

# The Transactional and the Transformational Leadership in Physical Education

## 淺談交易領導與轉型領導在體育上之應用

**Ying-Hua Sakura HUNG**

*Physical Education Department,  
National Huwei Institute of Technology,  
TAIWAN*

**洪櫻花**

台灣國立虎尾技術學院體育室

**Hsiu-Hua WANG**

*Physical Education Department,  
National Chung Cheng University, TAIWAN*

**王秀華**

台灣國立中正大學體育室



### Abstract

Leadership is a universal human phenomenon and it is “one of the most observed and least understood phenomena on earth” (Burns, 1978, p.2). This article provides literature review of transactional and transformational leadership and tries to combine the leadership styles in physical education.

### 摘要

領導是一種普遍的人類現象，它是一種最容易被看到，但卻是地球上最少被瞭解的現象 (Burns, 1978, p.2)。本文比較領導理論中，新領導時期的交易領導與轉型領導觀點，提供體育從業人員，不論教師、教練、或行政工作者，在學術與應用上之參考。

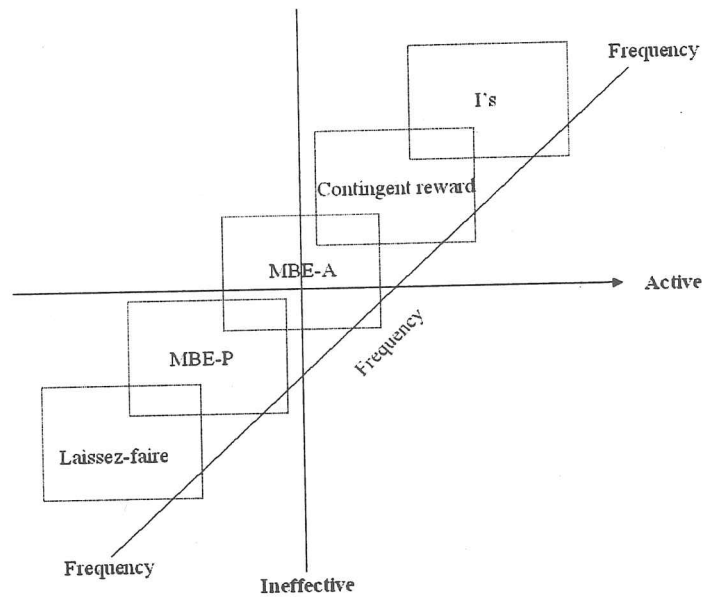
### Introduction

Leadership is a process, which can change followers' attitudes, beliefs, and behaviors in order to improve organizational performance. French and Raven developed five different types of power: reward power, coercive power, legitimate power, expert power, and referent power (as cited in Yukl, 2002). Yukl summarizes all the power sources into three general categories of power: the position power, personal power, and political power categories. Conger and Kanungo claim that charismatic leadership, under which individuals work in organizations in respect of certain leaders, is primarily an attributable phenomenon (as cited in Bryman, 1992). The different contexts or situations may make different personal qualities and behaviors in leaders more or less attractive, persuasive, and effective because the followers may be more or less receptive to the charismatic leader (Beyer, 1999). The task and situation attributes also influence the leader to use transactional or transformational leadership behavior (Avolio & Jung, 2000).

### Transactional and Transformational Leadership

Burns identified the transactional and transformational leadership styles while conducting research on political leaders. Bass and Avolio (1994) identified non-leadership, transactional leadership, and transformational leadership in the Full Range of Leadership Model (see Figure 1). This leadership model displays the leadership continuum in the full range leadership model, and includes ineffective to effective, and passive to active leadership. It also includes different amount for different leadership styles. Transformational leadership emerges as an important leadership style, which identifies charisma and vision as important characteristics. Most effective leaders combine both transactional and transformational leadership behaviors in different amounts (Avolio, Bass, & Jung, 1999; Bass, 1985; Tang, 1997; Yukl, 2002). The transformational leadership can be used to describe a wide range of leadership (Bryman, 1992; Northouse, 2001).

**Figure 1. Full Range of Leadership From “Improving Organizational Effectiveness Through Transformational Leadership,” by B. M. Bass and B. J. Avolio, 1994, p. 5.**



**Transactional Leadership**

The transactional leadership style is one type among some of broad categories of leaders’ behaviors, which contrasts with the transformational leadership style. The transactional relations between leaders and followers are that “leaders approach followers with an eye to exchanging one thing for another” (Burns, 1978, p. 4). Transactional leadership is based on the idea of an exchange of valued things, which can be tangible or intangible.

Bass extends the definition of transactional leadership to the supervisory and subordinate relations of management, and the relations of leaders and followers. The outcome of expected effort and performance from the followers are the important influential variables. In the transactional leadership behaviors process, the leaders need to recognize and clarify what the followers’ role is and what they must do, and what the followers’ needs are so they can determine the exchange that will entice the followers to reach the designated outcome. The followers must understand that if they achieve the outcome they will be rewarded. The followers are motivated to attain the designated outcome under the transactional relations between the leader and followers. The transactional leadership behaviors can include contingent reward or management-by-exception (Bass, 1985).

