

INDICATORS OF VERITABLE TEACHING EFFECTIVENESS THAT PROMOTE EXCELLENCE IN INSTRUCTION, RESEARCH, SERVICE, AND PRACTICE

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ABSTRACT

Improvisations in classrooms and teaching effectiveness are still the most coveted styles of professors. Stalwart philosophers like Avolio, Bass, Bennis, Burns, Gardner, and Greenleaf have each cast different kinds of philosophies of leadership, management and teaching effectiveness. Bass and Avolio improved their construct of organizational effectiveness that led to the concepts of teaching effectiveness. Bennis's seminal concept of 'Becoming a Leader' became a milestone in leadership thought and in the classroom performance. Burns invented transformational leadership and criteria of such leadership to be applied in the classroom. Gardner wrote many treatises on exceptional leadership qualities from an ethical standpoint and professors imitated him. Bass improved charismatic leadership theory by eliminating Idealized Influence—attributed and behavior. And Greenleaf, a professor from Yale, innovated a term not accidentally, but showed it in practice, that applied servant leadership as a reverse psychological paradigm of "servant as a leader" in university atmosphere. But no one in the western academic campuses imitated him. Individually, taking their clues of essential premises of leadership effectiveness, this empirical research of university professors will apply those fundamental concepts of classroom leadership from such eminent gurus in academia. Empirically it will test applicable hypotheses of psychological capital and psychological ownership as Indicators of veritable teaching effectiveness in promoting excellence in instruction, research, service, and practice.

Keywords: Teaching Effectiveness, Scholarship Excellence, Instruction, Research, Service, and practice, Exceptionalism

INTRODUCTION

Transformational Leadership

Burns (1978) first introduced the concept of transformational leadership. As a scholarly contribution to leadership thought Burns offered a new insight of leadership called 'Transforming Leadership' that focused on the ways that leaders and teachers emerged from being ordinary "transactional" leaders to become major transformational leaders bringing social changes by developing empowered followers. Burn's period was followed by Bass (1985) who refined and operationalized the concepts of leadership styles, particularly Charismatic Leadership and Transformational Leadership.

Five I's of leadership in the classroom

Literature on transformational and transactional leadership are replete with organizational leadership and professorial leadership studies. According to Burns (1978), Burns used Charisma as a primary fulminator of transformational leadership. He said, transformational leadership occurs when one or more persons engage with others in such a way that they (leaders and followers) raise

one another's aspiration reciprocally 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). In the world today Burn's theories were building blocks only, so they may be construed as having some relevance of an original thinker, but they are not completely accurate for the modern world as theories contradicting his theories with better measurable constructs have emerged.

Bass and Avolio (1993) diverged from and expanded Burn's theory by conceptualizing distinct higher order domains of transformational leadership behaviors using five categories: individualized consideration (IC), Idealized Influence-Attributed (II-A), Idealized Influence-Behavioral (II-B), Inspirational Motivation (IM) and Intellectual Stimulation (IS).

Transformational Teaching Styles

Between the period 1985 and 1990, hasty revisions occurred as new refinements were envisioned and added to the continuum of leadership behaviors. A final and comprehensive nine- component theoretical model of leadership has emerged and matured. A comprehensive survey instrument has also simultaneously evolved using the above constructs of leadership theory. It is called Full Range Leadership Model (FRLM) and has a questionnaire called The Multifactor Leadership Questionnaire-5X (MLQ-5x). Many researchers have used this refined model which became very popular after the publication of Bass and Avolio's 1994 book titled *Improving Organizational Effectiveness through Transformational Leadership*.

Burn's proclamation, that leadership has two dimensions: one--the power wielding dimension; and the other 'motivational power of the recipients' dimension, are both tenable in that "*power and leadership are measured by the degree of production of intended effects.*" He elaborates this on 'leadership and followership' premise, emphasizing on the symbiotic relationship between the leader and the follower by a most succinct precis which is most luminescent: "leadership over human beings is exercised when persons with certain motives and purposes mobilize, in competition or conflict with others, institutional, political, psychological, and other resources so as to arouse, engage, and satisfy the motives of the followers." This, we apply judiciously in the classroom for transformational effect in teaching.

Transactional Teaching Styles

I am a student of Chester I. Barnard (1938/1985), and I can explain Burns philosophy in a little different way as to why followers (learners or students) are needed by the leaders (teachers) in order to achieve a mutual goal. The followers are needed because of the leader's physiological, psychological (or biological limitations). This was explained by Barnard in 1938 at Harvard, when he discussed about contribution to a common purpose through communication, cooperation, control, and coordination-the 4-c's (foresee) of executive function. I find Burns premise interesting in his philosophy of mutual goals of leader and followers for mutual benefit, but it was explained succinctly by Chester Barnard in 1938, forty years before Burns. The essence of his exposition was, "Cooperation, not leadership, is the creative process, but leadership is the indispensable fulminator of its forces."

Contingent Reward and Management-by-Exception

Burns was a great political scientist as well as a great historian and he excelled in both the disciplines. So evidently he has tried to educate us about history, political science and leadership, which he has combined in an excellent way. I must say that Burns cultivated in me a desire to understand his leadership concept and to inculcate in me the strict sense of morality.

This, in his opinion is the building block of successful leadership. To that degree I've been very influenced by his enunciation of psychological matrix of leadership. Since Burns was an original thinker of leadership to implement change, he has dealt about the origins of leadership very well philosophizing about the 'power and purpose,' which was his main theme to influence us. After discussing the origins of leadership he discusses the most important point which is 'transforming leadership' with a real moral power where he grabs my interest very well. Then he discusses about the 'transactional leadership' implying the need for reciprocal interests that is evident in leader and follower relationship. I believe Burns has reached his audience very well because his intellectual contribution has been greatly accepted by students like us who want to do research, extension and 'practice the profession' on his seminal idea.

On moral grounds only I have liked Burns approach to morality that should be endowed on human greatness. Great leaders have great moral character and great achievements, and small leaders have small moral characters and smaller achievements. Great leaders have been continuing an unabated influence on masses for thousands of years, whereas smaller leaders can be only popular for their lifetime at most. "The potential for influence through leadership is usually immense." Burns said: "The ultimate test of moral leadership is its capacity to transcend the claims of multiplicity of every day wants and needs and expectations, to respond to the higher levels of moral development, and to relate leadership behavior- its roles, choices, style, commitments--to a set of recent, relatively explicit, conscious values" (1978, p. 46).

