

STUDYING THE EXEMPLARY: PREDICTING EXEMPLARY PERFORMANCE OF PROFESSORS AS LEADERS UTILIZING THE CONCEPT OF AMERICAN EXCEPTIONALISM

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ABSTRACT

This empirical study aimed at finding an answer to a question regarding university professors' leadership style: "is there a relationship between professors' Psychological Capital (Hope, Optimism, Resilience, Self-Efficacy-attitudinal) and Psychological Ownership (Territoriality, Ease of Belonging, Accountability, Self-Efficacy-behavioral, and Self-Identity)? Three theories of leadership styles were used as a basis in search of an answer to the aforementioned question: 1. Transformational Leadership, 2. Transactional Leadership, and 3. Passive Avoidant Leadership. Three research instruments were utilized in this investigation. Psychological Capital and Psychological Ownership were the independent variables of interest, which were measured respectively by Psychological Capital Questionnaire (PCQ) and Psychological Ownership Questionnaire (POQ). The third instrument, Multifactor Leadership Questionnaire (MLQ) measured the dependent variable or criterion variable of Transformational Leadership, Transactional Leadership, and Passive Avoidant Leadership. Multiple regression technique was used to examine the relationships between the independent variables of interest (PsyCap and PsyGown) and the dependent variables of interest (Transformational Leadership, Transactional Leadership, and Passive Avoidant Leadership), while controlling for demographic variables including Gender (dichotomous), Ethnicity (categorical), Education (categorical) and Age (continuous). The findings of the study revealed that both Psychological Capital (PsyCap) and Psychological Ownership (PsyGown) acted as predictors of Transformational Leadership.

INTRODUCTION

Studying the Exemplary: *"Excellence is a better teacher than mediocrity. The lessons of the ordinary are everywhere. Truly profound and original insights are to be found only in studying the exemplary."* – Bennis

It has always been one of my goals to learn more about the traits of the world's great leaders in relation to "American Exceptionalism." In an attempt to achieve this goal, I decided to explore this concept among professors at institutions of higher education in America.

Exceptionalism is defined as the perception that a country, individual, leader, institution, movement, species, society, or even a time-period is "exceptional" (i.e., unusual or extraordinary) in some way. "American exceptionalism" refers to the special character of the United States as a

uniquely free nation based on democratic ideals and personal liberty, which may contribute to development of unique behaviors and leadership styles among individual leaders. Hence, a common interpretation of exceptionalism is the condition or conviction of being different from the norm; it is also basis of exemplifying personal behavior or style, pertaining to a nation, or in individuals. French philosopher, Alexis de Tocqueville, is attributed to be the first to define American Exceptionalism as, “The position of the American is therefore quite exceptional...His passions, his wants, his education, and everything about him seem to ... glance to heaven” (Alexis de Tocqueville, 1945, p. 20). Additionally, a research study on global leadership and organizational behavior (GLOBE) of American CEO’s, leaders, and managers found that “In the United States, leaders are expected to show impeccable levels of integrity and performance orientation...” (House, Dorfman, Javidan, Hanges, & de Luque, 2014, p. 348).

AMERICAN EXCEPTIONALISM

Luthans (2002), a professor of Organizational Behavior and Positive Organizational Behavior (POB), has contributed to the American passion for exceptionalism. He conducted research on emerging positive psychology for a span of five decades pioneering in the spirit of American Exceptionalism through his work on (POB) and its outcomes. His recent articles focused on the need for, and meaning of, a positive approach to organizational behavior, which has been instrumental for this research.

American Exceptionalism in the university settings expects that professors be excellent in all areas of academic requirement (e.g. teaching, research, and service). It needs a positive approach to the application of psychological capital as well as psychological ownership. For positive job performance outcomes, the tenets of effective organizational behavior should place emphasis on reinforcing personal leadership development to foster organization commitment.

Luthans, using empirical research, invented a paradigm of positive organizational behavior (POB) that strengthened the field of Organizational Behavior. Later, additional criteria for new positive organizational behavior (POB) in the form of Psychological Capital and Psychological Ownership have germinated the field with empirical research and application. Such POB’s, Luthans asserts, “are to identify unique, state-like psychological capacities that can not only be validly measured, but also be open to development and performance management.” Four distinct facets of Hope, Optimism, Resiliency, and Self-efficacy (HORSE) are integrated into one construct called Psychological Capital. Psychological Ownership (Avey et al. 2009) is the other construct that is comprised of five facets: Territoriality, Ease of belonging, Accountability, Self-efficacy and Relational identity (TEASER).

Avolio and Gardner (2005) also have addressed the present and future leadership needs and have developed a model of leader-follower paradigm, which examined the process of leadership and followership with a keen eye on what they call a veritable relationship for sustained follower performance. This is a developmental process of leader and follower self-awareness and self-regulation, the authors assert. The influence of the leaders’ and followers’ personal histories and trigger-events are considered as antecedents of leadership and followership, as well as the

reciprocal effects with an inclusive, ethical, caring and strength-based organizational climate. This may be interpreted as a type of leader-member exchange that keeps on growing and growing to a level of extreme symbiosis, yielding a very positive relationship that is a primary means of developing followers. They argue that such outcomes of leader–follower relationships include heightened levels of follower trust in the leader, in engagement, and in workplace well-being, producing veritable and sustainable performance on the part of the leader and follower alike.

Rowland & Higgs (2008) in an article published in Harvard Business Review asserted that it is better to influence leaders’ “being,” and not just their “doing.” The authors presented evidence that leadership development is not about developing leaders, and “have found that leaders need to work on the quality of their inner game, or their capacity to tune into and regulate their emotional and mental states, before they can hope to develop their outer game, or what it is they need to actually do.” Therefore, leadership-development should start by working on the inner game, which Avolio, Gardner, Walumbwa, Luthans & May (2004) also promote with Psychological Capital, and then use the outer game, which is the Psychological Ownership. In the Venn diagram, Goleman also uses the inner and outer concepts or states. Rowland & Higgs (2008) also lament that, “It’s very hard for leaders to have courageous conversations about unhelpful reality until they can regulate their anxiety about appearing unpopular and until they’ve built their systemic capacity to view disturbance as transformational, not dysfunctional.” This is what Lathan’s et al. (2004) have professed with PsyCap and PsyGown as an alternative approach to leadership development. Rowland & Higgs (2008) argue that leaders can develop their transformational capabilities by using their Psychological Capital and Psychological Ownership.

The process of screening professors to succeed as future leaders have been examined by Avolio, Gardner, Walumbwa, Luthans & May (2004) using empirical research of the effect of Psychological Capital and Psychological Ownership on Transformational Leadership. This study focused on investigating whether or not American University Professors can benefit from this paradigm of predictive relationships on their path to achieving excellence in leadership.

What constitutes excellence in leadership? American Exceptionalism expects American university professors to demonstrate the attributes and capabilities of excellent leaders, because they are human capital who can give their universities a competitive edge. However, current literature lacks studies on connection between psychological capital and psychological ownership of university professors with American Exceptionalism.

Background and Emergence of Leadership Theories

The development of psychological capital and psychological ownership happened almost after 70 years of pioneering work of Chester Barnard who spoke about leadership and leader effectiveness and followership in his leadership acceptance theory of authority, Barnard (1938, 1976). The “acceptance theory of authority,” asserted that the followers must accept leaders’ authority. The acceptance was the key phrase in his seminal theory.

After his seminal contribution to the thought of “acceptance theory of authority,” Barnard (1938, 1976) developed the concept of exceptionalism and leadership excellence. Barnard’s (1938, 1976) acceptance theory of authority and leadership excellence had two primary foci—one on recruiting cooperation among the followers and the other managing that cooperation. For the former, he said, “Cooperation, not leadership, is the creative process;” and for continuously maintaining that cooperation from followers, he added, “but, leadership is the indispensable fulminator of its forces.” (1976, *The functions of the executive*, p. 259).

