Be patient
4. Show humility as well as self-confidence

5. Work behind the scenes

6. Always treat Council with respect

7. Ask and understand why a councilmember has chosen to run for office and serve on the Council

8. Respect councilmembers' priorities

9. Make sure councilmembers aren't surprised

10. Learn how to deal with difficult councilmembers

11. Be disciplined in your follow-up on Council issues

12. Discover how you and councilmembers can think big picture

13. Understand that a manager is perceived as successful if councilmembers feel successful individually and as a Council group.

14. Treat the community with respect

15. Figure out how to balance individual or neighborhood needs versus communitywide interests and council reactions

16. Get buy-in and community ownership on major issues before dropping something on the council dais for action

17. Be absolutely honest and of the highest integrity

18. Lead

19. Think greatness, constantly raise the bar

20. Insist on permission to take risks

Essentially, effective collaboration between the manager and higher authority levels is necessary to achieve organizational performance.

Transformational Leadership Training

While many studies, including this one have documented that the presence of Transformational Leadership qualities in an organization's members can translate into organizational success, one need ask are Transformational Leadership skills inherent to the individual or can these skills be developed? A study of a provincial health care corporation in Eastern Canada indicated significant improvement in Transformational Leadership scoring of employees up to six months after a leadership training and feedback/counseling program (Kelloway, Barling, & Helleur, 2000) was carried out. This suggests that leaders need not necessarily be born with the skills they need to be effective in their respective positions; these skills can be taught.

Two methods are considered to be effective training methods to enhance Transformational Leadership attributes (Kelloway, Barling, & Helleur, 2000):

1. Counseling sessions whereby the root of differences between subordinate ratings and manager's self-ratings are explored. These sessions provide feedback on the specific behaviours that enhance or detract from employees' perceptions of the manager's Transformational Leadership ability. Feedback also involves a goal-setting exercise.
2. Focused workshops incorporating brainstorming exercises to single out the perceived behaviours of the most effective or ineffective leaders and linking these to the Transformational Leadership framework.

Further the study suggests that training and feedback sessions are interchangeable and each is as effective as the other in enhancing Transformational Leadership in individuals. This is an important discovery and suggests that organizations can more cost-effectively provide training in the form of group training sessions, rather than relatively more expensive one-on-one counseling programs.

Another question about training of transformational leaders is what aspects of managers' work regimes should be targeted? Kelloway and Barling advocate two aspects (Kelloway & Barling, 2000):

1. Invest training in changes that can be reasonably incorporated into a manager's daily routine.
2. Leaders should attempt to make small practical changes in their application of Transformational Leadership methods, maintained over time rather than making a few large changes.

Gabris (2004) examines the question of whether or not public managers can be trained to become something more than maintainers of the status quo. He suggests that this is possible through a measured and practiced approach (Gabris, 2004).

In addition, Warrick (2011) advocates a number of guidelines to design programs for developing Transformational Leaders, including the following (Warrick, 2011):

1. Assure top level support and involvement;

2. Appoint a design team to plan the training and develop a Transformational Leadership model to be used in the training;

3. View the program design as an intervention and not an event;

4. Make sure the program is designed to change the way people think and provide opportunities to practice new behaviours and develop new habits;

5. Plan follow-up actions to apply what has been learned;

6. Provide coaching and help in applying the course;

7. Evaluate and improve the process and plan future actions.

Turner (2007) suggests four leadership training approaches that appear effective:

1. Exposure to senior leaders through mentoring and other approaches;

2. Action learning which involves working on current organizational challenges and debriefing to analyze what works;

3. Cross-training assignments;

4. After-action reports and case studies involving reviewing lessons from watershed events in the agency's history.

These training approaches are designed to operationalize the adoption of the Transformational Leadership framework in an organization struggling to adapt to changing environmental circumstances.

So, we know that Transformational Leadership capabilities can be nurtured in individuals if training programs are structured and delivered in a way that operationalizes the key tenets of the Transformational Leadership framework.

But are there other implications for recognizing the value of Transformational Leadership abilities in an organization?

Transformational Leadership and Selection/Promotion of Managers

Bernard Bass suggests that Transformational Leadership qualities in managers should be measured and considered during the selection and/or promotion process (Bass, 1990). In terms of selection, self-rating of the prospective manager would be considered. In terms of promotion, in addition to consideration of the self-rating of the prospective manager, employee ratings of the Transformational Leadership qualities should be considered. The rationale here is that it is likely that managers being considered for promotion will behave in a similar fashion in their new positions as they have in their old ones.

