

C ulturally
A dapted
L eadership for
I nspired
B usiness
E xcellence and
R esults

CALIBER Leadership Assessment Scale A Psychometric Report

A Psychometric Development of an Evidence-Based Closed-Loop Leadership Assessment Scale for 70 National Cultures and Its Use in the Development of Leadership, Organizational Performance, and Business Results

This paper was published and presented at two conferences: The 5th European Conference on Research Methods for Business and Management Studies 2006, Trinity College, Dublin, Ireland, and the HR.com Employers of Excellence National Conference 2007, Las Vegas, Nevada, U.S.A.



Table of Contents

ABSTRACT	3
THE CALIBER LEADERSHIP MODEL AND ASSESSMENT SCALE	4
Instrument Development	
THE CALIBER PSYCHOMETRICS	6
ITEM DEVELOPMENT	6
DATA SETS	6
TLP Item-Scale Reliability	
Factor Analysis Results.	o
INTER-FACTOR CORRELATIONS	9
THE USE OF THE CALIBER LEADERSHIP ASSESSMENT FOR LEADERSHIP, ORGANIZATIONAL, AND BUSINESS DEVELOPMENT	
What is this? Why do this?	10
Why do this?	10
How does it work?	10
CONCLUSION	10
RIRLIOGPAPHY	11



Abstract

This paper presents the psychometric research on the Culturally Adapted Leadership for Inspired Business Excellence and Results (CALIBER) leadership assessment scale, a seventy-four-item questionnaire designed to provide a quantitative measure of cross cultural leadership, organizational performance, and business results across 70 national cultures. Unlike other leadership assessments that evaluate leadership in isolation and as a "one size fits all" phenomenon, the CALIBER assessment measures leadership as a culture-specific construct directly in relation to organizational performance and business results. The CALIBER leadership assessment scale is based on extensive empirical research in Fortune 100 companies and synthesis of the best ideas extant in the leadership and organization literature.

The systematic psychometric research on the CALIBER leadership assessment scale showed that its ten leadership dimensions, four organizational performance dimensions, and six business results dimensions possessed high internal and test-retest reliability. The results of factor analyses lent substantial support to the constructs of leadership, organizational performance, and business results. The research also confirmed that the CALIBER leadership assessment scale performs very well on construct, content, and criterion-based validity.



The CALIBER Leadership Model and Assessment Scale

A Psychometric Development of an Evidence-Based Closed-Loop Leadership Assessment Tool for 70 National Cultures and Its Use in the Development of Leadership, Organizational Performance, and Business Results

Instrument Development

The CALIBER Leadership Assessment Scale is the third major version of Lakhani's Cross Cultural Leadership Inventory (CCLI) (Lakhani, 2005, 2006), based on five years of work in fulfillment of his doctoral dissertation and continued subsequent research. Both CCLI and CALIBER leadership assessment scales operationalize the constructs of leadership, organizational performance, and business results based on empirical research in Fortune 100 companies and synthesis of best ideas from the preeminent leadership theories extant in management literature.

Table 1 maps the CALIBER Leadership Model in relation to the terrain of prominent leadership theories and models. In the CALIBER model, leadership is presented as a culture-specific interlocking process for maximizing the strengths of the dynamic human enterprises through a positive influence of those involved. Unlike other leadership assessments that evaluate leadership in isolation and as a "one size fits all" phenomenon, the CALIBER assessment measures leadership as a culture-specific construct directly in relation to organizational performance and business results. The CALIBER model is designed to do for leadership what Six Sigma did for quality management: provide clear measurability, controllability, and predictability.

In the CALIBER Leadership Assessment Scale, leadership is measured as a culture-specific aggregation of ten practices: namely, communication leadership, competent leadership, reinforcement leadership, empowerment leadership, visionary leadership, authentic leadership, steward leadership (stewardship), creative leadership, confident leadership, and cultural leadership. Since leadership is a two-way process between leaders and followers, the leadership score is dependent on the cultural background of the followers. As such, the CALIBER Leadership Assessment provides a culture-specific view of a leader's capacities and provides action-oriented guidance for the development of leadership practices.