Luthans and Avolio (2004), using leadership in the organizational context have refined Barnard's theory. Examining psychological capital and psychological ownership, indicates that these two psychological construct complement each other and reinforce the ‘acceptance theory of authority and leadership’. Barnard called the essential element of his theory as leader’s ability to recruit cooperation from followers. In the first, if a professor has a very high score of psychological capital, he or she will be considered high on positive organizational behavior (cognition) or possessing motivational antecedents. In the second, if the professor has a very high score on psychological ownership (affective) then he or she will be considered most effective in the use of target ownership.

Subsequently, some researchers conducted several studies in relation to Barnard’s theory. The list includes Katz and Kahn (1952) from the University of Michigan, and Fleishmann, Harris, and Burt (1955) from Ohio State University. Then Managerial (Leadership) Grid emerged as a simplified two-dimensional graph of concern for production and concern for people. After this, the Situational Leadership Theory by Hersey and Blanchard (1969, 1977) emerged which discussed supportive behavior of leader according to the needs of the situation and the ability of the follower. In the meantime, Servant Leadership by Greenleaf (1970) popularized the concept that “leader is a servant.” Around this time, another theory emerged as Leader Member Exchange Theory or LMX theory that used the strength and style of communication as a main focus of relationship between leader and follower (Dansereau, Graen, and Haga, 1975).

As time passed, Burns (1978) coined Transformational Leadership theory that “pooled interests of the leader and follower” in the pursuit of “higher” leader and follower goals achievement (Green, 2013). The culmination of a robust model called Full Range Model of Leadership (FRML) originated by Bass (1985, 1988, 1999), later developed by Bass and Avolio (1994, 1995, 1996, 1997, 2002), and then by Avolio, Bass, and Jung (1999) was finally complete in social science research of leaders and followers. This was studied in academic circles and has produced vast meta-analyses of researches leading to individual performance, task performance, leader effectiveness, follower job satisfaction, follower motivation and leader job performance. Then came the Big Five Personality Theory by McCrae and Costa (1987, 1990, 2010) which was based on openness, conscientiousness, extraversion, agreeableness, and neuroticism (OCEAN) for effective leadership. Also, during that time, the leadership social science was popularized by Emotional Intelligence (EI) of Salovey and Mayer (1990), Goleman (1995), and Bar-On (1997).

Around the same time, a management development expert, Kirkpatrick’s effective training paradigm (1996) with four components of behavioral outcomes from training (Reaction, Learning, Behavioral change, and Result in cognitive, affective and psychomotor development) became the springboard of leadership and executive development. Additionally, a study titled, "Effective

Management Development Program Evaluation and Review Technique," examined Purdue University's Engineering/Management Program for 1995 (Khan, 1996, 2002). The purpose of the program was to offer leadership and management training to a population of ninety-eight engineering, R & D and technical managers from all over the world. From a quality assurance perspective, the study attempted to measure those changes that occurred in the knowledge, skills, attitudes and behaviors of the participants, from a period of before to after the program, in four levels of outcomes: reaction, learning, behavior and results.

Further, continuance and application of this study by Khan (2008, 2015, 2018), on the effectiveness of a strategic leadership development program effectiveness concluded to show that, "Results indicated that management development programs for technical personnel can be effective if executive development training programs focus on improving strategy, productivity, leadership and global competition in the cognitive, affective and psychomotor domains by addressing their problem solving, leadership, decision making, managerial, and global competitiveness skills."

At the turn of the century, and early into the twenty-first century, there came a global research on leadership, called Global Leadership and Organizational Behavior Effectiveness (GLOBE) (2004, 2012) that used a massive study on leadership and management involving 17,370 middle managers from 951 organizations in 62 societies and cultural environment.

Leadership Development and Superior Performance: A New Paradigm

Recent research studies by Luthans, Avey, Avolio, and Peterson (2010) in connecting theory and research with psychological capital (PsyCap) and Psychological Ownership (PsyGown) of faculty members is an emerging core construct that is linked to positive outcomes at the individual and organizational level. Other authors (Rodriguez, Patel, Bright, Gregory, & Gowing (2002) suggested that the Society for Human Resource Development prescribe the use of competency model as a solution to promote the full range talent management process for the university professors. The creation and implementation of competency models for strategic talent management focuses on increasing university professors' capability rather than on providing training (Sullivan, 2005). Whiddett and Hollyforde (2003) also have studied the university professors' capabilities and suggest that competencies be used to create selection criteria, form the basis for reviewing performance, compensation, and reward decisions, as well as identify development needs (the gap between expected and actual).

Scott, Coates, and Anderson (2008) have proposed a model for academic leadership development (ALD) for increasing a professor's capability indicating that academic leadership development must begin with identifying the gaps in one's capability through a performance assessment process, and then addressing these gaps using a mixture of psychological development initiatives or approaches to leadership development.

Van Dyne, Pierce and Jussila (2011) have suggested a new paradigm of Leaders of Higher Education which has uncovered a gap between needs and capabilities. The CAO census of the chronicle of higher education shows that there is a looming crisis in top educational leadership.

However, alternatively, Luthans, Avolio, and Avey (2004) have used Psychological Capital and Psychological Ownership and Transformational Leadership in predicting capabilities for future leadership development of faculty. (Luthans et al., 2004).

There are two models of leadership and conceptual foundations with valid instruments to measure the various constructs of leadership. This study proposes to use the most validated leadership measure known as Multifactor Leadership Questionnaire MLQ-5X. This instrument also addresses individual motivational antecedents that are contingent upon their transformational leadership style.

STATEMENT OF THE PROBLEM

In today's highly competitive environment, Institution of higher education need to inspire professors to exercise exemplary leadership as teachers, researchers, and administrators. They must possess the skills to transform students into leaders via transformational leadership qualities, which is in line with American Exceptionalism.

Professors have the responsibility to be a role model as intellectual leaders of the free world and as free thinkers who can inspire others. The society has reposed such responsibilities on them. College and university professors have witnessed a marked change in the institutional climate. Competition has replaced collegiality. Faculty performance has become very stringent and monitored closely by internal and external stakeholders. A key ingredient for social transformation is promote faculty productivity and motivation to teach, research, and engage in university and community service, and ensure that this work is valued and appreciated. Blackburn and Lawrence (1995) asserted that there must be a connection between individual productivity of faculty and institutional characteristics that would allow such productivity to fulfill their full academic missions with eventual societal gain.

Greenleaf's concept of servant leadership, which started at Yale University as an altruistic framework of leadership, has been tested in the higher echelons at many Ivy League schools, yet it seems that universities and corporations in the US and other Western countries have not fully embraced this concept yet. Effective research, teaching and service outcomes that emanate in the universities due to servant leadership have not been reported in the highest echelons of faculty publications. They have not been utilized in organizational leadership of corporations that promote the transformational outcomes of servant leadership either, (Blok and Goodboy, 2009, 2011).

Summarizing the above:

- The majority of leadership research relating to executives' leadership development has been in the context of business and corporations.
- While the university's role as a change agent for the society is of paramount importance, it is vital to understand the impact of university professors' leadership style has on producing students for the future leadership.

- American Professors' positive leadership and organizational behavior stem from (or are dependent on) their *PsyCap* and *PsyGown*.
- Scant research exists that has studied university professors and their self-reported leadership styles
- Several studies have examined the relationship of leadership styles and psychological capital
- Limited studies have explored the relationship of leadership styles and psychological ownership
- No literature was found that examined the constructs of Psychological Capital (*PsyCap*) and Psychological Ownership (*PsyGown*) (together) as predictors of leadership style of university professors

PURPOSE OF THE STUDY

The purpose of this study is to determine the effects of *PsyCap* and *PsyGown* on the criterion Transformational Leadership variable, while controlling for gender, ethnicity, education, and age. This research examines the relationship between professors' self-perception of their psychological capital and psychological ownership that impacts their leadership style for superior performance. This research identifies the relationship between professors' Psychological Capital (four scales from *Psychological Capital Questionnaire*) and Psychological Ownership (the five scales from the *Psychological Ownership Questionnaire*), and their impact on Transformational Leadership style (one of the three scales from *Multifactor Leadership Questionnaire*), when controlling for gender, ethnicity, education and age.