Leadership in the shaping of private and public opinion, leadership of reform and revolutionary movements-that is transformational leadership-seems to take on significant and collective proportions historically, but at the same time and point of action, leadership is intensely individual and personal [with morals].

On transforming leadership, prescribing the ingredients of transformational leadership, Burns as an intellectual, has provided us a unique concept, precept, and contribution to intellectual leadership for the ideals as moral power. This is a significant contribution to the field of leadership and teaching of leadership in any field.

Classroom Practice: Utilization of Transformational Leadership

Transformational leadership is a long drawn process of effectiveness by the instructor whether he is in the classroom or he is teaching by the Internet, but where the interaction demands that the student may be deeply ingrained or engaged through a subconscious state of mind to follow the teacher instinctively and consciously. I will give you one example to impress upon you that transformational leadership can be practiced and I'm giving you an example of one of my teachers from an engineering college, 50 years back in India. If I could explain why I considered him to transformational then, and transformational now after 50 years, then hopefully I will be able to apply for myself, transformational leadership in the classroom. This professor was teaching us

applied mathematics which everybody feared but the instructor was genuinely interested in the student welfare. He never came with a book or attendance register to the class, which was a must during those days of college teaching. He used to carry plenty of chalks in his hand. I remember in an afternoon class, he said, “*We* will derive a long formula for catenary, *from the first principles*, and then *we* will use it for suspension bridges which you have seen 3 miles away over the Power Channel River. We will take a trip to that place sometime so you can see for yourself how the bridge is made.” Without any references to the text, and with plenty of calculus, he derived equation of the catenary cable. He said, you’ll have to learn about applied mechanics in order to apply this theoretical derivation. Right in front of our engineering college there was a huge suspension bridge. The professor asked us to go and enjoy the bridge and the breeze and then he said you wouldn’t appreciate what you have done in this class. It is ready for application provided you visit the suspension bridge and see the silent activity of stress and strain within that bridge. I understood the first application of mathematics so well, that I’d simply say that he was a transformational teacher gifted with the ability to transform students’ thinking and driving them toward application. 50 years later I can perhaps define his teaching style as truly transformational for the student who is completely flabbergasted. Transformational leadership, in fact, is so simple that it cannot be explained any further. Application of most simple educational practices in the classroom, where the student would appreciate and apply an elegant theory for practice. This is transformational behavior of the teacher which inspires a student to learn, and learn and apply well. Transformational teachers are hard to replace in the classroom.

There are certain times when transformational leadership or pioneering leadership does not work. I give an example of a professor who was able to apply theories from pure mathematics to engineering structures as a fun experiment. I’ll give another example where the student was a total failure even though the instructor was truly transformational. I came to the United States to do Masters on industrial land management systems engineering but I was placed in the master student in mechanical engineering. My advisor was an articulately very famous mechanical engineer who taught mechanical engineering at MIT. On my first meeting with him, he evaluated my inadequacies in advanced engineering mathematics and asked me to take advanced courses in that area. He gave me an inkling toward it research project which would lead me to my Master’s thesis. The subject was all inspiring to me because I was so inadequately prepared for completing the project in the standard that he expected. But for the time that the American veterans who are returning from Vietnam with hands and legs torn apart, this suggestion of mechanical modeling of prosthetics of human bipedal locomotion was a wonderful proposition. But the amount of mathematics that it needed was absolutely mind-boggling. I was so terrified with the subject and the instructor himself, that I eventually transferred out from that school. The instructor went to teach at MIT and created a name for himself with that great seminal design and idea of that historical time, but he was too much of a transformational idealist for me. This total professionalism without any personal affinity toward me made me realize my biological limitations (mathematical capabilities) that I decided to get away from the subject, from the school, and from the discipline altogether.

Later on this discussion I decided to speak about the concept of biological limitations -- mental, physical, psychological, and emotional-- imposed on the unprepared students. Particularly this is the area in which most of the students could succeed if adequate supervision were given to overcoming such limitations, but as in my case, many students good completely overwhelmed with the presence of the transformational leader or teacher himself, who was so inspired by his own transformational qualities himself, but could not understand the biological limitations of the

student.

We the instructors can utilize the above teaching effectiveness in the classroom which is derived from simple human behavior in leadership excellence. I will emphatically say that Burns theory or construct is the structure of moral leadership (pure leadership of instrumental nature) which makes us strong, as you will see how I relate. He has worked very hard to influence us greatly and philosophically about the precondition of being a moral instrumental leader; and in teaching business, management, and organizational behavior, or anything else morality that gives importance to instrumental decision-making, is the precursor to everything. Burn's strongest point comes out very strongly in the precept of moral leadership, which can be applied in classroom. I find this concept of leaders' moral instrumental leadership as pre-existing condition to be an effective classroom teacher.

Classroom Practice: Utilization of Transactional Leadership

We use transactional leadership in the class all the time without even realizing it that it exists. I understood its power in the graduate school in the United States. I was taking a graduate-level industrial engineering and management class in which a very young instructor fresh out for his doctorate was teaching us System Simulation using IBM GPSS. I found the class to be very intimidating because I was not cut out to like computer programming. The instructor went through the whole IBM GPSS manual in the whole of the semester teaching us different aspects of simulation blocks, which uses a simple concept called "transaction." It transaction is something to be modeled in which some activity happens. Inter-arrival time of cars in a restaurant is a transaction, joining a queue is a transaction, leaving a queue is a transaction, getting service is a transaction, and leaving the simulation system is a transaction. Etc. etc. The course was so very conceptual that I was very tired and confused. The instructor was from Arkansas and I could not follow his accent. And a major portion of the course was dedicated to an applied simulation project! I had just joined the graduate school having come from India after being away from education, and in the practice field for nearly 7 years. I was running a fleet of 250 semi-articulated outfits which were carrying iron ore from mines up in the mountains, down to the planes, and 300 miles into the port through an expressway. When the project proposals came and became due I submitted one page of "transactions" done by each semi-trailer loaded with 60 metric tons of iron ore from start to finish for a 24-hour journey. This really seemed very exciting to me because it was different than any other student's project. The project became lively to me when I could write program for each transaction that the vehicle was making in a GPSS block. One for the first time the system simulation ran without any error, and I have to correct many errors, he was so inspiring to me that I felt extreme elation at the culmination of a very successful project utilizing the concept of transaction in system simulation. But the concept of transaction in human affairs is something very different which the instructor taught me when he said, "I know that you struggle for the conceptual understanding of the blocks which are called transactions, but you will be happy to know that application of a very simple concept in human affairs that leads to improvement in his or her behavior is the best transaction of all." Here it was a mouthful of a statement that transactions change human behavior. One simple example is that the instructor's recognition of my project well done was a great motivating factor for me. The instructor said to me, "I never thought that you would be able to apply all the blocks that we did in the class, but you did." Later when I was graduating, I went to the instructor and asked for a recommendation for a job. He simply wrote after some introduction, "the student will be an applied person, given initial but adequate supervision on the job." This was a transactional recommendation. The instructor understood the