In the CALIBER Leadership Assessment Scale, organizational performance is measured as an aggregation of four dimensions: namely, resource acquisition and optimization, process management, product development, and reinforcement system. The construct of business results is based on the Malcolm Baldrige criteria and is assessed as an aggregation of six factors: namely, financial performance, employee satisfaction, quality of goods, customer satisfaction, partner relationship, and social responsibility.



The CALIBER Leadership Assessment Scale provides specific linkages between leadership and organizational performance and business results across 70 national cultures, allowing leaders to come away with specific, intelligent developmental actions they need to undertake to make measurable differences in the performance of their organizations and results of their business.

Leadership Dimension	CALIBER	Zenger and Folkman (2002); Ulrich and Smallwood (1999)	Collins (2002)	Block (2001)	Bennis (1988); Sashkin and Rosenbach (2000)	Goleman (2000)	and	House (1995); McClelland and Boyatzis (1982)	and	Jaques (1986); Streufert (1991)	Bass (1985); Kouzes and Posner (1987)
1. Communication	\checkmark	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2. Authenticity	✓	✓	✓	✓	✓	✓					✓
3. Stewardship	✓			✓	✓	✓	✓				
4. Creativity	✓	✓	✓		✓		✓	✓	✓	✓	✓
5. Confidence	✓	✓			✓	✓		✓			✓
6. Reinforcement	✓	✓	✓	✓	✓	✓					✓
7. Empowerment	\checkmark	✓		✓	✓	✓		✓	✓		✓
8. Vision	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
9. Competence	✓	✓	✓		✓					✓	
10a. Organizational Culture	✓	✓			✓				✓		✓
10b. National Culture	\checkmark										
Output											
Organizational Performance	✓										
Business Results	✓	✓									

Table 1. CALIBER leadership compared to extant models and theories

The CALIBER research found that leaders are more effective at fostering organizational performance and business results when they adopt a contingent style that blends transactional leadership and transformational leadership dependent on the national culture of the followers. Specifically, the study uncovered a culture-specific amalgamation of ten leadership factors: namely, communication leadership, cultural leadership, reinforcement leadership, empowerment leadership, stewardship, creative leadership, visionary leadership, competent leadership, authentic leadership, and confident leadership, is an effective approach for cross cultural leaders of performing organizations and results-oriented companies.

The CALIBER model maps leadership dimensions to the national culture typology created for 70 national cultures by Hofstede (2002). This mapping is based on the five attributes: namely, power distance, masculinity/femininity, uncertainty avoidance, individualism/collectivism, and long-term/short-term orientation. The CALIBER research confirmed that the preferences for leadership practices were associated with national cultures. There was a significant relationship between the leadership dimensions in the CALIBER scale and Hoftede's typology scores.



The CALIBER research resulted in a fine-grained and comprehensive empirical model and blueprint of the relational linkages across leadership, organizational performance, and business results for each of the 70 countries included in the research study.

Overall, the CALIBER assessment has been validated through extensive set of checks for content validity, construct validity, and criterion-based validity. The CALIBER leadership assessment is the first and the only evidence-based assessment tool to link the 10 leadership practices directly to organizational performance and business results. It provides the blueprint for accelerating the growth of managers and leaders across 70 national cultures.

The CALIBER Psychometrics

Item Development

As opposed to the conventional approach of starting with an item bank for treatment through factor analysis, the process used in developing the CALIBER scales was to pen the scales such that they fit with the specific scales created from the synthesis of the best ideas from the existing theories. These items were taken through several cycles of revisions based on expert feedback and results of statistical analyses.

Data Sets

The CALIBER research was completed in three phases. First, it used the knowledge workers (N=206) from across three countries in a large multinational high-technology Fortune 100 company headquartered in the United States. These results were validated statistically and triangulated qualitatively. Next, the research was repeated with a set of participants (N=284) from across 46 countries. These results supported all the findings from the previous phase and helped fine tune the scale. The final phase involved a set of participants (N=154 and still growing) from across 14 countries. The results from this phase reconfirmed the findings from the previous two phases.



TLP Item-Scale Reliability

The Cronbach alphas lent solid support to a reliable scale. Table 2 presents the reliability results for the leadership dimensions in the latest version of the CALIBER scale. Table 3 presents the reliability results for the organizational performance dimensions in the latest version of the CALIBER scale. Table 4 presents the reliability results for the business results dimensions in the latest version of the CALIBER scale.