CONCEPTUAL FRAMEWORK

Focus on the exemplary performance: For leaders to get results they need three kinds of focus. *Inner focus* attunes us to our intuitions, guiding values, and better decisions. *Other focus* smooths our connections to the people in our lives, and *outer focus* lets us navigate the larger world" Goleman (2013). In Figure 1, The Venn diagram indicates the three intersecting constructs: inner psychological capital, outer psychological ownership, and the other – leadership style as the resultant behavior. The intersection is important for development of leadership with focus on excellence, which is the intended outcome (or American Exceptionalism).

As illustrated below, in fig. 1-6, the conceptual framework for this study was based on the Psychological Capital and Psychological Ownership, which have been widely researched by Luthans, Avey, Avolio, and Peterson (2010); Luthans, Avolio, Avey, and Norman (2007) indicating that Psychological Capital play an important role in providing acceptance of authority for the transformational leadership.

Focus on Excellence: Inner (Psychological Capital), Outer (Psychological Ownership), and Other (Leadership Style)

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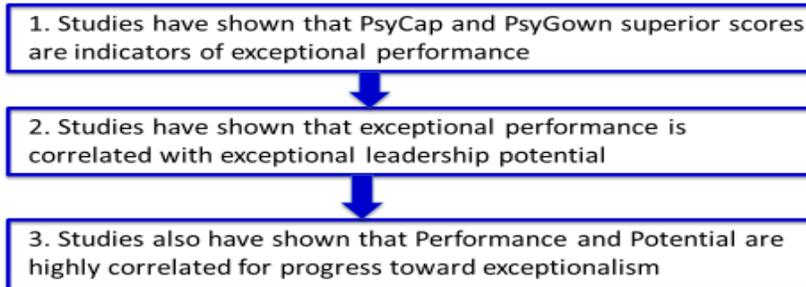
(Goleman, 2013)



FIGURE 1: GOLEMAN’S FOCUS MODEL

Psychological Capital and Psychological Ownership as Predictors of Leadership Outcomes (Performance and Potential)

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(Avey, Avolio, Crossley, & Luthans, 2008; Van Dyne & Pience, 2004; Clapp-Smith, Vogelegesang, & Avey, 2009; Olckers, 2013)



FIGURE 2: PERFORMANCE AND POTENTIAL

Psychological Capital

- **PsyCap** is “an individual’s positive psychological state of development,” characterized by:
- **Hope:** If there is a will there is a way
- **Optimism:** Favorable outcome expectancies
- **Resilience or Resiliency:** To bounce back from adversity.
- **Self-efficacy:** Conviction or confidence about their abilities

(Luthans, Avolio, Avey, & Norman, 2017; Luthans & Youssef-Morgan, 2017)



FIGURE 3: PSYCHOLOGICAL CAPITAL CONSTRUCT

Psychological Ownership

PsyGown is the relationship between feelings of ownership, work attitudes, and work behaviors:

- **Territoriality:** The feeling of not wanting to share the object
- **Ease of Belonging:** Or, the Sense of Belongingness
- **Accountability:** A sense of responsibility
- **Self-Efficacy:** the personal ability to accomplish a given task
- **Relational Identity:** That identity to relate with self and others

(Avey & Avolio, 2009)



FIGURE 4: PSYCHOLOGICAL OWNERSHIP CONSTRUCT

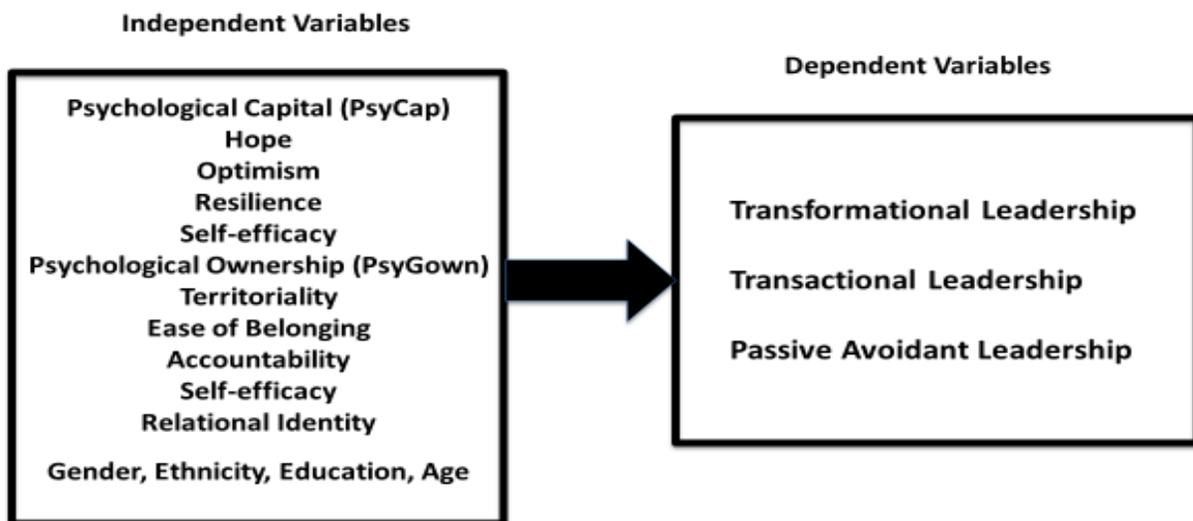
Research Question

RQ: Is there a relationship between Professors' **Psychological Capital** (Hope, Optimism, Resilience, Self-Efficacy-attitudinal) and **Psychological Ownership** (Territoriality, Ease of Belonging, Accountability, Self-Efficacy-behavioral, and Self-Identity) *and* **Transformational Leadership** when controlling for Gender, Ethnicity, Education, and Age?

FIGURE 5: RESEARCH QUESTION

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Research Model



(Luthans, Avolio, & Avey, 2004)



FIGURE 6: RESEARCH MODEL

LITERATURE REVIEW

Transformational Leadership

Burns first introduced the concept of transformational leadership in 1978 that focused on the ways that leaders emerged from being ordinary "transactional" leaders to become major social change players who truly empowered their followers. This period was followed by Bass who refined and further operationalized the concepts of leadership styles, followed by Avolio (Avolio, Bass, & Jung, 1999; Bass & Avolio, 1994; Bass, 1985). Later studies of transformational leadership focused on the outcomes perspectives of followers (Bolkan & Goodboy, 2009, 2011).

Transactional Leaders articulate the use of contingent reward, or management-by-exception-active as appropriate in achieving the group's goal or continue to survive without a long-term. Literature on university professors' transformational and transactional leadership behaviors are rare; but studies are replete with organizational leadership studies dealing with transformational and transactional leadership.

According to Burns (1978), transformational leadership occurs when one or more persons engage with others in such a way that leaders and followers raise one another to a higher level of motivation, performance, and morality (p. 20). Transformational leaders have been described in prior literature as highly interactive, passionate, empowering, visionary, and creative (Hackman & Johnson, 2004). Bass (1985) and Avolio later, expanded Burn's theory by conceptualizing transformational leadership behaviors into four categories: individualized consideration (IC), Idealized Influence-Attributed (II-A), Idealized Influence-Behavioral (II-B), Inspirational Motivation (IM) and Intellectual Stimulation (IS).