In essence, Transformational Leadership qualities (or the lack thereof) should be an important consideration for human resource departments as they recruit and oversee the promotion and advancement of an organization's managers.

Chapter 3 - Leadership Survey Methodology

In view of the potential value that Transformational Leadership can bring to local governments in terms of addressing the substantial and daunting challenges they are facing, this study sought to answer two questions in the context of municipalities in the Province of Nova Scotia:

1. To what extent do managers working at municipalities in Nova Scotia exhibit Transformational Leadership attributes and behaviours as perceived by their leaders, followers, and themselves?

2. How is Transformational Leadership behaviour aligned with positive organizational outcomes specific to local governments such as perceptions of effective municipal service delivery, willingness to adapt to organizational reforms and collaborative relationships with the CAO/Council authority level?

There are 55 municipal government units in the Province of Nova Scotia, all of which are governed in accordance with the Nova Scotia Municipal Government Act (see Figure 1). Of these 55 municipal units, approximately 33 of them employ a public works department manager. These managers have several different variations in titles - Director of Public Works, Director of Engineering Services and Director of Engineering and Works to name a few. The people in these positions are generally responsible for overseeing the upgrade, operation and maintenance of municipal infrastructure. Most municipal public works department managers report to a Chief Administrative Officer who is appointed by Municipal Council. An organizational chart for a typical municipality in Nova Scotia is shown in Figure 2.

Figure 1 - Map of Municipalities in Nova Scotia
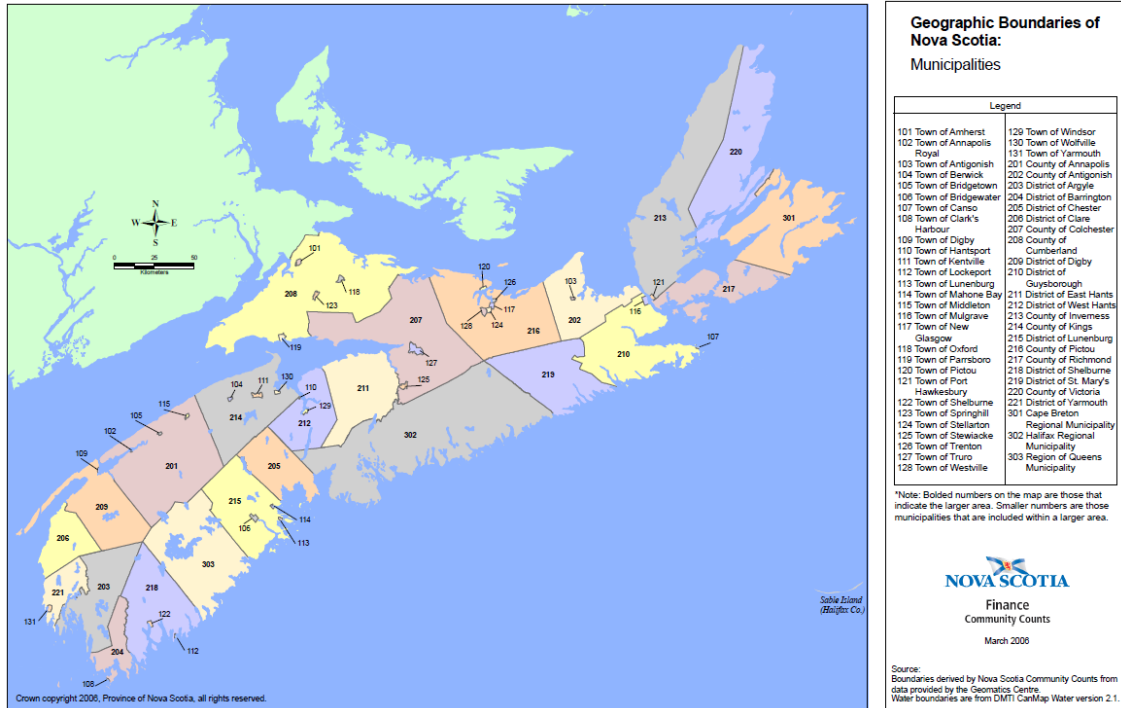
Figure 2 - Typical Organization Chart for Nova Scotia Municipality
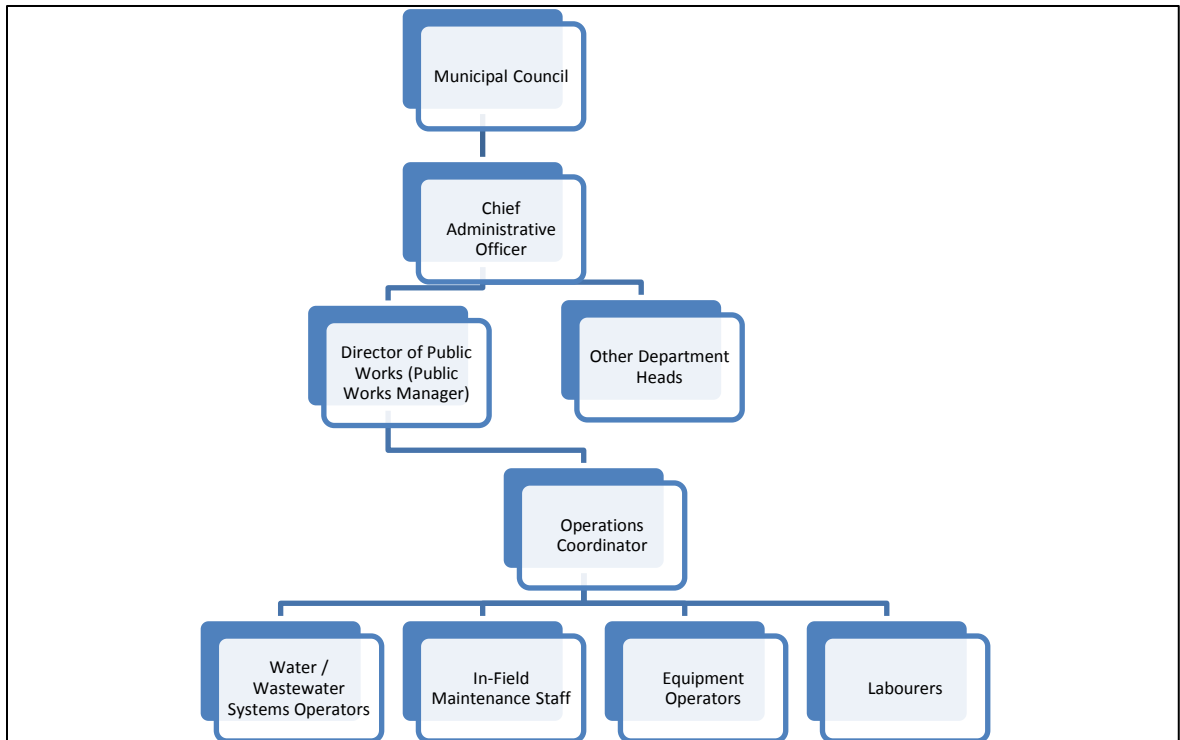
The management level of Public Works Director was chosen as the focus of this study because this level would appear to be closest to the most significant challenges being faced by municipalities today (degrading infrastructure, increased environmental regulation, declining financial resources, etc.).