**Contingent Reward**

The contingent reward is one of positive contingent reinforcement. This is a kind of bargain or agreement of acceptable role and responsibility between the transactional leader’s behavior and the followers’ motivation. The positive contingent reinforcement occurs when the followers achieve the required performance. The practice behaviors include such things as praise for work well-done, recommendations for pay and bonus increases, promotions, public recognition, and honors for outstanding service.

**Management-by-exception**

The management-by-exception (averse contingent reinforcement) occurs when the followers do not achieve the performance or fail it, or in a deviance of norms. The leader takes action when there are mistakes or something is done wrong. They practice behaviors in contingent punishment reinforcement, such as fines, loss of pay, loss of support, or fewer promotions. The management-by-exception is a kind of passive leadership behavior of transactional leadership; and it was later split into two factors: active, and passive (Hater & Bass, 1988). The active management-by-exception means the leader is looking for mistakes and enforcing rules to avoid mistakes (Bass, 1997; Yukl, 2002). The passive management-by-exception occurs when something wrong has happened.

Additionally, some researches indicated that the passive management-by-exception belonged to the non-leadership style when evaluating the full range of leadership model (Bass & Avolio, 2000; Druskat, 1994; Den Hartog, Van Muijen, & Koopman, 1997; Yammarino & Bass, 1990).

## **Transformational Leadership**

Transformational leadership occurs in an organization when it is going through stress. The leader's individual experience, work setting, and competitive environment push the leader into leading his organization to face the rapid change environment (Avolio, Waldman, & Yammarino, 1991). However, the transformational leadership does not replace the transactional leadership in the new leadership approach (Bass, 1997). The transformational leader can facilitate and inspire the vision and make organizations effective to face the change. "The transforming leader looks for potential motives in followers, seeks to satisfy higher needs, and engages the full person of the followers" (Burns, 1978, p. 4). The transformational leaders create a vision and motivate the followers to achieve both self-actualization and organizational goals (Bass & Avolio, 1990).

The Maslow's hierarchy of needs is a fundamental factor of the transformational leadership process (Burns, 1978). Transformational leaders can motivate their followers by the following three points. The first point is to raise the followers' awareness, consciousness of values and outcome. The second point is to transcend the organizational benefit rather than self-interest, and the third one is to help the followers improve their self-actualization. The result of transformational leadership is to raise the levels of followers' motivation, understanding, morality, values, achievement and growth (Burns, 1978; Bass, 1997).

There are nine characteristics, which belong to three factors in the transformational leadership behaviors: charisma and inspiration, intellectual stimulation, and individual consideration (Bass, 1985; Bass & Avolio, 2000).

### ***Idealized Influence or Charisma and Inspiration***

Charisma is an attribution phenomenon of charisma leadership theory and it is the personal psychological emotional attachment to others (as cited in Yukl, 2002; Allix, 2000). The charismatic leaders place emphasis on vision, empowerment, and consideration of the advantages of the organization (Bryman, 1992). They are concerned with the faith and gain respect,

trust, and confidence from their followers. Charisma is a main component of transformational leadership, and it includes attributed idealized influence and behavioral idealized influence. The idealized influence (attributed) describes the leaders who consider the followers' needs over their personal needs. The idealized influence (behavioral) describes the leaders who share a vision, beliefs, and values with their followers. The leaders' conducts, both ethical and moral, are a role model for their followers (Bass & Avolio, 1994).

The root of inspirational motivation is the leader's personal charisma (Avolio, Waldman, & Yammarino, 1991). The inspirational leader is an appealing person who is optimistic and enthusiastically communicates the future vision of the organization. They provide the inspiration and encourage their followers (Bass, 1985; Bass & Avolio, 1990; Bass, 1997).

### ***Intellectual Stimulation***

With intellectual stimulation leadership behavior, leaders encourage their followers to see with a new perspective and stimulate them to challenge and solve problems. The resulting intellectual stimulation will help arouse the followers' uniqueness and potential on innovative perspective for more effective problem solving without direct intervention from the leader (Bass & Avolio, 1990).

### ***Individual Consideration***

Leaders develop a personal relationship with each follower. They consider and provide attention to the individual needs and abilities of the followers. This behavior increases the followers' confidence and improves them to higher levels of needs, more growth, achievement, and responsibility.

## **Compare Transactional and Transformational Leadership**

The leader's individual development includes the leader's self-concept, attitude, ability, personality, and competences. It has an impact on the followers' capabilities, self-concept, attitudes, self-esteem and self-worth, development, and performance. The influences on outcomes are retention, quality, quantity, and innovation (Avolio et al., 1991). Lewis and Kuhnert (1987) argue that leaders may process through some personality stage during their leadership. The first stage is lower-order transactional stage. The second stage is higher-order transactional stage. The leader who shares the vision and elevates the followers' values perspective displays transformational leadership, which is the third stage (as cited in Yukl, 2002). Personal factors

contribute to a leader's capacity to move to a higher stage. Self-development is a key step towards developing transformational leadership, and it has a higher stage than transactional leadership (Avolio et al., 1991). The following table is in factors with the transactional and transformational leadership behaviors (see Table 1).