Between the period 1985 and 1990, hasty revisions occurred as new refinements were envisioned and added to the continuum of leadership behaviors. (Hater and Bass, 1988; Bass, 1999; Avolio, Waldman and Yammarino, 1991). By 1991, a final and comprehensive nine-component theoretical model matured.

Idealized Influence

Bass (1999) described idealized influence as the transformational leader's ability to clearly articulate a vision to followers and the ability to motivate followers to join the vision (p. 19). As a result, followers place a high degree of trust in the leader (Bass, 1985). Yukl (2006) stated that idealized influence behaviors arouse strong follower emotions and identification with the leader. This idealized influence may be used to inspire charisma in the leader which may bring about unintended outcomes as has been seen in history. So, charisma has been substituted by idealized influence to protect the follower from unintended outcomes of charisma as history has shown.

Intellectual Stimulation

Avolio et al. (1999) described intellectual stimulation as getting followers to question the tried and true methods of solving problems by encouraging them to improve upon those methods. Intellectual stimulation encourages followers to challenge leader decisions and group processes, thus encouraging innovative thinking (Bass & Steidlmeier, 1999). Brown and Posner (2001) advocated intellectual stimulation as a component of organizational learning and change by appealing to follower needs for achievement and growth in ways that the follower finds attractive. Brown and Posner (2001) found that the intellectual stimulation component of transformational leadership plays a healthy and beneficial role in organizational learning because leaders place value in learning for both themselves and their followers.

Individualized Consideration

Avolio, Bass & Jung (1999) found that through the process of transformational leadership, the leader takes on the role of mentor by assigning responsibilities to followers as opportunities for growth and development through a process of self-actualization. Corrigan and Garman (1999) found that individualized consideration positively affects and facilitates team-building efforts. Yukl (2006) described individualized consideration behaviors as support, encouragement, and coaching to followers. The relationship used for mentoring and coaching is based on followers' individual development needs with the outcome being the evolvement of followers into leaders (Bass & Steidlmeier, 1999; Bass, 2000). Barnett, McCormick & Connors (2001) have also explained that individualized consideration is occurring when leaders develop interpersonal relationships with followers and that it is these interactions that allow the leader to personalize leadership and establish goals for each individual follower.

Inspirational Motivation

Bass (1999) described inspirational motivation as providing followers with challenges and meaning for engaging in shared goals. Bass and Steidlmeier (1999) took it further by identifying inspirational motivation as the leader's ability to communicate his or her vision in a way that inspires followers to take action in an effort to fulfill the leader's vision. Inspirational motivation enables leaders to remain focused on the vision of the group despite any obstacles that may arise (Kent, Crofts, & Aziz, 2001). Yukl (2006) described inspirational motivation behaviors as communicating an appealing vision, using symbols to focus subordinate effort, and modeling appropriate behaviors. Some researchers have related inspirational motivation to concepts of ethics, claiming that when leaders show concern for organizational vision and follower motivation, they are more inclined to make ethical decisions (Banjerji & Krishnan, 2000).

Full Range Leadership Model

The *Multifactor Leadership Questionnaire* (MLQ—5X short) and its measurement thereof, uses a broad range of leadership types from passive leaders, to leaders who give contingent rewards to followers, to leaders who transform their followers into becoming exceptional leaders themselves. The MLQ has 45 questions (this study used 36 questions) that identifies the characteristics of three major styles (Transformational, Transactional, and Passive Avoidant) of leadership and helps individuals discover how consciously they measure up in their own eyes and in the eyes of those with whom they work or associate as peers or supervisors. Success in leadership effectiveness can be measured through a retesting program by the publishers of MLQ to track changes in leadership style as a management development framework for after the training monitoring. The MLQ testing program using a Trainer's Guide provides a solid base for leadership training. As a follow-up to previous studies in leadership and establishment of a better understanding of Psychological Capital and Psychological Ownership as predictors of leadership styles this investigation uses the Full Range Leadership Model as shown below at Fig. 7.

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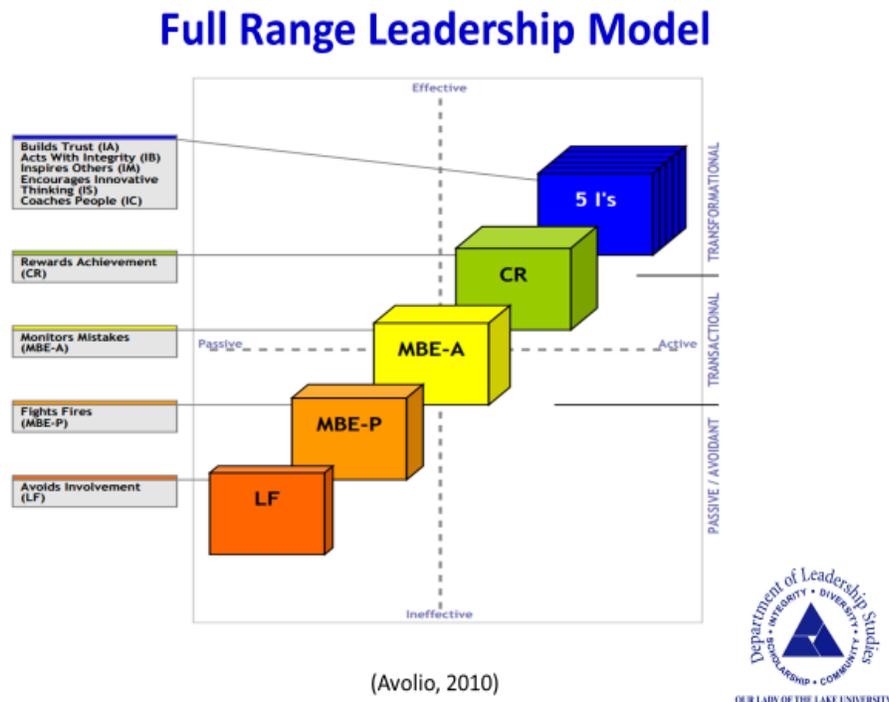


FIGURE 7: FULL RANGE LEADERSHIP MODEL

In order to implement the above concept, and remain viable and competitive, universities have continually invested in their faculty and staff hoping that such investments will contribute to the development of faculty members to meet the high standards of American Exceptionalism. Some

of universities have used management development for professorial success by bringing forth training and development programs as a way of development of young faculty. Further, by leveraging resources and drawing upon the expertise, some universities have been able to offer excellent professional development opportunities to their faculty called Academic Leadership Program (ALP). Such leadership development programs were aimed at engaging in competitive strategies. However, demonstration of exceptional ability and academic promise through psychological capital (PsyCap) and psychological ownership (PsyGown) are necessary as predictors of transformational leadership behavior in academia.

Psychological Capital

The Psychological Capital (PsyCap) of an individual is determined by the scores from the *Psychological Capital Questionnaire* (PCQ; Luthans, et al., 2007a), which draws from widely-recognized measures for each of the dimensions that make up PsyCap: (1) Hope (Snyder et al., 1996); (2) Optimism (Scheier and Carver, 1985); (3) Resiliency (Wagnild and Young, 1993); and (4) Self-Efficacy (Parker, 1998). These are the cognitive states of mind— also referenced as cognitive HORSE. The PCQ has demonstrated high reliability and construct validity in earlier studies (Luthans et al., 2007a, 2008b, and 2007c). The 24-item PCQ has six items for each subscale of hope, optimism, resiliency and self-efficacy. Responses are scored on a 6-point scale with anchors of 1= *strongly disagree* and 6 = *strongly agree*. Reversed items were recoded according to the instructions in PCQ (Luthans et al., 2007a). To reflect the state-like quality of PsyCap, the questions are framed to ask the participants how they felt “right now.” Moreover, questions were adapted to make the target context specific to the workplace. The internal consistency (Cronbach’s alpha) for the overall PsyCap scale was $\alpha = .78$. Skewness was .03 and kurtosis .28.