meaning of his recommendation for a raw student and he wanted to be very cautious in writing that letter of recommendation in a blanket form, although he knew that I had done well in his class. He was being transactionally moral after knowing me for two years. But his letter made lots of sense to me when I read again and again, “given initial but adequate supervision on the job.” Only excellent supervision prepares the subordinate for an excellent performance later. Every student that has received benefits of such supervisory transactions by the instructor in the classroom is bound to be an excellent teacher himself or herself in the classroom. It is a responsibility we cannot just relent to others. A nice quotation that excites me, “The point is that responsibility is the property of individual by which whatever morality exists in him becomes effective in conduct” (Barnard, 1938/1985).

Classroom Practice: Utilization of Passive Avoidant Leadership

However, Burns views have been criticized by Bass (1985) and other philosophers as a narrow and managerial approach. Bass' visualizations emanate from political movements and historical developments in many countries of interest for them, which they studied with interest for extracting a shared meaning and purpose of collaboration between leaders and followers.

Additionally, Bass' (1985) approach is based on his military background which tries to understand such training which leaders use to energize their followers to stimulate them via use of individualized consideration, and influencing them by inspirational motivation, stimulating them with intellectual stimulation, using their own idealized form of influences (attributed and behavioral) to their masses—just like we do in the classrooms.

Bass (1985) proposed that he agreed with Burns philosophy of transformational transactional leadership but also differed with them in certain ways of understanding and prescribing for passive avoidant leadership. Bass differed with Burns (1978) original ideas on transactional and transformational leadership in three different aspects: First Bass (1985) proposed that the task of transformational leader is not only to raise the follower to a higher level of consciousness, but also to assist in the achievement of follower needs and wants. Second, while Burns (1978) asserted that transforming leadership was always morally elevating, but Bass (1985) has argued that transformational leaders may equally lead followers toward an unconstructive, unrealizable, and reactionary goal. Thirdly, although Burns (1978) who opined that transformational and transactional styles of leadership as mutually exclusive, Bass (1985) has consistently maintained that most leaders do both but in different amounts, so they are truly a continuum in the process. And sometimes they do practice passive avoidant leadership in ways that do not get involved until this situation has become extremely bad hoping that the situation owed without any intervention. Since on two instances above, I have given you examples of transformational leadership and transactional leadership applications in the classroom, the third important criterion dealing with passive avoidant leadership must also be examined with an example, as this area has not been researched well in the teaching effectiveness circle, although it's use in industrial arena is very clear. We have caustic managers and industries and we have patronizing managers, as well as we have passive avoidant managers with some discreetly different behaviors which may raise productivity.

I was working as a training manager in Brooke Bond India when I was asked to prepare a couple of management development sessions to raise productivity in the tea and coffee manufacturing and packaging shops. I went to the manufacturing plant where I was able to talk to the present manager

of the plant to get some insight on productivity. I was jotting down important information to draw a plan for raising productivity when this manager had to go on leave for about an extended duration of time for three months. During this time I also met with the man who took the charges from him, a vicious man without any integrity at all and he resented my study of the production or manufacturing personnel. As I was young at the time I did not realize then that productivity is a feeling of sensitivity and a production person is going to produce when he wants to or he would not produce when he doesn't want to. The fact was that the man who was on leave was a man who was in charge in a very passive avoidant way and he did not interfere much in the ongoing affairs of the shop. But he was a popular man and the personnel liked him because he was fair. Even though the man on leave was not a demanding person, he was yet considered fair so people were doing the exact amount of work as laid down by industrial engineering and nothing more. When the new man came and he wanted to show productivity, the people realized that the current manager was trying to show productivity as a means of permanent appointment and that there was a political interest behind. Being a passive avoidant leader the manner leave was able to inspire people, and when instant gain in productivity became political the whole of the production floor dropped the productivity by almost 25% in the first week itself. So what is behind passive avoidant leadership?

Frooman, Mendelson, and Murphy (2012) have shown that passive avoidant leadership is an important leadership to consider for the industry's productivity.

Leadership style affects production absenteeism in the industries. Passive avoidant leadership of noninvasive nature or unobtrusive management reduces production absenteeism because it produces better job satisfaction and satisfaction due to the unobtrusive supervision.

This particular research interest is going to focus on the effects of passive avoidant leadership in the classroom, and how it affects the student behavior due to the unobtrusive instructor behavior in managing the classroom for significant learning activities.

Literature has stated that a passive avoidant leader does not involve in day-to-day activities until the situation gets severely out of hand. This contention may be true but we will focus our attention to a teacher behavior in the classroom to recruit students who are willing to cooperate with the instructor because of his passive avoidant unobtrusive behavior, rather than the lack of it.

My findings from a visiting the production site for three months was that a passive avoidant leader was successful when he had the humane touch for supervision and management. People enjoyed working for him and people enjoyed producing without interference. When the passive avoidant leader was at the helm legitimate absenteeism got reduced. When a caustic or obtrusive supervisor or a manager took the helm of the office to show productivity gain, production people non-cooperative with them and brought the production down by increasing illegitimate absenteeism. The union or the production people wanted to show that the leader who is absent had their allegiance so the union has is back in his absence.

Practical implications of such passive avoidant mechanism or leadership is that when costs of absenteeism is biting the production and when labor turnover has become a crisis, managers with experience in the organizations for a long time tend to be passive avoidant for a cause. And this passive avoidant leadership cannot be replaced by a new manager with obtrusive

management technique.

Teaching Effectiveness leading to Organizational Effectiveness

“The fine art of executive decision consists in not deciding questions that are not now pertinent, in not deciding prematurely, in not making decision that cannot be made effective, and in not making decisions that others should make.”

