

Transformational and Visionary Leadership in Occupational Therapy Management and Administration

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ABSTRACT

Visionary leadership strives to proactively optimize the outcomes of our occupational therapy programs and services. A vision represents an ideal future state and guides organizations toward a higher standard of excellence (Covey, 1991). There is a clear difference between leadership and management, but both are critical to activate a vision. Transformational leadership focuses on helping every member of the team succeed in achieving the vision. A vision must be bold but also realistic, achievable, and measurable. The vision must then be communicated through multiple stakeholder groups, using a variety of tailored approaches to each audience. Clear goals and objectives must be enacted to implement the vision, and leaders and frontline staff must remain laser focused and accountable in order to sustain the vision for the long haul. Managing resistance to change requires courage, frequent communication, and the full engagement of the team to be a part of the change process.

LEARNING OBJECTIVES

After reading this article, you should be able to:

1. Understand the key differences between leadership and management
2. Recognize the traits of transformational and visionary leaders
3. Identify strategies for successfully developing, communicating, implementing, and sustaining a vision
4. Identify strategies for motivation and managing resistance to organizational change in pursuit of a vision

INTRODUCTION

Bold leadership requires a transformational and visionary approach in order to optimize the outcomes of our occupational therapy programs and services on behalf of the patients and clients we serve. Transformational and visionary leadership are also critical for achieving the profession's Centennial Vision of being a "powerful, widely recognized, science-driven, and evidence-based profession with a globally connected and diverse workforce meeting society's occupational needs" (American Occupational Therapy Association [AOTA], 2007, p. 613). Through understanding the differences between leadership and management, and developing strategies to develop, communicate, implement, and sustain a vision, as well as strategies for managing resistance to organizational change, transformational and visionary leadership approaches will be explored.

LEADERSHIP VERSUS MANAGEMENT

There are key differences between leaders and managers in the context of having a transformational and visionary approach to leadership (Loehr & Schwartz, 2001). Managers tend to be internally focused, whereas leaders are externally focused, attempting to build consensus on a vision for the future and the action steps required in achieving the goals. Managers tend to think and act from a short-term view, whereas leaders have a long-term, big-picture focus. Managers control and direct, whereas leaders inspire and empower. Managers tend to recognize and solve problems, whereas leaders empower and clear the path for staff to make decisions and solve problems. Yet another differentiation is that managers tend to rely on strategy, structure, and systems, whereas leaders are inclined to use style, staff members, skills, and goals to reach the desired outcomes. It is recognized that a combination of leadership and management is critical to organizational success and helps our colleagues and staff members embrace changes that work to better the profession and the clients we serve.

Your goals may be the same whether you lead or manage, but the methods you use to secure those goals are very different. The tasks associated with management require that the person who manages has been given the authority to supervise, organize, and control. In contrast, the tasks involved in leadership can be carried out by anyone. You can be a leader in promoting ethical practice, in maintaining competency or achieving expertise in a specialized area of practice, in facilitating client-centered and culturally competent practice, and in working effectively with the interprofessional team and referral sources. You can accomplish these goals even if your job title or job description does not encompass managerial or admin-

istrative responsibilities. It is critical for every student, clinician, supervisor, manager, director, executive leader, educator, and researcher to embrace this leadership challenge for the profession to thrive. As AOTA President Ginny Stoffel (2014) articulated so clearly in her Presidential Address, "Every member a leader" (p. 633).

VISIONARY LEADERSHIP

A vision represents an ideal model of the future that implies a change from the current state and effectively guides organizations toward a higher standard of excellence (Covey, 1991). Covey has identified *visionary leadership* as one of the seven habits of highly effective people. Visionary leadership is compelling and inspirational and is designed to challenge organizations to envision a future state that transcends the status quo.

Kouzes and Posner (2007) identified five practices of exemplary visionary leadership. Effective visionary leaders:

1. Model the way
2. Inspire a shared vision
3. Challenge the process
4. Enable others to act
5. Encourage the heart

Model the Way

Actions speak louder than words. Your behavior as a leader is the most powerful example to others (Kouzes & Posner, 2007). Your daily actions should reflect your commitment to your beliefs and values. These beliefs and values are clarified through self-examination and reflection. Ask yourself what is important to you, and why, and then act on your beliefs. Work with others to develop and affirm shared values among your department, interprofessional team, and organization. This provides a common language and a common vision within the organization that facilitates commitment, enthusiasm, and energy to create positive change.

Inspire a Shared Vision

Even though you may have a strong and compelling vision for your organization, you will not be effective in achieving this vision until you can inspire others to share it with you (Kouzes & Posner, 2007). Most people want their work to be challenging, meaningful, and purposeful. In addition, most people will welcome the opportunity to take part in a new and exciting endeavor that can potentially change how things are done and create something positive. We have a need to make a difference, and we attain much of our self-identity through our work. By listening carefully to others and communicating the meaning and significance of your vision, you can give your colleagues a tangible outcome to aspire to and help them to see how their own interests and aspirations can become aligned with your vision. In the process, your vision can also broaden to encompass the visions of others.

