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On the relationship between leadership styles and relevant organisational outcome criteria  
in German orchestras

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## On the relationship between leadership styles and relevant organisational outcome criteria in German orchestras

In the past 50 years, a substantial body of research has accumulated leadership theories. This research has explored the effects of different leadership styles on organisational outcome criteria like job satisfaction, commitment or job performance. Leadership researchers are still interested, if specific leadership behaviours are more effective than others or which leadership style is the most effective. Although a great body of research on leadership exists, these issues are still unexplained (Yukl, 1999; Yukl, 2002; Yukl, Gordon, & Taber, 2002). Despite the need for integrated research, that test the relationship of various leadership styles, studies, investigating different leadership styles or theories, are nearly non-existent (House & Aditya, 1997).

There is meta-analytical support for the relevance of specific leadership styles referring to organisational relevant outcome criteria and support the existence of positive relationships between leadership styles and several indicator of leadership effectiveness. Like most the other studies, these meta-analyses only focus on one isolated leadership theory and do not compare and contrast of the different leadership theories. For example, Judge, Piccolo and Ilies (2004) found out, that initiating structure and consideration are positively related to performance. Furthermore, a meta-analysis on the relationship between transformational and transactional leadership and performance also confirmed positive correlations (Judge & Piccolo, 2004). Although, there exists more than one hundred empirical studies, we still do not know which leadership styles are most important regarding outcome criteria like job performance. Only a handful of studies have attempted to examine the relative influence of otherwise distinct leadership conceptualizations (Bycio, Hackett, & Allen, 1995), or to assess the extent to which theories in leadership overlap.

For leadership research and its progress it is strongly recommended to have a extensive investigation of the different leadership constructs in order to further advance in leadership theory. For example, the overlap in relative criterion-oriented validity of various leadership styles could yield insight into the processes that underlie the relationships between leadership styles and criteria of effective leadership such as followers' performance.

Though many theories of leadership are proposed to be conceptually and functionally distinct, similarities in terms of leader portrayal, influence process, and consequence exist. Various researchers (Judge, Piccolo, & Ilies, 2004; Keller, 2006; Rowold & Heinitz, 2007; Yukl, 2002) claim, that one of the central issue in leadership research is to investigate the similarities and differences between the different leadership styles (construct validity).

Thus, the present research analyses the relationships of seven leadership styles (transformational and transactional leadership, instrumental leadership, laissez-faire, initiating structure and consideration, leader-member-exchange and ethical leadership). Also, this study addresses the question, which leadership style is more effective than others (criterion validity).

Within the present work, three indicators for the different facets of effective leadership are included. First, job satisfaction was incorporated as an indicator of satisfied followers. Next, followers' affective commitment has important implications for their intention to stay within the respective organization and other positive, work-related attitudes (Meyer, Stanley, Herscovitch, & Topolnytsky, 2002). Third, job performance is a highly important indicator of effective leadership. At least one of these three indicators have been included in a large number of leadership studies and meta-analyses (Dumdum, Lowe, & Avolio, 2002; Judge et al., 2004; Judge & Piccolo, 2004). Consequently, these three indicators of effective leadership were included into the present study.

## Method

### *Samples and Procedures*

The study was conducted in several orchestras in Germany. The sample consisted of  $N= 184$  musicians. These participants rated the leadership style of their respective conductor. The average age of the musicians was 32.53 years ( $SD = 18.06$ ); 48.0 per cent were female, and according to this 52 per cent were male.

The mean tenure of the employees was 11.48 years ( $SD=7.60$ ). 40.7% of this sample had a Primary High School graduation, 33.1% a Secondary High School graduation and 26.2% an university degree. 11.1% of the rated leaders were female, 88.9% were male. The conductors had a mean tenure of 9.75 years ( $SD=6.96$ ).