Chester Barnard

Bass and Avolio, while promoting the theory of full range leadership model (FRML), have elaborated on the full range model of leadership which has three foci—Transformational, Transactional and Passive Avoidant Leadership. In order to describe the effectiveness of FRML, the authors have provided evidence of innovative changes in the multinational companies implemented through executive development and management development. Also the authors assert that possible approaches may be taken to determine such changes for categorizing the effects of full range of leadership for organizational change and implementing such continuous development plans and efforts purposefully. This seems that the purpose of their research was to implement changes in the organizations using organizational transformation process as the main objective and for developing strategies for change and improvement.

Interestingly enough, in the 1990s, organizational development in general, and management development in particular, was a very hot topic for implementing organizational change through training and education, even in the universities, and was applied in the teaching arena. I had an occasion to do research at that time around 1996, on ‘management development program evaluation and review technique’ and conducted a study of a university's engineering/ management program evaluation. During that time this FRML concept missed my attention because it had been just out and was not very popular at that time in the purview of management development, *per se*. The transformational leadership idea had not taken a strong root in the minds of researchers then, as it is now, and it's fresh in everybody's mind now. This particular focus looks at *authenticity* as very important and as Barnard (1938/1985) has pointed out as organizational character being essential or seminal. Now I can appreciate the concept of management development with *authenticity* and focus on organizational development with specificity, geared toward leadership development, which develops transformational leaders from the FRML concept. I have a strong belief that mediocre leaders can be exceptional leaders too, if *authenticity* is embedded, and honesty is ingrained in the leader's blood.

This blends in or dovetails very easily into the subject of organizational transformation: strategies for change and improvement. If there is a character in somebody, it may be molded or developed so great leaders are born out of this seminal concept of leadership which is taught in engineering, medical, and management schools.

Leadership Excellence: Application of Veritable Teaching Effectiveness

I have said partly on this topic, the subject of morality in the preceding paragraph when I was discussing divergence of three theories from transformational leadership. In the tumultuous world today relevance becomes a very important facet of theory and the theory works if it is relevant. For this reason of relevance I will like to quote Chester Barnard to make a point which is dear to my heart.

A democratic president had forgotten that the greatest of all democracies is an Army. Discipline and morale influence the inarticulate vote that is instantly taken by masses of men when the order comes to move forward--a variant of crowd psychology that inclines it to follow the leader, but the Army doesn't move forward until the motion has carried. Unanimous consent only follows cooperation between the individual men in the ranks....

Whether authority is of personal or institutional origin is created and maintained by public opinion, which in turn is conditioned by sentiment, affection, reverence or fatalism. Even when authority rests on mere physical coercion it is accepted by those ruled, although the acceptance may be due to a fear of force. (Barnard, 1938/1985, p. 164)

This portion of the writing is most exciting to me as I always want to find some personal utilization either for my own person, or for my profession and for teaching effectiveness. Such studies have provided me opportunities to use the appropriate leadership in the classroom in appropriate manner. This gives us tools to understand the nature of the executive or professorial responsibility. What he says is very appealing to me and constitutes the most important sentiment about utilization of leadership constructs that are effective in managing teaching responsibly with the best of ethics and responsibility.

“The point is that responsibility is the property of an individual by which whatever morality exists in him becomes effective in conduct.” (Barnard, 1938/1985, p. 267)

In other words, the study of all these leadership theories have compelled me to revisit my morality for my own executive and professorial responsibility. On the other hand, it is a fact that the most important ingredient of transformational leadership is the executive morality or leaders' morality. I'm pretty sure every author has read Barnard of extreme transformational thought, who is also a pioneer in leadership thinking, and who brings lively framework of leadership by the following exhilarating end.

“For the morality that underlines enduring cooperation is multidimensional. It comes from, and may expand to all the world; it is rooted deeply in the past, it faces toward the endless future. As it expands, it must become more complex, its conflicts must be more numerous and deeper, its call for abilities must be higher, its failures of ideal attainment must be perhaps more tragic; but the quality of leadership, the persistence of its influence, the durability of its related organizations, the power of coordination it incites, all express the height of moral aspirations, the breadth of moral foundation (in the classroom).

“So among those who cooperate in the things that are seen, are moved by the things unseen. Out of the void comes the spirit that shapes the ends of men” (Barnard, 1938/1985, p. 284).

The nature of professorial responsibility

The teaching profession within the University is a very complex process requiring through professional excellence deriving it from American exceptionalism or extreme professionalism. Such a concept is very important for the American university professors who really want to demonstrate exceptional professionalism within the strict structure of the organization in which they operate. This structure of the university is a very dynamic process Richard course extreme

form of executive responsibility. Barnard calls this as taking refuge in leadership has the factor of chief significance in human cooperation. Then Bonnard calls upon us and invokes the moral elements on us in order to achieve the results of Corporation. In this context he separates the seeking of cooperation from leadership. In the final broad brush is days and most important thing about leadership which are same to fully understand, cooperation, not leadership, is the creative process; but leadership is the indispensable fulminator of its forces. My understanding from this is that if we have great teachers, we will be able to show that leadership in the classroom, and getting cooperation from the students, will not be it difficult tasks. But it is not so all the time. For this reason we will look at and understand the parallel between executive responsibility and teaching effectiveness.

Recent developments have happened which must be brought into focus of executive behavior in organizations, leadership effectiveness in organizations, and teaching effectiveness in the classroom. Bonnard's essays were devoted to complete moral leadership, although morality is only a part of leadership which is been enunciated in authentic leadership. Authentic leadership has four components: relationship, internal moral compass, balanced processing, and self-awareness. I tend to believe that authentic leadership of the instructor is being applied every day in the classroom and we are careful in applying relationship very carefully. Although, the internal moral compass, balanced processing and intense self-awareness of the instructor are important ingredients of the instructional effectiveness in the classroom. Instructional effectiveness which is connected with the teaching effectiveness comes when four things are simultaneously organized.

- ✓ At the time of communication (instruction) in the class this students must understand that the communication (instruction) is completely understood
- ✓ At the time of communication (instruction) in the class, the students believe that it is best to their personal interest
- ✓ At the time of communication (instruction) in the class the students believe that it is to the organizational interest
- ✓ And at the time of communication (instruction) in the class, with respect to maintenance of instructional effectiveness of the teacher, the students do not have biological limitations to comply. This biological limitation can be physical, mental, emotional, physiological, although recognizing the fact that a little impossibility is a total impossibility!

Positive Organizational Behavior and Veritable Teaching Effectiveness

The purpose of this above introduction was to emphasize that teaching effectiveness is a result of Psychological Capital (PsyCap) and Psychological Ownership (PsyGown) that can be used in developing great professors, instead of giving them leadership development training to be successful later. PsyCap and PsyGown can predict the excellence of professors in the future. The constructs of PsyCap and PsyGown will be explained in the following pages in detail and in the research methodology section. The research methodology section explains the detailed ingredients of four sub-scales of PsyCap and five subscales of PsyGown.