In an effort to measure levels of Transformational, Transactional and Laissez Faire Leadership at the public works manager level, the survey uses the Multifactor Leadership Questionnaire (MLQ) which has been developed and improved upon by Bass and Avoid since 1985. The MLQ is considered to be the preeminent tool for measuring the full range of leadership attributes and behaviours. A Likert scale system is used to rate the leader on the basis of 45 behavioral items. In addition to a self-rating, the leader's direct reports and the leader's supervisors provide a rating of the leader on the same 45 behavioral items. Samples of the actual survey forms that were provided to each of the three survey groups of Directors, Employees and Supervisors are provided in appendices 1, 2 and 3, respectively.

The MLQ is also configured to generate ratings of the willingness of staff to provide extra effort in their work, perceptions of the leader's effectiveness as well as the perception of employee job satisfaction.

An on-line survey was administered to Nova Scotia municipalities from January to March 2013 using a web-based survey tool. In addition to answering questions related to the self-rating, public works directors provided email contact

information for a representative number of their direct reports, who in turn were asked to complete the rating of their manager using similar questions in the MLQ. The Chief Administrative Officers at all municipalities that employ a public works manager were asked to rate their public works manager's leadership behaviours and attributes using the MLQ as well as rate the overall performance of the public works department at their municipality in terms of the above noted organizational outcomes of municipal service delivery, receptiveness to organizational reforms and innovation, and level of collaboration with higher authority levels.