Luthans et al. (2007b) argued that all the four factors of PsyCap form a higher order construct that is a better predictor of performance and satisfaction than its individual parts. We assume that the PsyCap dimensions together will identify university professors who believe in their professional abilities and skills, who are goal oriented and confident, with a strong willingness to cope with changes during their formative years. Due to the intense and inherent competitiveness in academic environment, we expect that PsyCap will assist in identifying university professors who demonstrate quality performance in the three dimensions of their career: teaching, research and service.

Lately, some studies have also found that high score on Psychological Capital is related to Leadership Outcomes (employee performance and job satisfaction). Additionally, some studies have found that a high score on Psychological Ownership is also related to Leadership Outcomes. In the university setting, much of the work that professors do encompasses aspects of Psychological Capital and Psychological Ownership.

According to Luthans et al. (2000) psychological capital is defined as the positive and developmental state of an individual as characterized by high hope, optimism, resiliency, and self-efficacy (The HORSE effect).

Hope is an aspect of positive psychology development by Snyder et al. (2000), which they defined as ‘a positive motivational state that is based on interactively derived sense of successful agency, pathways. Hope includes the will and the way.

Optimism was defined by Seligman (1990), as a cognitive process that involves favorable outcome expectancies which are linked to positive organizational outcomes such as work motivation, performance, morale and satisfaction. Luthans and Avolio (2003) reported that optimistic leaders had positive effect on organizational outcomes.

Resiliency is an aspect of psychological capital and positive organizational behavior which was originally promoted by (Masten, 2001) and which is defined by the ability to bounce back from adversity. This particular aspect of psychological capital has been promoted by Youssef and Luthans (2005).

Self-efficacy is another aspect of psychological capital and is a positive organizational behavior criterion (Luthans, 2002) the construct that originated from Bandura (1997). ‘Self-efficacy refers to an individual's conviction or confidence about his or her abilities to mobilize the motivation, cognitive resources and courses of action needed to successfully execute a specific task within a given context’ (Stajkovic and Luthans, 1998).

Psychological Ownership

The Psychological Ownership developed by Avey and Avolio (2007) as a construct that assesses two theoretically derived, unique forms of psychological ownership-- Preventative and Promotive. Preventative psychological ownership is characterized as territoriality. That is, when individuals feel ownership over something they may tend to be territorial about it. This may include the feeling of not wanting to share the object (such as resource use or information) and feeling as though, in general, they should be the one to determine what happens to or with the object. The second and ideal form of psychological ownership is Promotive in nature, which is comprised of four distinct yet related dimensions. They are sense of belongingness, accountability, self-efficacy, and relational identity.

Psychological Ownership has five facets commonly referred to as TEASER, which did much to spur the HORSE for affective and effective behavior. Avey, Avolio, Crossley, & Luthans (2009) assert that the ownership concept of the target subject is either preventive or promotive. Territoriality is considered as the preventive psychological behavior, whereas the other four elements are considered promotive. Psychological Ownership constructs deviate from Psychological Capital construct in the sense that, whereas the psychological capital is primary source of motivation for the leader, the psychological ownership construct is the primary source of implementation for the leader. So, the psychological ownership construct may be considered as a process, whereas psychological capital is considered as an asset. One cannot live without the other. It's like a horse-teaser effect found in leading and motivating the followers.

Current literature supports that transformational leadership is more effective than other leadership styles. Therefore, the logical conclusion seems to be that university professors should be transformational to leave a great impact on student learning and development. Meta-analyses have shown that transformational leadership is positively related to student learning and satisfaction. Yet there is paucity of research in Professors' competitiveness and effectiveness, and there is a gap between performance and potential. Luthans' Positive Organizational Behavior and Avolio's affective nature of Psychological Ownership have demonstrated effective leadership and outcomes (performance and satisfaction).

SIGNIFICANCE OF THE STUDY

The findings of this study can deliver benefits to the academic community in a way that professors will be able to contribute to their professions according to their predictable leadership style. Such determination of professors' leadership style has the potential to reinforce approaches to effective teaching, research and service. This can also provide a distinctive professional development needs analysis and intervention strategy at an early stage by using their PsyCap and PsyGown.

RESULTS AND DISCUSSION

The following graphs and Fig. 8 through 23, show the questionnaire developed, the results of all distributions, and the tests of hypotheses using Independent Variable (IV), Dependent Variable (DV), and Control Variable (CV). To make the graphs readable, mean, standard deviation, medium, and mode have been shown alongside the graphs. The skewness has also been reported alongside.

Demographic Questionnaire

- Professor's Gender (dichotomous: Male / Female)
- Professor's Ethnicity (categorical: Asian, African American, Hispanic, White and Other)
- Professor's Education (categorical: Doctorate, Master, Bachelor, Associate, and Community College)
- Professor's Age (continuous)