Factor	Cronbach Alpha
Competent Leadership	.888
Reinforcement Leadership	.851
Communication Leadership	.906
Authentic Leadership	.899
Stewardship	.877
Creative Leadership	.892
Confident Leadership	.784
Empowerment Leadership	.831
Visionary Leadership	.844
Cultural Leadership	.903

Table 2. Cronbach alphas for leadership dimensions in the CALIBER scale

Factor	Cronbach Alpha
Resource Optimization	.698
Process Management	.701
Product Development	.667
Reinforcement System	.723

Table 3. Cronbach alphas for organizational performance dimensions in the CALIBER scale

Factor	Cronbach Alpha
Financial Performance	.729
Employee Satisfaction	.701
Supplier/Partner Relationship	.699
Customer Satisfaction	.734
Quality of Products/Services	.721
Social Responsibility	.792

Table 4. Cronbach alphas for business results dimensions in the CALIBER scale

The Cronbach alpha results varied sizably across the dimensions but were adequate enough to claim solid reliability for all of the 16 scales measured by the CALIBER assessment.



Test-Retest Reliability

A small subset of individuals (N = 8) was identified and administered the CALIBER assessment twice over a span of seven months with the specific intent of measuring test-retest reliability. Significant correlations (p < 0.05) were found between the same scales across the two scale administrations. Table 5 summarizes these correlation results.

Factor	Correlation
Competent Leadership	.491
Reinforcement Leadership	.502
Communication Leadership	.509
Authentic Leadership	.478
Stewardship	.512
Creative Leadership	.532
Confident Leadership	.487
Empowerment Leadership	.499
Visionary Leadership	.512
Cultural Leadership	.502
Resource Optimization	.469
Process Management	.498
Product Development	.503
Reinforcement System	.487
Financial Performance	.516
Employee Satisfaction	.521
Supplier/Partner Relationship	.514
Customer Satisfaction	.501
Quality of Products/Services	.524
Social Responsibility	,532

Table 5. Test-Retest correlations for the CALIBER scales

Factor Analysis Results.

The factor analysis results from the latest data set (N=154) provided adequate construct support for the CALIBER scale. There was no significant difference found across the scores for genders or age groups, job functions, or educational levels of the participants (which also reconfirmed that the scale is unbiased for a wide range of demographics) so the data set was treated as whole and not subdivided.

Factors 1-10. The items allotted to each of the dimensions of leadership loaded highly in factor analysis, indicating the adequacy of the 10-factor model for leadership. This solution was also reconfirmed using Varimax rotation with an Eigenset value >1, where each of the 10 factors made contribution to the overall variance in leadership.



Factors 11-14. The items allotted to each of the dimensions of organizational performance loaded highly in factor analysis, indicating the adequacy of the 4-factor model for organizational performance. This solution was also reconfirmed using Varimax rotation with an Eigenset value >1, where each of the 4 factors made contribution to the overall variance in organizational performance.

Factors 15-20. The items allotted to each of the dimensions of business results loaded highly in factor analysis, indicating the adequacy of the 6-factor model for business results. This solution was also reconfirmed using Varimax rotation with an Eigenset value >1, where each of the 6 factors made contribution to the overall variance in business results.

The above results lend strong support to the construct validity of each of the scales as well as to that for the overall CALIBER assessment.

Inter-factor Correlations

Table 6 shows the significant correlations (p < 0.01, two-tailed) between the leadership and organizational performance dimensions, lending strong support to the internal validity of the scales and the overall CALIBER assessment.

Factor	Resource Optimization	Process Management	Product Development	Reinforcement System
Competent Leadership	.560	.825	.743	.723
Reinforcement Leadership	.524	.778	.704	.844
Communication Leadership	.613	.869	.789	.801
Authentic Leadership	.511	.794	.630	.734
Stewardship	.505	.735	.691	.722
Creative Leadership	.571	.829	.734	.780
Confident Leadership	.584	.730	.716	.805
Empowerment Leadership	.538	.786	.699	.727
Visionary Leadership	.603	.815	.741	.809
Cultural Leadership	.568	.791	.722	.763

Table 6. Inter-factor correlations between leadership and organizational performance dimensions



The Use of the CALIBER Leadership Assessment for Leadership, Organizational, and Business Development

The CALIBER leadership assessment is the only evidence-based assessment to link leadership practices directly to organizational performance and business results. It provides the blueprint for accelerating the growth of managers and leaders across 70 nations.