Chapter 4 - Results of Survey

The municipal Transformational Leadership survey was less than successful in terms of the number of responses that were received by the various organizational groups that were provided the survey. Table 1 indicates the number of Directors, Employees and Supervisors (CAOs) who were provided with the survey as well as the number of survey responses received from each survey group.

Due to the low number of responses to the survey as described above, and the corresponding lack of statistical data to work with, no meaningful conclusions can be formulated with respect to the extent of Transformational Leadership attributes and behaviours and their relationships with performance outcomes at Nova Scotia municipalities.

Table 1 - Municipal Leadership Survey Responses - January to March 2013

Survey Group	Number of Potential Respondents	Number of Complete Responses
Directors	33	8
Employees	60 to 150	11
Supervisors (CAOs)	33	1

Chapter 5 - Discussion of Survey Results

While there was a disappointing response to the leadership survey that was issued as part of this study, we can make some statements regarding the signals associated with this lack of participation. Of note is the apparent lack of interest from the municipal CAO group of local governments. This could be indicative of a level of burnout or lack of energy at this level of local government organizations in Nova Scotia.

A study of the association of leadership styles and burnout in 2010 investigated the relationship between Transformational, Transactional and Laissez Faire leadership styles and the vulnerability of leaders to the phenomenon of "burnout" (Constanti & Zopiatis, 2010). The study defines burnout as "*a syndrome consisting of emotional exhaustion, depersonalization and [diminished] professional accomplishment having detrimental effects for both the individual employee and his/her organization.*" The components of emotional exhaustion,

depersonalization and professional accomplishment are characterized as follows (Constanti & Zopiatis, 2010):

- Emotional exhaustion: Caused by a number of factors, including work overload, role conflict, unrealistic personal expectations, excessive interpersonal interactions and ineffective stress coping mechanisms.

- Depersonalization: Caused by a number of factors, including work stress, excessive interpersonal interactions, excessive work load, and the nature of job responsibilities.

- Professional accomplishment: Attributed to a lack of recognition and/or positive feedback, the feeling of inadequacy and/or incompetence, unrealistic expectations at work, poor management quality, limited opportunities to participate in decision-making and the feeling of being "undervalued".

The 2010 study, which was conducted on a group of managers in the hospitality industry, revealed that Transformational Leadership has a significant positive association with personal accomplishment and is negatively associated with emotional exhaustion and depersonalization. At the same time, Transactional Leadership was seen to have a significant positive correlation with personal accomplishment, and a negative, but insignificant or weak correlation with both emotional exhaustion and depersonalization. In addition, the study noted a positive association between Laissez Faire Leadership and emotional exhaustion and depersonalization. The study suggests that if municipal CAOs are showing

signs of burnout, then they should look to enhancing their Transformational Leadership skills as a way to reenergize.

It may also be that individuals in senior management positions in municipalities do not see themselves as leaders, but merely "technocrats", charged with mundanely implementing programs and policies that are conceived of by their political masters.

It is also possible that, while managers in senior positions in municipalities may have effective leadership skills, they are not permitted or encouraged to use those skills extensively and are expected by their respective Municipal Councils to be managers and not leaders. Kotterman (2006) describes the various theories on the differences in the roles of managers and leaders and makes an interesting statement in this regard (Kotterman, 2006):

> "*In reality, managers in most organizations are rarely in a position to lead. Companies often hire expensive leadership consultants to teach leadership development classes and develop leadership assessments. When the newly trained leaders attempt to lead, they quickly discover they aren't allowed to do so; they actually are expected to manage. This creases frustration, apathy, and discontent.*"

Kotterman (2006) also describes an interesting construct involving a "leader-manager" versus a "routine manager", which may explain the lack of association of leadership skills with various municipal management positions. In this construct, the leader-manager thinks longer term, develops an organizational

vision, and motivates others, while a routine manager thinks and acts in the shorter term and accepts and maintains the status quo (Kotterman, 2006). Whereas managers in municipalities might see themselves as leader-managers, Municipal Councils may expect and want them to be routine managers and leave the work of establishing the corporate direction to the politicians. This dichotomy in expectations and perceptions between Councils and managers may explain the level of apathy that municipal managers exhibit as evidenced by the lack of participation in the survey that associates leadership skills with the manager's position.