Psychological Capital

Psychological capital is defined as the positive and developmental state of an individual as characterized by enhanced hope, pragmatic optimism, high self-efficacy, and tenacious resiliency.

Psychological ownership

Psychological ownership is the psychologically experienced phenomenon in which an employee develops possessive feelings for the target which are motivational, characterized by territoriality, ease of belonging, accountability, self-efficacy, and a relational identity

Both psychological capital and psychological ownership can be used for predicting the leadership effectiveness of university professors.

RESEARCH METHODOLOGY

This research uses research on Psychological capital and psychological ownership as predictors of professors' excellence. Using Survey monkey, data was collected from professors at individual level. Three instruments were used: Psychological Capital Questionnaire, Psychological Ownership Questionnaire and Multifactor Leadership Questionnaire (MLQ). Psychological Capital and Psychological ownership were used as independent variables, to predict Leadership excellence of professors (independent variable), while controlling for gender, age, education and ethnicity.

The study of psychological capital and psychological ownership as predictors of university professors' leadership excellence uses the predictive power or correlation that tries to explore quantitatively the relationship between the professors' self-assessed psychological capital (PCQ) score and their psychological ownership (POQ) scores and their leadership (MLQ) score. The SPSS regression modeling technique applied the control for gender, age, ethnicity, and education while producing a notebook for such relationship between the independent variables and dependent variable of three different kinds of nutrition, e.g. transformational leadership, transactional leadership, and passive avoidance nutrition. This chapter presents the methodology used in conducting the study, describing the participants, the procedures to collect data, the instruments to be utilized with their operational definitions, and the techniques to analyze the data. The null hypotheses and ethical considerations are also presented in this chapter.

SAMPLE

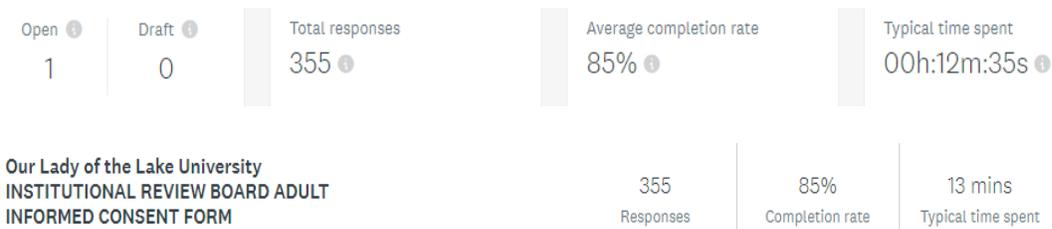
For this study, a sample of convenience was selected, targeting members of university faculty in the contiguous United States. All professors were contacted by e-mail invitations. The professors' e-mails were available to the researcher through personal contact in having attended many conferences. The researcher explained the target audience personally during conferences the importance of this research for the university faculty members in every stage of their current employment. In these many conferences the researcher had come across assistant professors, associate professors, full professors, deans, provosts and vice presidents, and presidents, and even some chancellors of the universities. The researcher at least had known one of his earlier supervisor to have been a Chancellor of a University and the researcher had recruited his help in getting some responses from university presidents and chancellors, as well as some junior colleagues. Solicitations were also placed in individual emails with a link to SurveyMonkey® after the approval of the IRB process was obtained. This IRB-approved survey link that contained the adult informed consent form also explained the purpose of the research while inviting professors and administrators to participate in the study.

PROCEDURE

The study procedure requires that that institutional review board (IRB) approve the proposal for the research on the subject: “American exceptionalism: psychological capital and psychological ownership as predictors of University professors leadership style,” after concept proposal approval and final proposal approval from the dissertation committee. The final dissertation proposal was approved by the station committee in the spring semester. In the whole of summer 2018 solicitations were sent to about 500 individual professors and university administrators, who by virtue of having risen to Junior, senior, high-level university administrators after their academic experiences in their areas of expertise. Individuals were sent an invitation through their e-mails to participate in this study. An invitation which was enticing them to participate and a fervent request them to do so because it was about them and it would benefit them if they did participate. A link to the survey was embedded in the solicitation. When the intended participant was enticed enough to participate, she or he would click on the link to get the adult informed consent form to understand his or her rights and privileges regarding the survey regarding maintenance of confidentiality, benefit to the respondent, and incentives or no incentives offered. Before the beginning of the servlet questionnaire there was an agreement radio button that the respondent need to click on that certifies that he or she does fully understand and agree to, and that he or she is willingly participating, and that at any moment he or she is free to quit the survey without any questions or repercussions.

Since individuals were solicited, and there were busy people in the summer teaching, or doing research, or simply vacationing but had access to the University e-mail, at least three reminders were sent to solicit cooperation.

Five hundred e-mails were sent individually and total 355 responses were collected. The total number of questions in the questionnaire was 100 (excluding the IRB agreement radio button question which was the first question). This constituted of 20 PCQ questions, 16 POQ Questions, and 45 MLQ questions, and 15 biographical questions. Because the questionnaire was long, 53 responses were unusable because some of the respondents just abandoned the survey. However, with scrutiny, N = 302 responses were usable. This makes it internal 60.4%. The average response time as registered in the SurveyMonkey® was 12 minutes and 35 seconds. The survey monkey registered an average completion rate of 85%, meaning 302 responses were complete, and 15% or 53 responses were not complete.



INSTRUMENTATION

Three self-report instruments were utilized with a total of 85 questions: the *Psychological Capital Questionnaire* (PCQ) consisted of 24 questions, the *Psychological Ownership Questionnaire* (PCQ) comprised of 16 questions, and the *Multifactor Leadership Questionnaire* (MLQ) consisted

of 45 questions, but only 36 will be used.

At the end of these 85 questions, there was a set of 15 questions in the demographic section of the questionnaire. Four of the demographic profiles will be used in this research: gender, age, ethnicity and education.

PSYCHOLOGICAL CAPITAL QUESTIONNAIRE (PCQ SELF-RATER VERSION)

The Psychological Capital Questionnaire (PCQ Self-Rater Version) is a 24-item self-report measurement of the four predictor constructs of psychological capital: efficacy, hope, resiliency, and optimism. The PCQ was developed by Luthans et al. (2007) and used pre-existing measures for the individual constructs of efficacy (Parker, 1998), hope (Snyder et al., 1996), resiliency (Wagnild & Young, 1993), and optimism (Scheier & Carver, 1985). It utilizes a 6-point Likert scale (1 through 6) and measures six items under each of the four variables.