Challenge the Process

Successful leadership usually involves creating a change in the status quo (Kouzes & Posner, 2007). The leader's vision may drive

the initial change efforts, but it is equally important for a leader to be able to recognize and support good ideas and initiative in others, encourage risk taking, and be willing to change the system to support innovative best practices. An effective leader continually raises the bar for performance expectations, but he or she also provides the training, support, and coaching needed for people to attain mastery and success in achievable increments.

Innovation may involve failure, but another attribute of a leader is the ability to learn from failure and to move ahead (Kouzes & Posner, 2007). An effective leader also has psychological hardiness, which is an attitude about stress that promotes an adaptive response. Psychological hardiness entails three key assumptions: first, a strong sense of control and belief in one's power to influence the outcome of events; second, a strong commitment and a belief that there is something interesting or important in anything one does; and third, strength in challenge and a belief that personal fulfillment occurs through the continual process of learning. Leaders can promote hardiness in others by choosing tasks that are challenging but within the person's abilities to develop a sense of control, by focusing on positive reinforcement to develop commitment, and by helping people to see the possibilities within change to develop an attitude of challenge.

Enable Others to Act

Successful leaders enable others to act by fostering trust and creating an environment of collaboration (Kouzes & Posner, 2007). They allow others to feel a sense of personal power and accomplishment. They spread the power around, rather than micromanaging every situation. Leaders who trust the team members to contribute are more accepting of alternative viewpoints and more willing to let others exercise their influence. This creates trust among the team members, and trust is the most significant predictor of people's satisfaction with their employer. A climate of trust creates positive interdependence, in which cooperation rather than competition is used to achieve goals. Employees who perceive that power is shared in the workplace have a higher level of job satisfaction and performance.

Encourage the Heart

Leaders recognize and celebrate individual contributions and achievements in ways that are personal and meaningful to the recipients (Kouzes & Posner, 2007). They provide clear standards and give detailed feedback to individuals about their progress toward their goals. They have high expectations and focus on positive reinforcement. They pay attention to what their people do. They disclose information about themselves, motivating others to share as well. They use celebrations to create a sense of community and reinforce the desired culture and vision. They create strong social support networks to foster a sense of affiliation and attachment among colleagues.

Developing a Vision

The first step in developing a powerful vision is to envision the outcome and begin with the end in mind (Covey, 1991). Ideally,

the vision is formulated through a strategic planning process in which the vision statement is developed and shared among all critical stakeholders, representing leaders, frontline staff, and even the clients we serve. It must also be future oriented to assist our colleagues in clearly imagining a future state, and be bold enough to promote creativity and excitement in moving the profession or an organization toward a more optimal place. However, the vision must also be realistic, achievable, and measureable, so that the organization can clearly track progress toward the achieving it.

Communicating a Vision

Successfully communicating a new vision requires consistency and tenacity to inspire and motivate the profession or the organization in building energy and excitement toward a new state (Zaccaro & Banks, 2001). It is essential to network and reach out to all sectors of the organization to obtain their feedback and ideas on the best strategies for achieving the vision. Communication regarding the vision must be tailored to the audience of focus. Communication vehicles should include focus groups with a variety of stakeholders both internal and external to the organization, in addition to written communication tools, such as newsletters or electronic messaging. Social media, including Facebook, Twitter, LinkedIn, and AOTA's OT Connections, is now a powerful and effective medium for communicating a vision.

Implementing a Vision

After obtaining stakeholder input and feedback, leaders must develop clear goals and objectives for achieving the vision through the strategic planning process (Leggitt & Anderson, 2001). Budgets will need to be developed to ensure that the processes of implementing the vision are fiscally sound. Organizational systems must be developed to ensure that the goals and objectives are resourced appropriately and given a high level of priority. All members of the organization should be engaged to support the vision and ensure its success. All departments or divisions in the organization should be able to articulate and enact initiatives that support the vision and the strategic plan developed to achieve the vision. Visionary and transformational leaders set high performance expectations for everyone in the organization.

Sustaining a Vision

Supporting a vision for the long term requires constant attention and engagement by all levels of the organization (Millward & Bryan, 2005). Leaders and frontline staff must remain focused to ensure that the organizational commitment and passion for the vision do not fade. There must be flexibility to ensure that the team is able to respond to new external developments or unexpected challenges along the way. The vision and strategic plan should be reviewed at least annually to ensure that goals and objectives are reached and that the vision remains relevant and achievable. Accountability is also critical to ensuring success with achieving a long-term vision. All stakeholders should have frequent opportunities to review progress toward achiev-

ing organizational goals and objectives that support the vision. Organizational barriers should also be identified, and leaders and frontline staff need to be engaged to develop problem-solving strategies that assist with eliminating barriers.