A study of local governments in Italy published in 2009 (Liguori, Sicilia, & Steccolini, 2009) sought to establish how politicians and managers perceive their relationships and roles. The study suggested that, while the traditional view of the roles of politicians and managers was that politicians formulate policy for the organization and managers implement that policy, in reality the distinction between the roles and functions of elected and appointed officials is somewhat of a moving target that is complex and difficult to define. (Liguori, Sicilia, & Steccolini, 2009). In some situations we may see patterns of sequential interaction whereby politicians and managers work together, but by sequential and separated steps. For example, managers and politicians don't work together but they are responsible for specific phases of an initiative and exchange information at the end of each step. In other situations we may see reciprocal integration, which is when politicians and managers work together by arranging ad hoc meetings and brainstorming to collectively make decisions. Finally, we

may see cases of confusion wherein there are intrusions into the activities that would be expected under the responsibility of the other group's role. For example, politicians are expected to make decisions about departmental strategy, while managers are expected by politicians to carry out activities that establish the departmental strategy.

However, whether or not one or more of these three situations occurs seems to depend, on the politicians' knowledge of the subject matter at hand, which may lead them to rely more on managers' help and advice. This could eventually increase managers' relative power and their actual control over strategy development.

At the same time, managers also complain about politicians' intrusion in their day-to-day activities and often talk about the importance of politicians' experience and knowledge level as an influence on their effectiveness and the respect of their role.

In short, the more limited the politicians' previous experience and the knowledge of the subject matter for which strategy is required, the more blurred the boundary between their role and the managerial one becomes (Liguori, Sicilia, & Steccolini, 2009).

Some literature holds the view that management in the public sector should be mere "technicism", ruled by strict policy implementation (Fairholm, 2004). This attitude may have been born from a fear of administrative discretion and it has been a struggle to discuss the philosophy of leadership in the public sector.

However, a study of the perceptions of government executives in Canada the U.S. yielded some interesting results in terms of what public sector managers value as a set of organizational competencies. Twelve executives were asked to rate 14 competencies for public sector administration in relation to three organizational variables: the executive's reporting level, the location of his or her position and the type of administrative activity being performed by the particular department being evaluated (Bourgault, Charih, Maltais, & Rouillard, 2006). The 14 competencies rated in order of prevalence as they relate to all three of the organizational variables were found to be as follows:

1. Human resources management;

2. Leadership;

3. Applying ethical values;

4. Emotional intelligence;

5. Communication and negotiation;

6. Managing performance, risk and enterprise;

7. Knowledge management;

8. Managing complexity, adaptability and continuous learning;

9. Partnering and networking;

10. Strategic and tactical skills;

11. Vision and innovation;

12. Political savvy;

13. Technological savvy;

14. Openness to new governance.

Those competencies that were deemed to be most useful were those associated with interpersonal skills. Leadership was defined as follows (Bourgault, Charih, Maltais, & Rouillard, 2006):

> *"As leaders, managers are alert to changes that can improve their organization's performance. They promote such change and encourage others to embrace it. They try to exert significant influence. Managers make difficult decisions, even when they cause discontent, and try to rally people around those decisions. Their authority rests in large part on their ability to persuade and inspire others. They are critical, question the status quo and do not like new ideas just for their novelty. They have strong organization skills; know where they are going and are able to capitalize on their strengths and those of the people around them. They can adjust to fuzzy frameworks and are not afraid to challenge preconceived notions."*

This definition of leadership resonates strongly with the Transformational Leadership framework and interestingly, in that study, leadership was rated as the second most importance competency by senior executives working in the public sector.

Chapter 6 - Conclusions

Transformational Leadership offers municipalities an effective and flexible framework to address the significant and ever evolving challenges they are facing today. However, there may be a level of malaise with respect to the recognition of the value of leadership as an organizational competency at the staff level. This attitude may have been born from differences between the expectations and perceptions of Municipal Councils and senior managers. While Councils may expect that CAOs should only be managers, what is required of them is to be leaders.

Whatever the perceptions of the value of leadership skill amongst local government managers and elected officials alike, it is important for municipalities to recognize that leadership is a functional competency that should be operationalized. The requisite attributes and behaviours associated with Transformational Leadership can be measured and should be considered at various stages of a manager's development, including recruitment and promotion. Additionally, we know that Transformational Leaders can be trained and don't necessarily have to show up to the job with those skills intact.

Effective leadership should be considered like a vaccine to be used by local governments plagued by the significant social, economic, environmental and technological challenges they are faced with today. However, leadership is a tool that needs to be calibrated and sharpened from time to time, if it is to be effective. Training of managers in the Transformational Leadership framework may offer a

method to reenergize and inspire local government managers, particularly CAOs, and could reduce the level of burnout that is apparent at this level of local government.