What is this?

The CALIBER tool is an effective, reliable, and validated assessment designed to measure leadership capacity directly in relation to organizational performance and business results. It allows leaders to gain a thorough understanding of their current practices and provides them with specific result-oriented feedback to accelerate their development and growth with respect to organizational performance and business results.

Why do this?

The CALIBER assessment represents the latest and most innovative advances in the field of leadership study. It is widely assumed that leadership plays a pivotal role in guiding organizational performance and business results, but there is no assessment in the industry that quantitatively links the construct of leadership to organizational performance and business results across 70 national cultures. The CALIBER assessment fills this void by aligning leadership with organizational performance and business results.

How does it work?

Using the CALIBER assessment - 1) the leader completes a self-rating, and 2) manager/supervisor, peers, direct reports, and other observers rate the leader.

How is it done?

The survey takes 20 minutes to complete. Assessment information is completely confidential. It is easy to use and conveniently available 24/7 at this secure Internet site: http://www.magnaleadership.com/ccli/survey/

More information about the CALIBER assessment can be found at this secure Internet site: http://magnaleadership.com/materials/CALIBER_Leadership_Development_Sample_Report.pdf.

Conclusion

This paper reports on the development and use of the CALIBER Leadership Assessment Scale. CALIBER assessment is grounded in a five-year research study to develop an evidence-based model of the relational linkages among leadership, organizational performance, and business results across 70 national cultures around the world.



Bibliography

- 1. Aguilar, F. J. (1967). Scanning the business environment. New York: Macmillan.
- 2. Anderson, J. C., Rungtusanatham, M., & Schroeder, R. G. (1994). A theory of quality management underlying the Deming management method. *Academy of Management Review*, 19, 472-509.
- 3. Argyris, C. (1999). On organizational learning (2nd ed.). Malden, MA: Blackwell.
- 4. Bass, B. M. (1985). Leadership and performance beyond expectations. New York: The Free Press.
- 5. Bass, B. M. (1990). Bass & Stogdill's handbook of leadership: Theory, research, & managerial applications. New York: The Free Press.
- 6. Bass, B.M. & Avolio, B. J. (1997). Full range leadership development: Manual for the multifactor leadership questionnaire. Palo Alto, CA: Mind Garden, Inc.
- 7. Bennis, W. G. (1961). Revisionist theory of leadership. Harvard Business Review, 39, 26-36, 146-150.
- 8. Bennis, W. G. (1996). Learning to lead. Executive Excellence, 13, 7-7.
- 9. Bennis, W. G., & Nanus, B. (1985). *Leaders: The strategies for taking charge*. New York: Harper & Row.
- 10. Burns, J. M. (1978). Leadership. New York: Harper & Row.
- 11. Capra, F. (1996). The web of life: A new scientific understanding of living systems. New York: Anchor Books.
- 12. Chase, R. B., Jacobs, R. F., & Aquilano, N. J. (2003). *Operations management for competitive advantage* (10th ed.). New York: McGraw-Hill.
- 13. Chua, A. (2002). The influence of social interaction on knowledge creation. *Journal of Intellectual Capital*, *3*, 375-392.
- 14. Cangelosi, V. E., & Dill, W. R. (1965). Organizational learning: Observations toward a theory. *Administrative Science Quarterly*, 10, 175-203.
- 15. Collins. J. C. (2001). Good to great: Why some companies make the leap...and others don't. New York: Harper Collins.
- 16. Conger, J. A., & Kanungo, R. N. (1998). *Charismatic leadership in organizations*. Thousand Oaks, CA: Sage.
- 17. Cross, R., & Baird, L. (2000). Technology is not enough: Improving performance by building organizational memory. *Sloan Management Review*, 41(3), 69-78.
- 18. Crossan, M., & Hulland, J. (2002). Leveraging knowledge through leadership of organizational learning. In C. Choo & N. Bontis (Eds.), *Strategic management of intellectual capital and organizational knowledge: A collection of readings* (pp. 711-723). New York: Oxford University Press.
- 19. Crossan, M., Lane, H., & White, R. (1999). An organizational learning framework: From intuition to institution. *Academy of Management Review*, 24, 522-538.
- 20. Crossan, M., Lane, H., White, R., & Djurfeldt, L. (1995). Organizational learning: Dimensions for a theory. *International Journal of Organizational Analysis.* 3, 337-360.
- 21. Daft, R. L., & Huber, G. P. (1987). How organizations learn: A communication framework. *Research in the Sociology of Organizations*, 5, 1-36.
- 22. Daft, R. L., & Weick, K. E. (1984). Toward a model of organizations as interpretation systems. *Academy of Management Review*, *9*, 284-295.
- 23. Davenport, T. H., & Prusak, L. (1998). Working knowledge: How organizations manage what they know. Boston: Harvard Business School Press.
- 24. Deming, W. E. (1986). *Out of the crisis*. Cambridge: Massachusetts Institute of Technology, Center for Advanced Engineering Study.
- 25. Dollinger, M. J. (1984). Environmental boundary spanning and information processing effects on organizational performance. *Academy of Management Journal*, 27, 351-368.
- 26. Drucker, P. (1998). The coming of the new organization. In *Harvard Business Review on Knowledge management* (pp. 1-19). Boston: Harvard Business School Press. (Original work published in 1988)