FIGURE 8: DEMOGRAPHIC QUESTIONNAIRE

Age

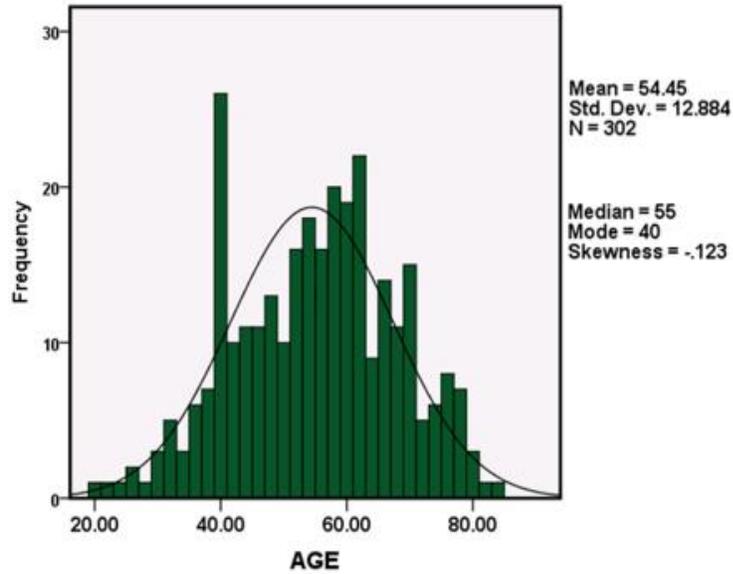


FIGURE 9: DEMOGRAPHICS: AGE

Gender

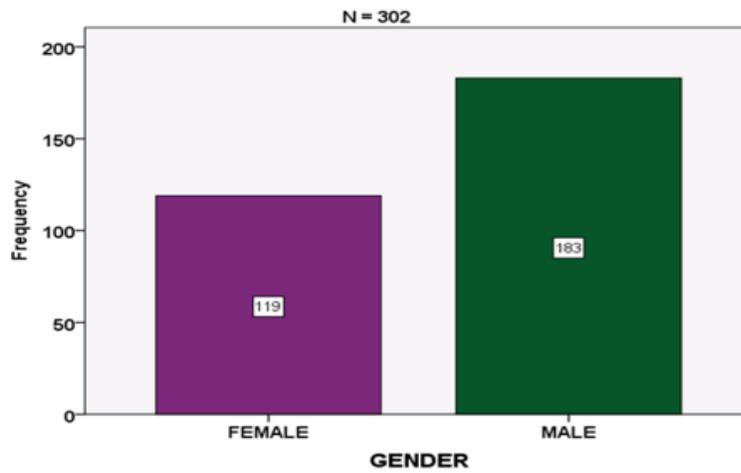


FIGURE 10: DEMOGRAPHICS: GENDER

Ethnicity Collapsed

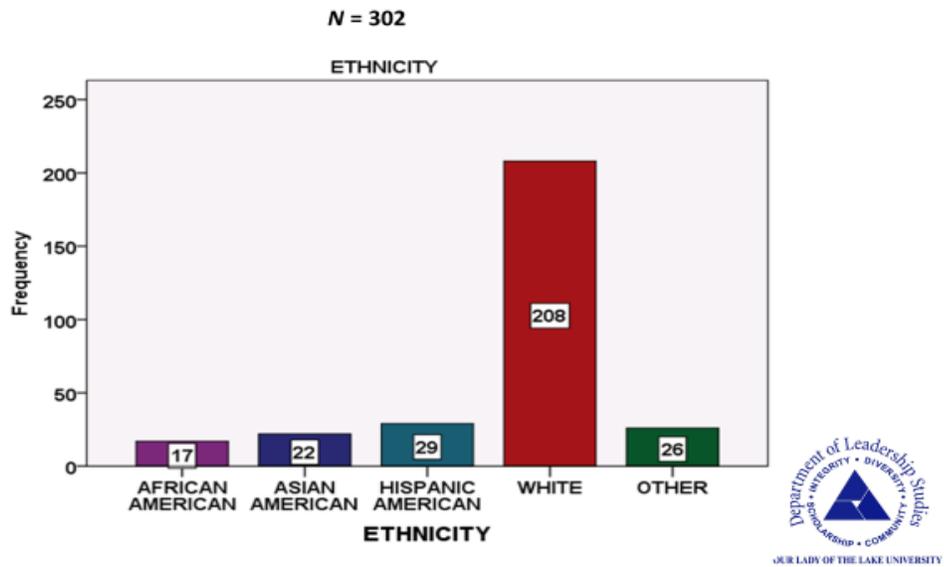


FIGURE 11: DEMOGRAPHICS: ETHNICITY

Education

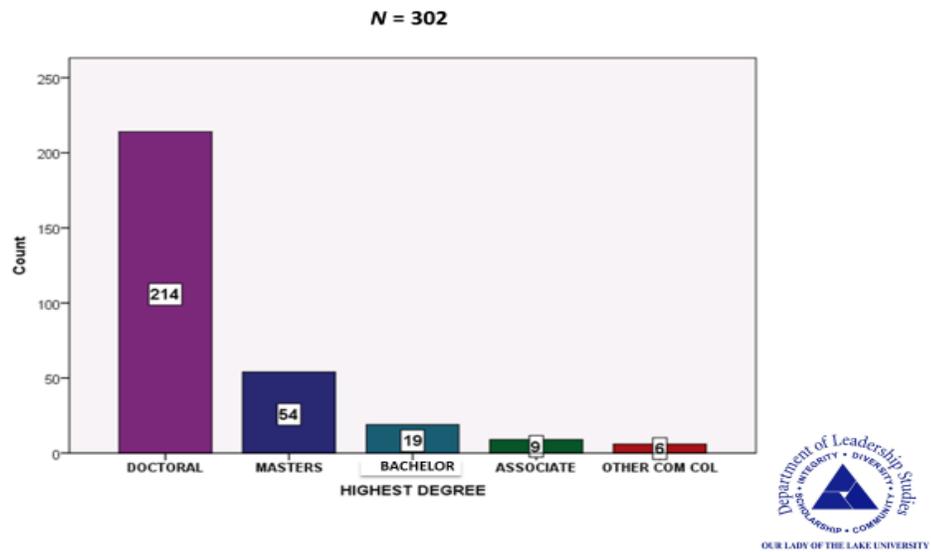


FIGURE 12: DEMOGRAPHICS: EDUCATION

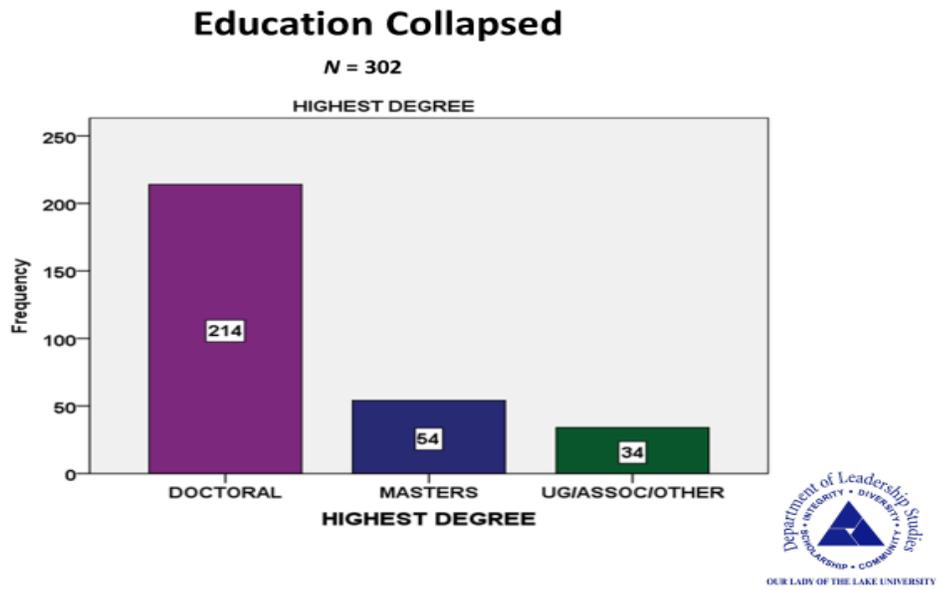


FIGURE 13: DEMOGRAPHICS: EDUCATION COLLAPSED

Psychological Capital: Hope

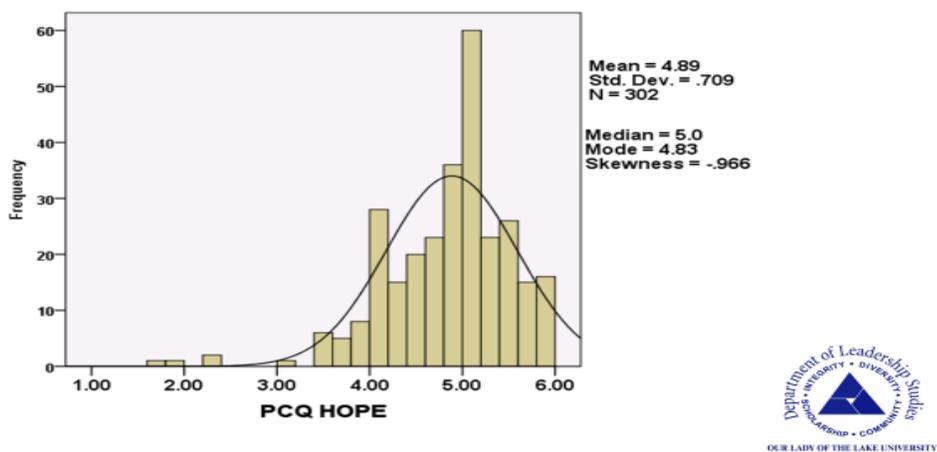


FIGURE 14: PSYCHOLOGICAL CAPITAL: HOPE

Psychological Capital: Optimism

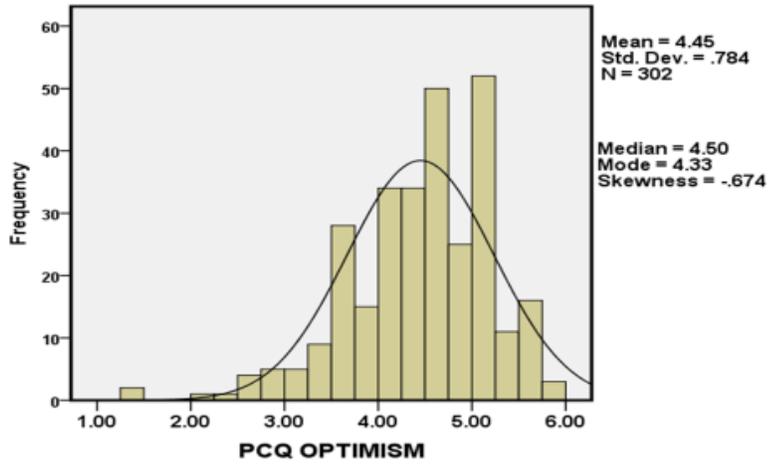


FIGURE 15: PSYCHOLOGICAL CAPITAL: OPTIMISM

Psychological Capital: Resilience

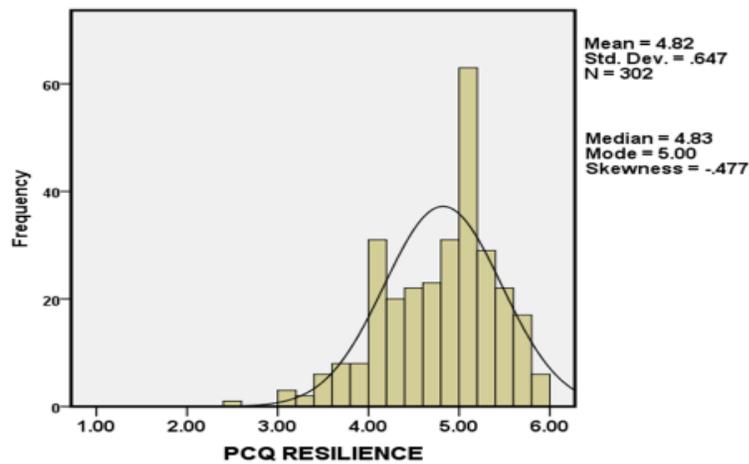


FIGURE 16: PSYCHOLOGICAL CAPITAL: RESILIENCE

Psychological Capital: Efficacy

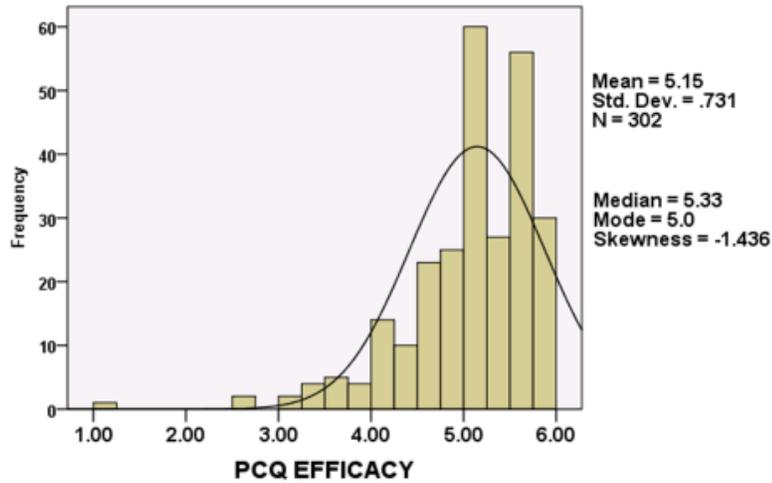


FIGURE 17: PSYCHOLOGICAL CAPITAL: EFFICACY

Psychological Ownership: Territoriality

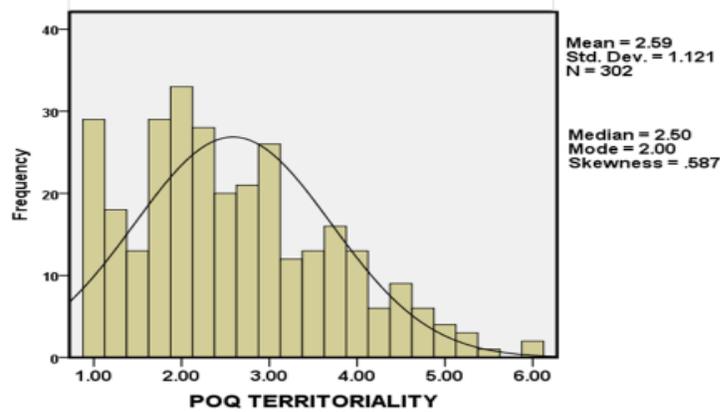


FIGURE 18: PSYGOWN: TERRITORIALITY

Psychological Ownership: **Belonging**

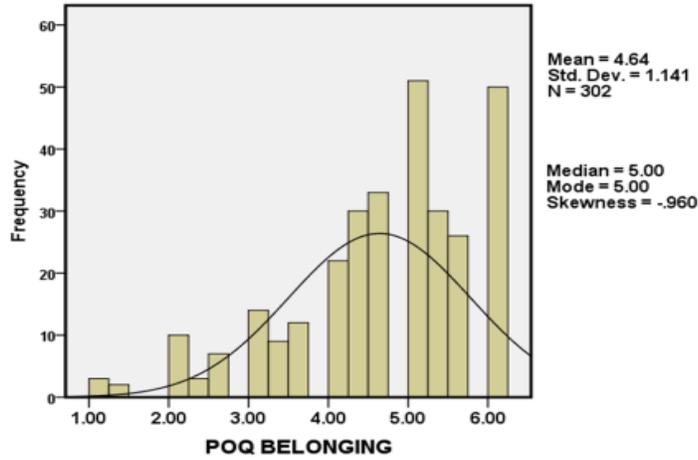


FIGURE 19: PSYGOWN: BELONGING

Psychological Ownership: **Accountability**

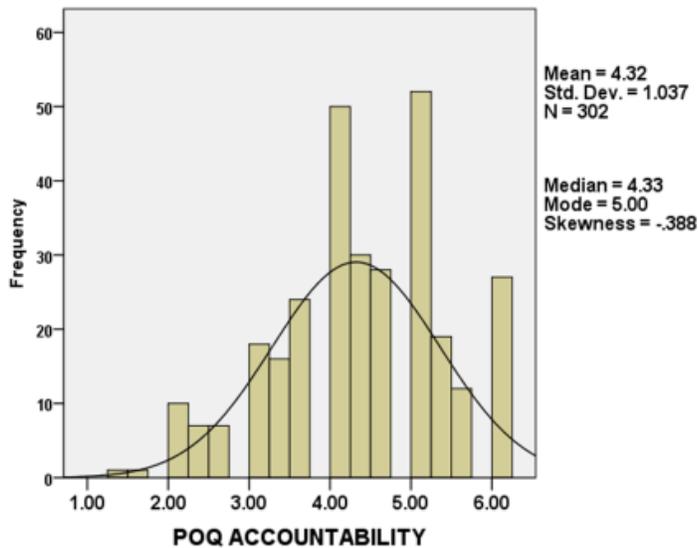


FIGURE 20: PSYGOWN- ACCOUNTABILITY

Psychological Ownership: Self-Efficacy

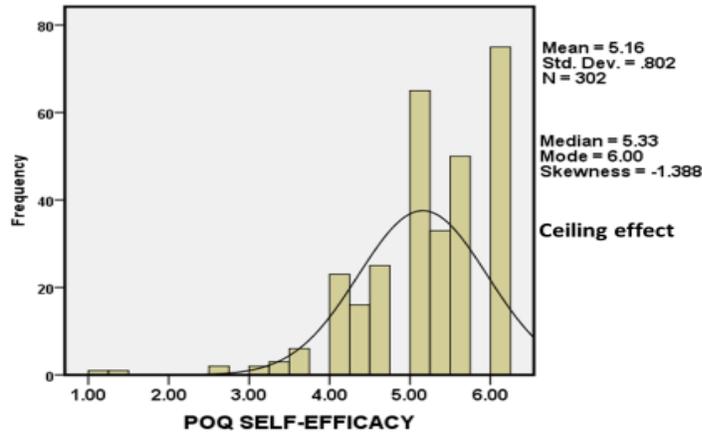


FIGURE 21: PSYGOWN: SELF-EFFICACY

Psychological Ownership: Self-Identity

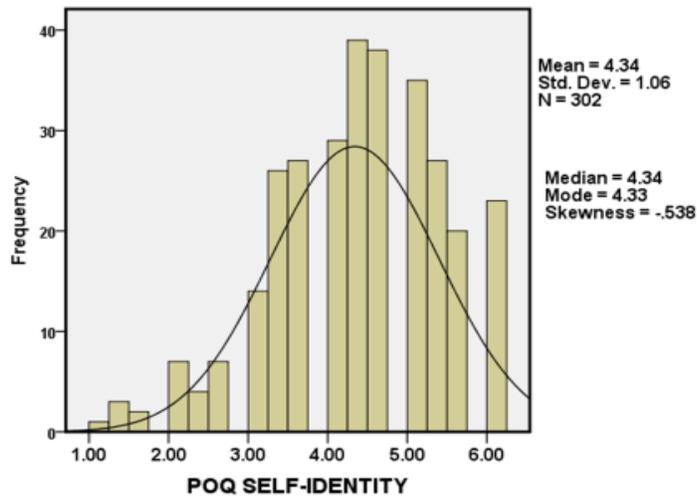
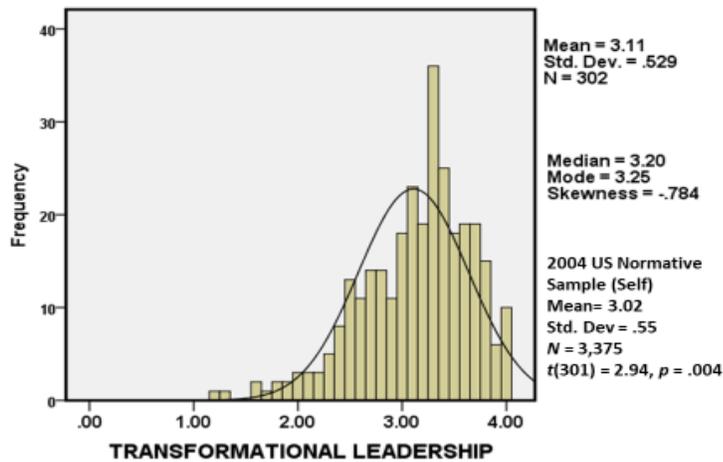


FIGURE 22: PSYGOWN: SELF-IDENTITY

Transformational Leadership



(Avolio & Bass, 2004)



FIGURE 23: TRANSFORMATIONAL LEADERSHIP

SUMMARY OF FINDINGS

To enunciate the predictors of Transformational Leadership for superior performance the graph at Fig. 24 shows the final bivariate correlation table. Transformational Leadership, as shown in the matrix, is moderately and positively correlated with Transactional Leadership ($r = .393, p < .001$). Transformational Leadership is moderately but negatively correlated with Passive Avoidant Leadership ($r = -.360, p < .001$).