Chapter 7 - Recommendations

This study targeted the Public Works Department Manager level of local government organizations in Nova Scotia in an attempt to measure the extent of their Transformational Leadership attributes and behaviours and their effects on sector-specific organizational outcomes. Unfortunately, there was insufficient survey data gathered to draw any meaningful conclusions in that regard. The lack of interest on behalf of Chief Administrative Officers in participating in a study of leadership should be explored in more detail to determine the root of that lack of interest. Is it due to executive burnout, role conflict with their political masters or a simple lack of recognition that leadership is a valuable organizational competency? In exploring this question, it is recommended that a representative group of municipal CAOs and municipal Councilors be surveyed to determine the following:

1. The recognition of leadership as a valuable skill to be held by municipal staff persons and elected representatives alike and which is worthy of devoting training expenses to improve upon;

2. The attitudes of elected municipal councilors toward leadership versus management at the CAO level of municipalities;

3. The level of burnout at the CAO level of municipalities;

4. The willingness of municipalities to operationalize the measurement of Transformational Leadership skills and considering these skills during the recruitment and promotion process for local government managers.

At the same time, and in light of the significant challenges being faced by municipal governments in Nova Scotia and the noteworthy benefits of improving upon the Transformational Leadership attributes and behaviours at various levels within an organization, it is recommended that municipalities explore appropriate training regimes to improve upon the general level of awareness of Transformational Leadership capabilities, particularly at the Chief Administrative Officer level.

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Appendix 1 - Survey Questionnaire Form - Public Works Director

What municipality do you work for?
How many years have you been employed with this municipality?
What is your gender?
What year were you born?
What is the highest level of education you have completed?
Please indicate how many employees working for your municipality who report directly to you and who would be willing to complete an assessment of your leadership style using this on-line survey tool (please input as many names/emails as you can). You will be asked to provide their names and email addresses in the next question.
Please provide the name and email address for two or more employees working for your municipality who report directly to you and who would be willing to complete an assessment of your leadership style using this on-line survey tool.
Please provide the name and email address for your direct supervisor (normally this would be the Chief Administrative Officer). He/she will be asked to participate in this survey using this on-line survey tool.

This questionnaire is to describe your leadership style and effectiveness as you perceive it. Please answer all items on this answer sheet. If an item is irrelevant, or if you are unsure or do not know the answer, leave the answer blank. Please judge how frequently each statement fits yourself:

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
0	**1**	**2**	**3**	**4**

Statement #	Statement	Rating				
1	I provide others with assistance in exchange for their efforts	0	1	2	3	4
2	I re-examine critical assumptions to question whether they are appropriate	0	1	2	3	4
3	I fail to interfere until problems become serious	0	1	2	3	4
4	I focus attention on irregularities, mistakes, exceptions, and deviations from standards	0	1	2	3	4
5	I avoid getting involved when important issues arise	0	1	2	3	4
6	I talk about my most important values and beliefs	0	1	2	3	4
7	I am absent when needed	0	1	2	3	4
8	I seek differing perspectives when solving problems	0	1	2	3	4
9	I talk optimistically about the future	0	1	2	3	4
10	I instill pride in others for being associated with me	0	1	2	3	4
11	I discuss in specific terms who is responsible for achieving performance targets	0	1	2	3	4
12	I wait for things to go wrong before taking action	0	1	2	3	4
13	I talk enthusiastically about what needs to be accomplished	0	1	2	3	4

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

Do you wish to receive a copy of the final research report related to this survey?

Appendix 2 - Survey Questionnaire Form - Employee

What municipality do you work for?	
How many years have you been employed with this municipality?	
What is your gender?	
What year were you born?	
What is the highest level of education you have completed?	

This questionnaire is to describe the leadership style and effectiveness of your Public Works Director as you perceive it. Please answer all items on this answer sheet. If an item is irrelevant, or if you are unsure or do not know the answer, leave the answer blank. Please judge how frequently each statement fits the Public Works Director you are describing:

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
0	1	2	3	4

Statement #	Statement	Rating				
1	Provides me with assistance in exchange for my efforts	0	1	2	3	4
2	Re-examines critical assumptions to question whether they are appropriate	0	1	2	3	4
3	Fails to interfere until problems become serious	0	1	2	3	4
4	Focuses attention on irregularities, mistakes, exceptions, and deviations from standards	0	1	2	3	4
5	Avoids getting involved when important issues arise	0	1	2	3	4
6	Talks about their most important values and beliefs	0	1	2	3	4
7	Is absent when needed	0	1	2	3	4
8	Seeks differing perspectives when solving problems	0	1	2	3	4
9	Talks optimistically about the future	0	1	2	3	4
10	Instills pride in me for being associated with him/her	0	1	2	3	4
11	Discusses in specific terms who is responsible for achieving performance targets	0	1	2	3	4
12	Waits for things to go wrong before taking action	0	1	2	3	4
13	Talks enthusiastically about what needs to be accomplished	0	1	2	3	4
14	Specifies the importance of having a strong sense of purpose	0	1	2	3	4
15	Spends time teaching and coaching	0	1	2	3	4
16	Makes clear what one can expect to receive when performance goals are achieved	0	1	2	3	4
17	Shows that he/she is a firm believer in "If it ain't broke, don't fix it."	0	1	2	3	4
18	Goes beyond self-interest for the good of the group	0	1	2	3	4
19	Treats me as an individual rather than just as a member of a group	0	1	2	3	4
20	Demonstrates that problems must become chronic before taking action	0	1	2	3	4
21	Acts in ways that builds my respect	0	1	2	3	4

22	Concentrates his/her full attention on dealing with mistakes, complaints, and failures	0	1	2	3	4
23	Considers the moral and ethical consequences of decisions.	0	1	2	3	4
24	Keeps track of all mistakes	0	1	2	3	4
25	Displays a sense of power and confidence	0	1	2	3	4
26	Articulates a compelling vision of the future	0	1	2	3	4
27	Directs my attention toward failures to meet standards	0	1	2	3	4
28	Avoids making decisions	0	1	2	3	4
29	Considers me as having different needs, abilities, and aspirations from others	0	1	2	3	4
30	Gets me to look at problems from many different angles	0	1	2	3	4
31	Helps me to develop my strengths	0	1	2	3	4
32	Suggests new ways of looking at how to complete assignments	0	1	2	3	4
33	Delays responding to urgent questions	0	1	2	3	4
34	Emphasizes the importance of having a collective sense of mission	0	1	2	3	4
35	Expresses satisfaction when I meet expectations	0	1	2	3	4
36	Expresses confidence that goals will be achieved	0	1	2	3	4
37	Is effective in meeting my job-related needs	0	1	2	3	4
38	Uses methods of leadership that are satisfying	0	1	2	3	4
39	Gets me to do more than I expected to do	0	1	2	3	4
40	Is effective in representing me to higher authority	0	1	2	3	4
41	Works with me in a satisfactory way	0	1	2	3	4
42	Heightens my desire to succeed	0	1	2	3	4
43	Is effective in meeting organizational requirements	0	1	2	3	4
44	Increases my willingness to try harder	0	1	2	3	4
45	Leads a group that is effective	0	1	2	3	4

Do you wish to receive a copy of the final research report related to this survey?

Appendix 3 - Survey Questionnaire Form - Supervisor (CAO)

What municipality do you work for?	
How many years have you been employed with this municipality?	
What is your gender?	
What year were you born?	
What is the highest level of education you have completed?	

This questionnaire is to describe the leadership style and effectiveness of the Public Works Director as you perceive it. Please answer all items on this answer sheet. If an item is irrelevant, or if you are unsure or do not know the answer, leave the answer blank. Please judge how frequently each statement fits the Public Works Director you are describing:

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
0	1	2	3	4

Statement #	Statement	Rating				
1	Provides his/her staff with assistance in exchange for their efforts	0	1	2	3	4
2	Re-examines critical assumptions to question whether they are appropriate	0	1	2	3	4
3	Fails to interfere until problems become serious	0	1	2	3	4
4	Focuses attention on irregularities, mistakes, exceptions, and deviations from standards	0	1	2	3	4
5	Avoids getting involved when important issues arise	0	1	2	3	4
6	Talks about their most important values and beliefs	0	1	2	3	4
7	Is absent when needed	0	1	2	3	4
8	Seeks differing perspectives when solving problems	0	1	2	3	4
9	Talks optimistically about the future	0	1	2	3	4
10	Instills pride in his/her staff for being associated with him/her	0	1	2	3	4
11	Discusses in specific terms who is responsible for achieving performance targets	0	1	2	3	4
12	Waits for things to go wrong before taking action	0	1	2	3	4
13	Talks enthusiastically about what needs to be accomplished	0	1	2	3	4
14	Specifies the importance of having a strong sense of purpose	0	1	2	3	4
15	Spends time teaching and coaching	0	1	2	3	4
16	Makes clear what one can expect to receive when performance goals are achieved	0	1	2	3	4
17	Shows that he/she is a firm believer in "If it ain't broke, don't fix it."	0	1	2	3	4
18	Goes beyond self-interest for the good of the group	0	1	2	3	4
19	Treats his/her staff persons as individuals rather than just as a member of a group	0	1	2	3	4
20	Demonstrates that problems must become chronic before taking action	0	1	2	3	4