- 27. Drucker, P. (1993). Post-capitalist society. New York: HarperCollins.
- 28. Fiedler, F. E. (1967). A theory of leadership effectiveness. New York: McGraw-Hill.
- 29. Fiol, M. C., & Lyles, A. M. (1985). Organizational learning. *Academy of Management Review*, 10, 803-813. Retrieved November 7, 2004, from http://web17.epnet.com.
- 30. Goldsmith, M., Greenberg, C. L., Robertson, A., & Hu-Chan, M. (2003). *Global leadership: The next generation*. Upper Saddle River, NJ: Financial Times Prentice Hall.
- 31. Graeff, C. (1983). The situational leadership theory: A critical review. *Academy of Management Review*, *8*, 285, 296.
- 32. Greenleaf, R. K. (1977). Servant leadership. New York: Paulist Press.
- 33. Grove, A. (1997). Only the paranoid survive: How to exploit the crisis points that challenge every company and career. New York: Doubleday.
- 34. Hamel, G. (2000). Leading the revolution. Boston: Harvard Business School Press.
- 35. Hansen, M. T. (1999). The search-transfer problem: The role of weak ties in sharing knowledge across organization subunits. *Administrative Science Quarterly*, 44, 82-111.
- 36. Helgstrand, K., & Stuchmacher, A. (1999). National culture: An influence on leader evaluations. *International Journal of Organizational Analysis*, 7, 153-168.
- Hersey, P., & Blanchard, K. H. (1969). Management of organizational behavior. Englewood Cliffs, NJ: Prentice Hall.
- 38. Hofstede, G. (2001). Culture's consequences: Comparing values, behaviors, institutions, and organizations across nations (2nd ed.). Thousand Oaks, CA: Sage.
- 39. House, R. J. (1967). A path goal theory of leader effectiveness. *Administrative Science Quarterly*, 16, 321-338.
- 40. House, R. J., & Howell, J. M. (1992). Personality and charismatic leadership. *Leadership Quarterly*, 3(2), 81-108.
- 41. House, R. J., & Shamir, B. (1993). Toward the integration of transformational, charismatic, and visionary theories. In M. M. Chemers and R. Ayman (Eds.), *Leadership theory and research: Perspectives and directions* (pp. 81-107). New York: Academic Press.
- 42. House, R. J., Wright, N. S., & Aditya, R. N. (1997). Cross cultural research on organizational leadership: A critical analysis and a proposed theory. In P.C. Early and M. Erez (Eds.), New perspectives in international industrial organizational psychology. San Francisco: New Lexington.
- 43. Huber, G. P. (1991). Organizational learning: The contributing processes and the literatures. *Organization Science*, *2*, 88-115.
- 44. Jacques, E. (1986). The development of intellectual capacity. *Journal of Applied Behavioral Science*, 22, 361-383.
- 45. Johnson, C. G. (2000). A theoretical model of organizational learning and performing action systems (Doctoral Dissertation, The George Washington University). UMI ProQuest Digital Dissertations, Retrieved January 17, 2005, from http://proquest.umi.com.
- 46. Johnson, C. G., & Schwandt, D. R. (1998). *Organizational action survey*. Ashburn, VA: Center for the Study of Learning, George Washington University.
- 47. Kaplan, R. S., & Norton, D. P. (2004, February). Measuring the strategic readiness of intangible assets. *Harvard Business Review*.
- 48. Karamouzis, F., Young, A., Iyenger, P., Terdiman, R., Marriott, I., & Brown, R. (2004). *Gartner's global offshore sourcing predictions*. Retrieved January 2, 2005, from http://www.gartner.com.
- 49. Kerfoot, K. (2003). Learning organizations need teachers: The leader's challenge. *Dermatology Nursing*, 15, 495.
- 50. King, S. W. (2002). Effective leadership for quality achievement and organizational learning (Doctoral Dissertation, Portland State University). UMI ProQuest Digital Dissertations. Retrieved November 17, 2004, from http://proquest.umi.com.