As Figure 25 indicates, POQ Self-Efficacy accounted for 31.4% of the variance explained-- The higher the POQ Self-Efficacy the higher the rating of Transformational Leadership showing ($R^2 = .314, \beta = .561, p < .05$).

Bivariate Correlations

N = 302	1	2	3	4	5	6	7	8	9	10	11	12	13
1. AGE	1												
2. TRANSFORMATIONAL LEADERSHIP		1											
3. TRANSACTIONAL LEADERSHIP		.393**	1										
4. PASSIVE AVOIDANT LEADERSHIP		-.360**		1									
5. PCQ EFFICACY		.464**		-.409**	1								
6. PCQ HOPE		.483**		-.380**	.620**	1							
7. PCQ RESILIENCE		.496**		-.434**	.555**	.602**	1						
8. PCQ OPTIMISM	.122*	.505**		-.409**	.480**	.603**	.566**	1					
9. POQ TERRITORIALITY		-.160**	.276**	.309**	-.256**	-.172**	-.289**	-.345**	1				
10. POQ SELF-EFFICACY		.561**		-.461**	.614**	.675**	.557**	.624**	-.210**	1			
11. POQ ACCOUNTABILITY		.379**	.284**	-.238**	.365**	.385**	.306**	.305**		.373**	1		
12. POQ BELONGING		.338**		-.231**	.315**	.494**	.278**	.583**	-.300**	.506**	.371**	1	
13. POQ SELF-IDENTITY		.366**	.149**	-.196**	.306**	.332**	.159**	.422**	-.217**	.399**	.362**	.724**	1

* Correlation is significant at the 0.05 level (2-tailed).
 ** Correlation is significant at the 0.01 level (2-tailed).

Inter-correlations of IVs
 Inter-correlations of DVs
 Correlations between IVs and DVs

FIGURE 24: BIVARIATE CORRELATIONS

Model Summary – Null Hypothesis 1 (H_01) Transformational Leadership

Model	R	R Square	R Square Change	Beta	r_p	df1	df2	Sig
1	.561 ^a	.314				1	300	$p = .000$
2	.603 ^b	.363	.049	.267	.268	1	299	$p = .000$
3	.628 ^c	.394	.030	.191	.219	1	298	$p = .000$
4	.638 ^d	.407	.013	.128	.146	1	297	$p = .012$

a. Predictors: POQ Self-Efficacy

b. Predictors: POQ Self-Efficacy, PCQ Resilience

c. Predictors: POQ Self-Efficacy, PCQ Resilience, POQ Self-identity

d. Predictors: POQ Self-Efficacy, PCQ Resilience, POQ Self-identity, POQ Accountability

Reject the Null Hypothesis



FIGURE 25: RESULT OF REGRESSION ANALYSIS

PCQ resilience accounted for 4.9% of the variance explained, The higher the PCQ Resilience, the higher the rating of Transformational Leadership ($\Delta R^2 = .049$, $\beta = .267$, $r_p = .268$, $p < .05$). POQ Self-Identity accounted for an additional 3.0% of the variance explained.