		0	1	2	3	4
21	Acts in ways that builds his/her staff's respect	0	1	2	3	4
22	Concentrates his/her full attention on dealing with mistakes, complaints, and failures	0	1	2	3	4
23	Considers the moral and ethical consequences of decisions.	0	1	2	3	4
24	Keeps track of all mistakes	0	1	2	3	4
25	Displays a sense of power and confidence	0	1	2	3	4
26	Articulates a compelling vision of the future	0	1	2	3	4
27	Directs his/her staff attention toward failures to meet standards	0	1	2	3	4
28	Avoids making decisions	0	1	2	3	4
29	Considers his/her staff as having different needs, abilities, and aspirations from others	0	1	2	3	4
30	Gets his/her staff to look at problems from many different angles	0	1	2	3	4
31	Helps his/her staff to develop their strengths	0	1	2	3	4
32	Suggests new ways of looking at how to complete assignments	0	1	2	3	4
33	Delays responding to urgent questions	0	1	2	3	4
34	Emphasizes the importance of having a collective sense of mission	0	1	2	3	4
35	Expresses satisfaction when his/her staff meet expectations	0	1	2	3	4
36	Expresses confidence that goals will be achieved	0	1	2	3	4
37	Is effective in meeting his/her staff's job-related needs	0	1	2	3	4
38	Uses methods of leadership that are satisfying to his/her staff	0	1	2	3	4
39	Gets his/her staff to do more than they expected to do	0	1	2	3	4
40	Is effective in representing his/her staff to higher authority	0	1	2	3	4
41	Works with his/her staff in a satisfactory way	0	1	2	3	4
42	Heightens his/her staff's desire to succeed	0	1	2	3	4
43	Is effective in meeting organizational requirements	0	1	2	3	4
44	Increases his/her staff's willingness to try harder	0	1	2	3	4
45	Leads a group that is effective	0	1	2	3	4
Please judge how frequently each statement fits the manager's Public Works Department:						
1	The Department has an ability to internally develop and implement plans to effectively respond to a host of real or potential challenges involving capital projects or operational issues.	0	1	2	3	4
2	The Department appropriately draws upon external resources (ex. engineering consultants or construction contractors) only when internal resources are not available to address arising problems or challenges.	0	1	2	3	4
3	When the Department's focus is assisting with planning and delivering a capital project (ex. design and construction of a water treatment plant) or a program that satisfies a community's need, the Department develops and conforms to a budget.	0	1	2	3	4
4	When the Department's focus is assisting with planning and delivering a capital project or a new program that meets a community's need, the Department delivers the project or program on schedule.	0	1	2	3	4
5	When the Department's focus is assisting with planning and delivering a capital project or a new program that meets a community's need, the Department delivers the project or program to a high standard of quality.	0	1	2	3	4
6	When the Department is asked by the CAO/Council to work to adapt his or her Department to organizational changes (ex. adopt a new	0	1	2	3	4

	program), the Department is cooperative.					
7	The Department has an entrepreneurial attitude towards managing the department (ex. Staff seek ways to reduce expenses or increase revenues).	0	1	2	3	4
8	The Department seeks innovative ways to deliver core services more cost-effectively and at a higher quality.	0	1	2	3	4
9	The Department is interested in reconsidering the "traditional" way of doing things.	0	1	2	3	4
10	The Department is open to receiving feedback on the way things are currently done in the Department.	0	1	2	3	4
11	The Department works collaboratively with the CAO and Council to identify and analyze appropriate solutions to problems involving Department issues.	0	1	2	3	4
12	The Department is respectful of the CAO and Council's wishes regarding operation of the Department.	0	1	2	3	4
13	The Department is interested in the opinions of the CAO and Council regarding the management of the Department.	0	1	2	3	4
14	The Department resents involvement by the CAO and Council in managing the affairs of the Department.	0	1	2	3	4
15	The Department makes an effort to appropriately involve the CAO and Council in decision making regarding the Department.	0	1	2	3	4

Do you wish to receive a copy of the final research report related to this survey?