### *Instruments*

*Transactional and transformational leadership.* Four items from a German validated version (Heinitz & Rowold, 2007) of the Transformational Leadership Inventory (Podsakoff, MacKenzie, & Bommer, 1996; TLI; cf. Podsakoff, MacKenzie, Moorman, & Fetter, 1990) were utilized to assess transactional leadership (sample item: "...provides me with positive feedback if I perform well"). Also, 22 items from the TLI were utilized for the assessment of transformational leadership (sample item: "...has inspiring plans for the future").

*Instrumental leadership.* A German validated version of Antonakis and House's Instrumental Leadership Scale (Lit) was utilized in the present study to assess instrumental leadership. One of the 16 items was : "...develops specific policies to support his/her vision".

*Laissez-Faire.* For the assessment of Laissez-Faire, four items were newly designed (sample item: "...tries to avoid decisions").

*Consideration and initiating structure.* The leadership style of consideration was assessed by 22 items from a German validated version (Fittkau-Garthe & Fittkau, 1971) of the SBDQ (Fleishman, 1953) (sample item: "...shows interest in the individual well-being of his/her subordinates"). Initiating structure was assessed by 12 items from the same questionnaire (sample item: "...assigns specific tasks to his/her subordinates").

*LMX.* For the assessment of leader-member exchange, a German validated version (Schyns, 2002) of Graen and Uhl-Bien's (1995) LMX scale was used (7 items, sample item: "I trust my coach enough to defend his/her decisions.").

*Ethical leadership.* The ten items from the Ethical Leadership Scale developed by Brown (Brown, Trevino, & Harrison, 2005) were utilized to assess ethical leadership (sample item: "...sets an example of how to do things the right way in terms of ethics").

*Job Satisfaction.* Seven items from Neuberger and Allerbeck's (1993) scale for the assessment of job satisfaction were implemented in the present study (e.g., "I am satisfied with my colleagues").

*Affective Commitment.* Eight items from a German validated version (Schmidt, Hollmann, & Sodenkamp, 1998) of Allen and Meyer's questionnaire (Allen & Meyer, 1990) were utilized to assess affective commitment (e.g., "I really feel as if this organization's problems are my own").

*Job Performance.* Four items were newly constructed in order to assess subordinates self-rated performance (e.g., "My job performance is high").

## *Results*

Table 1 shows the descriptive statistics and intercorrelations of the different leadership styles and outcome criteria. With except for three correlations concerning the organisational outcome criterion job performance, all correlations are statistically significant. The results revealed strong positive correlations of the assessed leadership styles.

Table 1

*Descriptive Statistics, Internal Consistency Estimates, and Intercorrelations*

	M	SD	TF	TA	LF	C	IS	LMX	EL	JS	AC	JP
TF	3.59	.53	.8									
TA	3.55	.87	.43**	.76								
LF	2.03	.79	-.26**	-.13	.77							
C	3.60	.76	.47**	.21**	-.27**	.85						
IS	3.53	.54	.56**	.30**	-.16*	.55**	.71					
LMX	3.59	.70	.41**	.41**	-.18*	.27**	.32**	.41				
EL	3.72	.64	.68**	.47**	-.22**	.52**	.46**	.37**	.76			
JS	4.05	.48	.50**	.26**	-.31**	.25**	.24**	.33**	.30**	.64		
AC	3.70	.61	.29**	.20*	-.07	.38**	.42**	.23**	.12	.23**	.65	
JP	3.59	.60	.23**	.18*	-.08	.14	.13	.27**	.17*	.30**	.29**	.65

*Note.* Estimates of internal consistency (Cronbach's Alpha) are presented along the diagonal;

\*  $p < .05$ ; \*\*  $p < .01$ .

*Discussion*

The present studies shed light on the interrelations of the different leadership theories. The present studies documents that all leadership styles are associated with job satisfaction.

Laissez-faire is not correlated with affective commitment or job performance.

The organisational relevant criterion job performance was found not to be correlated with laissez faire, consideration and initiating structure. Results indicate meaningful overlap between the leadership constructs (i.e., strong convergent validities). The results show the importance of leadership behaviours for outcome criteria, which have a more emotionally component. Leadership seems to influence the affective experience of the musicians.

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