The higher the POQ Self-Identity, the higher the rating of Transformational Leadership (TL) indicated by ($\Delta R^2 = .03$, $\beta = .191$, $r_p = .219$, $p < .05$), and partial correlation of Self-Identity with TL is .219.

Also, the regression shows that POQ-Accountability accounted for 1.3% of the variance explained. The higher the POQ Accountability, the higher the rating of Transformational Leadership. ($\Delta R^2 = .013$, $\beta = .128$, $r_p = .146$, $p < .05$), partial correlation of POQ-A with TL is .146.

In summary, 40.7% of all variances in Transformational Leadership were explained by predictors POQ Self-Efficacy, PCQ resilience, POQ Self-Identity, POQ Accountability.

CONCLUSION

We had started out with a research question, “Is there a relationship between Professors’ Psychological Capital (Hope, Optimism, Resilience, Self-Efficacy-attitudinal) and Psychological Ownership (Territoriality, Ease of Belonging, Accountability, Self-Efficacy-behavioral, and Self-Identity) and Transformational Leadership, when controlling for Gender, Ethnicity, Education, and Age?”

This empirical research has investigated the effects of psychological capital and psychological ownership on leadership style. The statistical analysis of the results revealed that PsyCap and PsyGown do, in fact, predict leadership style as concluded below.

In summary, psychological capital and psychological ownership as predictors seize upon 40.7% of all variances in Transformational Leadership. These variances were explained by three predictor elements: PsyGown’s facet of POQ Self-Efficacy, POQ Self-Identity, and POQ Accountability; and one facet of PsyCap’s PCQ resilience.

Psychological Capital and Psychological Ownership, when taken together, were able to predict the transformational leadership style of professors to a considerable degree (40.7% of all variances). These have been explained statistically above while using the discerning and predictive abilities of multiple regression analysis.

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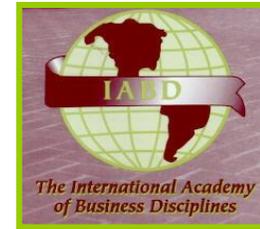
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