The Psychological Capital questions were used (with permission from Mind Garden, Inc.). Courtesy of permission to use was duly appreciated by the author.

Operational Definitions

Self-Efficacy was calculated with the mean score on questions 1 - 6. Hope was calculated with the mean score calculated from items 7 - 12. Resiliency was calculated with the mean score on questions 13 - 18. Optimism was calculated with the mean score on items 19 - 24. The total composite score for Psychological Capital was calculated as the mean of the sum of all the responses to questions 1-24. Questions 13, 20, and 23 are reversed scored (Luthans, Avolio, & Avey, 2007).

Reliability:

Internal Reliabilities of Psychological Capital Constructs show the following measurements: Cronbach Alphas: Hope $\alpha = .75$, Optimism $\alpha = .75$, Resilience $\alpha = .70$, Self-efficacy $\alpha = .79$, Overall PsyCap $\alpha = .89$

Another confirmatory measurement study found Cronbach Alphas of each subscale, and PCQ demonstrated adequate internal reliability: Hope $\alpha = .87$, Optimism $\alpha = .78$, Resilience $\alpha = .83$, Self-Efficacy $\alpha = .92$, Overall PsyCap $\alpha = .95$

In four initial studies made by Luthans et al. (2007), the Cronbach alphas of the overall psychological capital score ($\alpha = .88$ to $.89$) and for each sub-scale they were respectively: efficacy ($\alpha = .75$ to $.85$), hope ($\alpha = .72$ to $.80$), resiliency ($\alpha = .66$ to $.72$), and optimism ($\alpha = .69$ to $.79$). Another major study conducted by Dawkins, Martin, Scott, and Sanderson (2013) enumerated the psychometric properties of the PCQ in 29 studies, and later with 28 studies reporting internal reliability alphas above the acceptable .70 level. The alpha values from overall psychological capital reliability 27 studies resulted in range between .75 and .98. However, when considering individual sub-scales of optimism ($\alpha = .63$ - $.69$) and resiliency ($\alpha = .63$ - $.66$), those alphas were considered lower than those reported for efficacy and hope in two of the studies. This may be due to the reverse-scored items used in optimism and resiliency subscales which could have reduced the scale for reliability (Dawkins et al., 2013; Schmitt & Stults, 1985). It is hoped that this present study and empirical research will present favorable Cronbach alphas due to a robust sample size

of faculty members who showed interest on leadership of scholarship, productivity, and veritable teaching effectiveness.

PSYCHOLOGICAL OWNERSHIP QUESTIONNAIRE (POQ SELF-RATER VERSION)

The *Psychological Ownership Questionnaire* (POQ Self-Rater Version) is a 16-item self-report measurement of the five predictor constructs of psychological ownership: Territoriality, Ease of Belonging, Accountability, Self-efficacy-behavioral, and Relational Identity. The POQ was developed by © 1995 Bruce Avolio and Bernard Bass, and later revised by Avolio, Luthans and Avey (2008). It utilizes a 6-point Likert scale (1 through 6) and measures six items under each of the five variables.

The *Psychological Ownership questionnaire* was used (with permission from Mind Garden, Inc.), and courtesy of permission to use was duly appreciated by the author.

Operational Definitions

Questions 25-28 of POQ produced the mean score on Territoriality. Questions 29-31 of POQ produced the mean score on Self-efficacy. Questions 32-34 of POQ produced the mean score on Accountability. Questions 35-37 of POQ produced the mean score on Ease of Belonging. Questions 38-40 of POQ produced the mean score on Relational Identity. The total composite score for Psychological Ownership is calculated as the mean of the sum of all the responses to questions 25-40.

Reliability:

Cronbach Alphas: Territoriality $\alpha = .84$ Ease of Belonging $\alpha = .92$ Accountability $\alpha = .81$, Self-Efficacy $\alpha = .90$, Relational Identity $\alpha = .73$

Another confirmatory measurement study found Cronbach Alphas of each subscale, and POQ demonstrated adequate internal reliability: Territoriality $\alpha = .83$, Ease of Belonging $\alpha = .92$, Accountability $\alpha = .86$, Self-Efficacy $\alpha = .89$, Relational Identity $\alpha = .80$, Overall promotion-oriented psychological ownership measure $\alpha = .91$

It is hoped that this empirical research will present favorable Cronbach alpha of POQ due to a robust sample size and consistent faculty interest on leadership of scholarship, productivity, and veritable teaching effectiveness.

MULTIFACTOR LEADERSHIP QUESTIONNAIRE (MLQ SELF-RATER VERSION)

The Multifactor Leadership Questionnaire (MLQ Self-Rater Version) is a 36-item self-report measurement of the three predictor constructs of MLQ: Transformational, Transactional and Passive Avoidant style of leadership, which are used in this research. The other 9 items measuring job satisfaction, supervision and effectiveness are not used here although data have been collected for future publications. The MLQ was developed by Luthans, Avolio, & Avey, 2004; Avey & Avolio, 2007; Avolio & Bass, 1995, and uses pre-existing measures for the individual constructs of Transformational, Transactional and Passive Avoidant style of leadership. It utilizes a 5-point Likert scale (0 through 4) and measures 20 items in Transformational, 8 items in Transactional

and 8 items in Passive Avoidant leadership.

The Multifactor Leadership Questionnaire was used with permission from Mind Garden Inc. Courtesy of permission to use was duly acknowledged by the author.

Operational Definitions

Transformational leadership was measured by 20 items.

The subscale of Instrumental Motivation was measured by questions 49, 53, 66, and 76

The subscale of Intellectual Stimulation was measured by questions 42, 48, 70 and 72

The subscale of Idealized Influence-A was measured by questions 46, 54, 63 and 74

The subscale of Idealized Influence-B was measured by questions 49, 53, 66, and 76

The subscale of Individualized Consideration was measured by questions 55, 59, 69 and 71

The total composite score for Transformational leadership was calculated as the mean of the sum of all the responses to the above 20 questions.

Transactional leadership was measured by 8 items

The subscale of Management by Exception-Active was measured by questions 41, 51, 56, 75

The subscale of Contingent Reward was measured by questions 44, 62, 64 and 67

The total composite score for Transactional leadership was calculated as the mean of the sum of all the responses to the above 8 questions.