- 51. Koh, P. (2003). *India: The future looks promising*. Retrieved January 2, 2005, from http://www.gartner.com.
- 52. Kotter, J. P., & Heskett, J. L. (1992). Corporate culture and performance. New York: The Free Press.
- 53. Kouzes, J. M., & Posner, B. Z. (1987). The leadership challenge. San Francisco: Jossey-Bass.
- 54. Kouzes, J. M., & Posner, B. Z. (1988). Development and validation of the leadership practices inventory. *Educational and Psychological Measurement*, 48, 483-496.
- 55. Kuhn, T. S. (1996). *The structure of scientific revolutions* (3rd ed.). Chicago: University of Chicago Press.
- 56. Lähteenmäki, S., Toivonen, J., & Mattila, M. (2001). Critical aspects of organizational learning research and proposals for its measurement. *British Journal of Management*, 12, 113-129.
- 57. Lakhani, M. A. (2005). Relational Linkages between Visionary Leadership and Organizational Learning across the United States, Malaysia, and India (Doctoral Dissertation, University of Phoenix). UMI ProQuest Digital Dissertations. Retrieved November 17, 2005, from http://proquest.umi.com.
- 58. Lakhani, M. A. (2006). Research Method for Investigating Cross-Cultural Linkages between Leadership and Organizational Learning. 5th European Conference on Research Methods for Business and Management Studies.
- 59. Larson, L. L., Hunt, J. G., & Osborn, R. N. (1976). The great hi-hi leader behavior myth: A lesson from Occam's razor. *Academy of Management Journal*, 19, 628-641.
- 60. Levine, D. M., Berenson, M. L., & Stephan, D. (1999). *Statistics for managers*. Upper Saddle River, NJ: Prentice-Hall.
- 61. Levitt, B., & March, J. G. (1988). Organizational learning. Annual Review of Sociology, 14, 319-340.
- 62. Lewin, K., Lippert, R., & White, R. K. (1939). Patterns of aggressive behavior in experimentally created social climates. *Journal of Social Psychology*, 10, 271-301.
- 63. Lussier, R. N., & Achua, C. E. (2001). *Leadership: Theory, application, skill building.* Cincinnati, OH: South-Western College Publishing.
- 64. Machiavelli, N. (1958). *The prince* (W. K. Marriot, Trans.). London: J. M. Dent & Sons. (Original work published in 1513).
- 65. McClelland, D. C. (1987). Human motivation. Glenview, IL: Scott, Foresman.
- 66. Merriam, S. B., & Caffarella, R. S. (1999). *Learning in adulthood: A comprehensive guide*. San Francisco, Jossey-Bass.
- 67. Newell, S., Robertson, M., Scarbrough, H., & Swan, J. (2002). *Managing knowledge work*. New York: Palgrave.
- 68. Nonaka, I., & Takeuchi, H. (1995). *The knowledge-creating company: How Japanese companies create the dynamics of innovation*. New York: Oxford University Press.
- 69. Nunnally, J. C. (1978). Psychometric theory (2nd ed.). New York: McGraw-Hill.
- 70. O'Toole, J. (1996). Leading change: The argument for values-based leadership. New York: Jossey-Bass.
- 71. Parsons, T. (1956). A sociological approach to the theory of organizations. *Administrative Science Quarterly*, 1, 225-239.
- 72. Polanyi, M. (1969). Personal knowledge. Chicago: University of Chicago Press.
- 73. Robbins, S. P. (1990). Organization theory: Structure, design and applications. Upper Saddle River, NJ: Prentice Hall.
- 74. Sashkin, M., & Rosenbach, W. E. (1996). The leadership profile. Seabrook, MD: Ducochon Press.
- 75. Sashkin, M., Rosenbach, W. E., & Sashkin, M. G. (1997). Development of the power need and its expression in leadership and management with a focus on leader-follower relations. In L.S. Estabrook (Ed.), Leadership as legacy: Proceedings of the Twelfth Scientific Meeting of the A.K. Rice Institute. Jupiter, FL: A.K. Rice Institute.