**Table 1. Factors of Transactional and Transformational Leadership Behaviors.**

Transformational Leadership Behaviors
Idealized influence or charisma and inspiration
Intellectual stimulation
Individual consideration
Transactional Leadership Behaviors
Contingent reward
Management-by-exception (Active)

Transactional leadership behaviors are based on the exchange of valuable thing with the followers, the transformational leadership behaviors consider more to provide a vision and increase the motivation for the followers' higher-level needs. Some characteristics of transformational leaders are as follows: higher tolerance for uncertainty, low tolerance for certainty, sustained energy, passion for quality, perseverance, positive self-image, credibility, and stirring desire to influence others (Koehler & Pankowski, 1997, p. 65).

The transactional leader fit more in the organization that displays a more status oriented and a less competitive environment. The transactional leadership behavior will be an immediately effective in the short-term by compensating for existing deficiencies. But, the organizations need transformational leaders to transform and innovate when the environment is one of rapid change and very competitive environment. The transformational leadership will have a long-term positive effective, and this leadership behavior can evoke the followers' higher-level needs (Bass, 1985; Den Hartog et al., 1997; Tichy & Devanna, 1997).

Tich and Devanna offer three acts for the transformational leadership process: recognition of the need to revitalize the organization, creation of a vision, and institutionalizing changes. Many researches have found evidence that transformational leadership has a positive and strong correlation with leadership effectiveness, followers' satisfaction, and organizational extra effort than does transactional leadership behaviors (Avolio et al., 1999; Bass & Avolio, 2000; Bass, 1997; Lowe, Kroeck, & Sivasubramaniam, 1996; Singer & Singer, 1990; Yukl, 1998; Yammarino & Bass, 1990).

The contingent reward of transactional leadership is also positive associated with the leader effectiveness and other outcomes, but it is less so than transformational leadership behavior. However, contingent reward may also be used reasonably well to motivate the followers if the leader can provide the valued reward. Management-by-exception generally has a low correlation or negative correlation with leader effectiveness (Bass, 1990; Bryman, 1992; Lowe et al., 1996). Both the transactional and transformational leadership behaviors represent the active and constructive form of leadership.

## Leadership in Physical Education

The teacher is a leader in a P.E. class who is an effective teacher and an effective leader. The P.E. teachers use their teaching skills to teach and inspire students in learning sports skills and knowledge. They also practice leadership in the teaching procedure and in classroom management. The P.E. teacher attempts to create a learning environment for students and expects them to have higher learning results. The teachers can practice on transactional or transformational leadership to inspire the students learning in a P.E. class. On the other hand, as a coach in a sports team, he tries to communicate democratically with his team and possibly practice an autocratic leadership style in training. The coaches can also use rewards to motivate the players in transactional leadership; or inspire their players and team to raise their awareness to improve their self-actualization in transformational leadership.

The P.E. department leaders absolutely need leadership skills in administrative work. An effective department chair tries to optimize a department's autonomy to assist the followers' support and deal with the task and resource (Brown & Moshavi, 2002). Yang (1985) identified that the personal and organizational reasons are influenced in the P.E. department chairs in their administrative decision-making. In Yang's study, the P.E. department chairs are more goal-oriented, creative, responsible, active and execute more control. Most of the P.E. department chairs think they have a good relationship between them and the followers, and good management philosophy in their department. An ideal college P.E. administrative leader requires five factors: understanding the department's mission, improving the organizational culture, knowing the administrative operation, having charisma for organizational cohesion, and using and developing resources effectively (Yang, 2001). Transformational leadership behaviors are positively associated between faculty satisfaction and department chair supervision. Brown and Moshavi (2002) suggest that universities should consider

transformational leadership behaviors when they select department chairs or provide transformational leadership training for their department chairs.

## Summary

The strategies, execution, and evaluation will influence leadership behaviors on the P.E. teachers, team coaches, and department chairs. The transformational leadership behaviors provide a positive idealized influence and consider individual needs in an organization. The leadership skill is not only to practice for P.E. teachers, coaches or department chairs but also to practice in another situation of physical education.

The purpose to practice transformational leadership is to improve and reach self-actualization leader and followers. However, a leader will have different amounts of transformational leadership behaviors in different situations and different cultures.

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## Correspondence:

Wang, Hsiu-Hua (王秀華)  
Center of Physical Education,  
National Chung Cheng University (國立中正大學)  
Address : 160, San-Hsing, Ming-Hsiung, Chia-Yi,  
621, Taiwan, R.O.C.  
Tel : 05-2777931  
Cell phone : 0952422818  
Fax : 05-2777945  
E-mail : grcsw@ccu.edu.tw