Passive Avoidant leadership was measured by 8 items.

The subscale of Management by Exception-Passive was measured by questions 43, 52, 57, 60

The subscale of Laissez faire leadership was measured by questions 45, 47, 68, 73

The total composite score for Passive Avoidant leadership was calculated as the mean of the sum of all the responses to the above 8 questions.

The total composite score for MLQ was calculated as the mean of the sum of all the responses to the questions 41-76.

Reliability:

Internal Reliability Ranges of MLQ Constructs : One confirmatory measurement study found that Cronbach Alphas of each dimension of MLQ demonstrated adequate internal reliability:

Cronbach's Alphas: Transformational $\alpha = .62 - .76$, Transactional $\alpha = .60 - .75$, Passive Avoidant $\alpha = .60 - .64$.

Another confirmatory measurement study (Bass & Avolio, 2004; Rowold, 2005; © Mindgarden) found that Cronbach Alphas of each dimension of MLQ demonstrated adequate internal reliability:

Cronbach's Alphas: Transformational $\alpha = .62 - .84$, Transactional $\alpha = .60 - .76$, Passive Avoidant $\alpha = .60 - .73$

DEMOGRAPHIC SURVEY QUESTIONNAIRE

The instrument to identify demographic variables was exhaustive with 15 questions covering all areas of demography to enunciate an academic and personal profile of the respondents that included four important areas of investigation: Gender, Age, Ethnicity and Education.

Operational Definitions

Gender is the state of being male or female as proclaimed by the respondent. Ethnicity concerns

the respondents' self-identified ethnic affiliation (African America, Asian American, Pacific Islander American, Hispanic American, White American, and Other). Age refers to the number of years lived and is identified by the respondent as the respondent's last birthday in whole number. Education referred to the respondent's highest degree obtained: e.g. Doctorate, Masters, Bachelors, Associate, or 2yr/4yr Community College.

RESEARCH DESIGN

The purpose of this study was to determine if psychological capital (hope, optimism, resiliency, and self-efficacy), Psychological Ownership (Territoriality, Ease of Belonging, Accountability, Self-Efficacy, and Relational Identity), and the selected demographic variables (Gender, Age, Ethnicity, and Education) could predict variance in multifactor leadership (Transformational, Transactional, and Passive Avoidant) behaviors. To explore the predictive capabilities of the independent variables e.g., Psychological Capital and Psychological Ownership (IVs) control variables (from the set of demographic variables e.g., Gender, Age, Ethnicity and Education), a non- experimental survey design was selected, utilizing a one-time convenience sample with no treatments, no pretests or posttests, no random selection of participants, and no random assignment to groups (which clearly ruled out experimental design that may indicate causal effect). The collected data was analyzed using descriptive statistics to provide a profile of the participants, calculating mean, median, mode, skewness, standard deviation, and range for gender, age, ethnicity, and education. Psychological Capital (Overall PsyCap of Efficacy, Hope, Resiliency, and Optimism), and Psychological Ownership (Overall PsyGown of Territoriality, Ease of Belonging, Accountability, Self-Efficacy, and Relational Identity).

The Pearson Product-Moment Correlation coefficients were calculated to examine the linear relationships for all continuous variables and to identify magnitude, direction, and statistical significance of the bivariate correlations (Overall PsyCap, Hope, Efficacy, Resiliency, Optimism, Psychological Ownership (Territoriality, Ease of Belonging, Accountability, Self-Efficacy, and Relational Identity), Gender, Age, Ethnicity, and Education, and Overall MLQ style (Transformational, Transactional, and Passive Avoidant) .

To test the 6 null hypotheses (only one hypothesis will be tested here), multiple regressions were performed using four regression Blocks were used (STEPWISE method and ENTER method) to control for the selected demographic variables. The R^2 and ΔR^2 were reported in order to explain the variance in the dependent variable accounted for by the independent variables. Additionally, the beta weights (β) (slope of the line in a regression equation) and partial correlations (r_p) (strength and direction of a linear relationship between two continuous variables while controlling for the effect of one or more other continuous variables) were reported.

If gender was identified as a significant predictor in the multiple regression model, an independent t -test was performed on this dichotomous categorical variable to determine if a significant difference existed between the mean scores of female (= 1) and male (= 2) respondents. If ethnicity was identified as a significant predictor in the multiple regression model, then a one-way Analysis of Variance (ANOVA) was performed to detect significant differences between different group means. If the differences between the groups were significant, a post-hoc test (Fisher's Least Significant Difference (LSD) was conducted to confirm where there were differences in the means of groups. Fisher's LSD was selected because it was more sensitive to mean differences and computed the smallest significant difference (Fisher's was considered because it produces the most

conservative estimate). This is important for a new population group like university professors which have not been extensively studied earlier. The accepted level of significance was set at $p \leq .05$ using the software Statistical Package for Social Science (SPSS) version 21.0 (IBM Corp, 2012) and XLSTAT-2018, Excel Based Statistical Software .

Null Hypotheses

Stated in “Null Hypothesis terms” in order to “be able to prove the Null” or “Fail to prove the Null” there were six Research Hypotheses, but only two are tested in this paper.

Null Hypothesis 1

H₀: There is no relationship between Professors’ Psychological Capital (PsyCap) Score and MLQ Leadership Score.

Null Hypothesis 2

H₀: There is no relationship between Professors’ Psychological Ownership (PsyGown) Score and Transformational Leadership Score and MLQ Leadership Score.

RESULTS AND DISCUSSION

Results are shown below from correlation and regression analyses using XLSTAT excel based statistical software for advanced statistical analyses. XLSTAT is used here, instead of SPSS 21 statistical package because its graphics output is much better.

As can be seen from the output at Appendix A that there are bivariate correlations of PsyCap score, PsyGown score and MLQ score. Correlation of PsyCap and PsyGown is .69, but correlation of PsyCap and MLQ is .29. Correlation of PsyCap and PsyGown is .69, but correlation of PsyGown and MLQ is also .29. PsyCap, PsyGown and MLQ are statistically significant at $p < .0001$. Strong correlation of PsyCap with PsyGown indicates that there may be collinearity. This is important in doing the multiple regression with independent variables and one dependent variable which may lead us to false believe that there is causation. We are getting a notion that PsyCap and PsyGown are strong predictors of leadership, but no way we tend to believe that they cause the professors’ leadership effectiveness. Causation is a complex phenomenon and is caused by three important simultaneous governing criteria—there is time factor of the independent variable occurring first so the dependent variable may be measured; there must be a covariation, and third there must be any spurious variables causing it.