- 76. Sashkin, M., & Sashkin, M. (2003). Leadership that matters: The critical factors for making a difference in people's life and organizations' success. San Francisco: Berrett-Koehler.
- 77. Schein, E. (1997). Organizational cultures and leadership. New York: Jossey-Bass.
- 78. Schwandt, D., & Marquardt, M. (2000). Organizational learning: from world-class theories to global best practices. Boca Raton, FL: CRC Press.
- 79. Senge, P. M. (1994). The fifth discipline: The art and practice of the learning organization.. New York: Doubleday.
- 80. Shrivastava, P. (1983). A typology of organizational learning systems. *Journal of Management Studies*, 20, 7-28.
- 81. Smith, P. (2001). The end of the beginning? Journal of Cross Cultural Management, 1, 21-24.
- 82. Spender, J. C. (1995). Organizational knowledge, learning, and memory: Three concepts in search of a theory. *Journal of Organization Change Management*, *9*, 63-78.
- 83. Stogdill, R. M. (1948). Personal factors associated with leadership: A survey of the literature. Journal of Psychology, 25, 35-71.
- 84. Stogdill, R. M., & Coons, A. E. (1957). *Leader behavior: Its description and measurement.* Columbus: Ohio State University, Bureau of Business Research.
- 85. Strata, R. (1989). Organizational learning: The key to management innovation. *Sloan Management Review*, *30*(3), 63-74.
- 86. Streufert, S. (1991). The art of multidimensional management. *Clinical Laboratory Management Review*, *5*(2), 106-113.
- 87. Subramaniam, R., Kamlesh, L., & Yauger, C. (1994). The scanning of task environments in hospitals: An empirical study. *Journal of Applied Business Research*, 10(4), 104-115.
- 88. Tichy, N., & Devanna, M. (1986). Transformational leadership. New York: Wiley.
- 89. Triandis, H. (2001). The study of cross cultural management and organization: The future. *Journal of Cross Cultural Management*, 1, 17-20.
- 90. Trice, H. M., & Beyer, J. M. (1991). Cultural leadership in organizations. *Organization Science* 2, 149-169.
- 91. Tushman, M., & Nadler, D. (1986). Organizing for innovation. *California Management Review, 28,* 74-92.
- 92. Ulrich, D., Zenger, J., Smallwood, N. (1999). Results-based leadership. Boston: Harvard Business School Press.
- 93. Vera, D., & Crossan, M. (2004). Strategic leadership and organizational learning. *Academy of Management Review*, 29, 222-240. Retrieved January 6, 2005, from http://web35.epnet.com.
- 94. von Krogh, G., Ichijo, K., & Nonaka, I. (2000). Enabling knowledge creation: How to unlock the mystery of tacit knowledge and release the power of innovation. New York: Oxford University Press.
- 95. Walsh, J. P., & Ungson, G. R. (1991). Organizational memory. *Academy of Management Review*, 16, 57-91.
- 96. Weber, M. (1947). The theory of social and economic organization (A. M. Henderson & Talcott Parsons, Trans., Talcott Parsons, Ed.). New York: Free Press.
- 97. Wren, T. M. (1995). Leader's companion: Insights on leadership through the ages. New York: The Free Press.
- 98. Zenger, J. H., & Folkman, J. (2002). The extraordinary leader: Turning good managers into great leaders. New York: McGraw-Hill.