While doing regression analysis, it is seen that PsyCap Scores and PsyGown scores are very strongly correlated with each other at ($r = .71, p < .05$) and producing a goodness of fit model. In an advanced modeling we will like to examine the correlation of the two independent variables PsyCap and PsyGown with Leadership while controlling for Gender, Age, Ethnicity and Education by using Stepwise method and Enter method of multiple regression..

Statistical Analysis and Results below show that PsyCap (Hope, Optimism, Resiliency, and Self-efficacy-a) and PsyGown (Territoriality, Ease of Belonging, Accountability, Self-efficacy- b, and Relational Identity) total scores have significant effect on professors’ leadership styles and

veritable teaching effectiveness. Regression is significant at $p < .0001$.

Equation of the model (Var1):			
Var1 = -0.21433749013251+0.981607735445402*X1+0.24573443709342*X2			

Var 1 = Leadership Style; X1 = Psychological Capital; X2 = Psychological Ownership

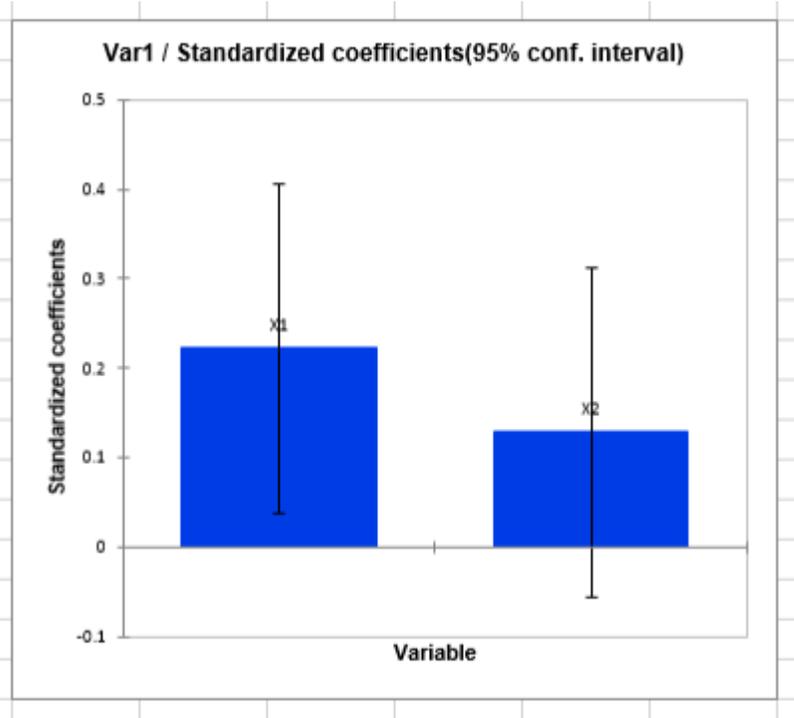
XLSTAT 2018.1.49205 - Correlation tests - Start time: 1/29/2018 at 4:23:28 PM / End time: 1/29/2018 at 4:23:28 PM			
Observations / Quantitative variables: Workbook = XLSTAT AMERICAN EXCEPTIONALISM NUMI			
Type of correlation: Pearson			
			
Summary statistics (Quantitative data)			

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APPENDIX A

Summary statistics (Quantitative data):							
Variable	Observations	Obs. with missing data	without missing	Minimum	Maximum	Mean	Standard deviation
PSYCAPMEAN	210	0	210	0.000	6.000	4.547	0.593
PSYGOWNMEA	210	0	210	0.000	6.000	4.024	0.759
MLQMEAN	210	0	210	0.000	4.511	2.991	1.450
Correlation matrix (Pearson):							
Variables	PSYCAPMEAN	PSYGOWNMEAN	MLQMEAN				
PSYCAPMEAN	1	0.693	0.288				
PSYGOWNMEA	0.693	1	0.287				
MLQMEAN	0.288	0.287	1				
<i>Values in bold are different from 0 with a significance level alpha=0.05</i>							
p-values (Pearson):							
Variables	PSYCAPMEAN	PSYGOWNMEAN	MLQMEAN				
PSYCAPMEAN	0	< 0.0001	< 0.0001				
PSYGOWNMEA	< 0.0001	0	< 0.0001				
MLQMEAN	< 0.0001	< 0.0001	0				
Coefficients of determination (Pearson):							
Variables	PSYCAPMEAN	PSYGOWNMEAN	MLQMEAN				
PSYCAPMEAN	1	0.480	0.083				
PSYGOWNMEA	0.480	1	0.082				
MLQMEAN	0.083	0.082	1				



Analysis of variance (Var1):						
Source	DF	Sum of squares	Mean square	F	Pr > F	
Model	2	46.840	23.420	12.355	< 0.0001	
Error	207	392.389	1.896			
Corrected Total	209	439.229				
Computed against model Y=Mean(Y)						
Model parameters (Var1):						
Source	Value	Standard error	t	Pr > t	Confidence bounds (95%)	
Intercept	-0.214	0.664	-0.323	0.747	-1.524	1.095
X1	0.982	0.413	2.376	0.018	0.167	1.796
X2	0.246	0.179	1.375	0.171	-0.107	0.598
Equation of the model (Var1):						
Var1 = -0.21433749013251+0.981607735445402*X1+0.24573443709342*X2						
Standardized coefficients (Var1):						
Source	Value	Standard error	t	Pr > t	Confidence bounds (95%)	
X1	0.222	0.094	2.376	0.018	0.038	0.407
X2	0.129	0.094	1.375	0.171	-0.056	0.313

Summary statistics:							
Variable	Observations	With missing	Without missing	Minimum	Maximum	Mean	Standard deviation
Var1	210	0	210	0.000	4.511	2.991	1.450
X1	210	0	210	0.000	3.250	2.258	0.328
X2	210	0	210	0.000	6.000	4.024	0.759
Correlation matrix:							
	X1	X2	Var1				
X1	1	0.712	0.314				
X2	0.712	1	0.287				
Var1	0.314	0.287	1				
Regression of variable Var1:							
Goodness of fit statistics (Var1):							
Observations	210.000						
Sum of weights	210.000						
DF	207.000						
R ²	0.107						
Adjusted R ²	0.098						
MSE	1.896						
RMSE	1.377						
MAPE	16.818						
DW	1.720						
Cp	3.000						
AIC	137.281						
SBC	147.322						
PC	0.919						

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