TRANSFORMATIONAL LEADERSHIP

Transformational leaders convey a clear vision of the organization's future, exhibit passion for the organization's mission, and demonstrate the ability to inspire others to achieve a vision that may seem unachievable (Applebaum & Wohl, 2000). They focus on helping every member of the team succeed by developing trust, admiration, and respect among each other. Transformational leaders also inspire creativity and motivation to pursue a common goal or vision for the future in the context of a culture of innovation (Kim & Yoon, 2015). Research has shown that a transformational leadership style contributes to a work environment that supports clinicians to adopt behaviors that incentivize innovation and optimal achievement of client outcomes (Weng, Huang, Chen, & Chang, 2015). Transformational leadership engagement of staff has also been linked to a reduction in adverse events and patient mortality (Hendricks, Cope, & Baum, 2015). A strong commitment to patient safety, rather than a culture of blame, is associated with transformational leadership (Merrill, 2015), and it is also associated with staff dedication to continuous quality improvement in health care (McFadden, Stock, & Gowen, 2015). Frontline staff members are empowered to take a strong leadership role on their interprofessional teams in promoting high-quality patient care (MacPhail, Young, & Ibrahim, 2015). Transformational leadership promotes emotional intelligence, staff satisfaction, and a high level of clinical effectiveness (Tyczkowski et al., 2015). Positive work environments that promote patient-centered care and evidence-based practice with a reduction in staff turnover and absenteeism are linked to transformational leadership (Jeon et al., 2015).

Systems improvement and project management success are driven by transformational leaders (Gousy & Green, 2015). Through collaboration, open communication, and shared governance, staff members at all levels in the organization can be active participants in shared decision making. Individualized mentoring and coaching leads to improved capacity of staff members as they develop into transformational leaders (Leggat, Balding, & Schifftan, 2015).

Successful actualization of transformational leadership requires the following four leadership behaviors (Tinkham, 2015):

1. Intellectual stimulation that promotes creativity and independent thinking
2. Idealized influence, through which leaders serve as a positive role model
3. Tailored mentorship and support for individual mentees
4. Inspirational motivation that creates a vision to which others want to contribute

In addition, transformational leadership development requires continuous improvement and reflection on critical achievements,

defining moments, and setbacks, and it provides a safe environment for learning and development, to learn from mistakes and improve leadership capacity (Bleich, 2015). Research has shown that openness to experience and constructive feedback is a strong predictor of career mobility into management positions and success as a transformational leader (Nieß & Zacher, 2015). Transformational leadership is critical for developing, communicating, implementing, and sustaining a long-term vision.

Transformative Leadership Through Effective Feedback

Positive reinforcement can drive an employee to higher levels of achievement (Kling, 1995; Phipps, 2011). When the employee engages in a desired behavior, the leader should take the time to provide positive feedback using verbal or written methodologies, whether through spontaneous recognition or during the employee's performance review (Cravens, Oliver, & Stewart, 2010). Positive feedback reinforces the desired behavior, encouraging the employee to engage in it with greater frequency (Shalley, 1991). Praise should be sincere, timely, and related to specific accomplishments that contribute significantly to the success of the program. If feedback is necessary to correct a behavior, the feedback should be honest, objective, constructive, specific, clear, and communicated with an emphasis on how the employee can turn a mistake into an opportunity for goal achievement (Cawley, Keeping, & Levy, 1998). Feedback promotes constructive communication, collaboration, and cooperation, and it creates a work environment that fosters goal-oriented behavior and a focus on the multitude of opportunities to engage in satisfying work (Zacher, Heusner, Schmitz, Zwierzanska, & Frese, 2010). For example, a manager observed an employee exhibiting unprofessional behaviors with clients and staff. The manager scheduled a time to meet with the employee privately to discuss these behaviors and offered constructive feedback on the employee's performance. The employee indicated that she was not aware of the problematic behaviors and, together, the manager and employee set a mutually agreed on goal for achieving a higher level of professional behavior with clients and staff, providing a platform for ongoing support, feedback, and motivation toward a shared goal.

Transformative Leadership Through Fair Practices

Employees should feel that the implementation of departmental policies is conducted fairly and judiciously (Phipps, 2011). When all employees are treated fairly and given equal opportunity for achievement, they are more likely to contribute to the success of the organization (Locke & Latham, 1990). Alternatively, if employees do not trust that the manager is implementing a policy fairly, their motivation may wane over time. For example, a new graduate distrusted a clinical supervisor whom she perceived as focusing on her clinical flaws. Instead of contributing to the success of the department, the employee reluctantly took a passive role in the organization. After the supervisor recognized the employee's disengagement, a meeting was scheduled to discuss her performance. The employee revealed that she did not feel that she was being treated fairly, as she felt the supervisor was overly

critical of her work. Together, the supervisor and employee developed a plan for supported mentorship that created a safe platform for exchanging ideas and problem solving without making the employee feel singled out from the other staff.

Transformative Leadership Through Effective Communication and Active Listening

Effective communication fosters empowerment, personal growth, and organizational trust in a supervisory relationship (Phipps, 2011). A critical component to effective communication is *active listening*. Active listening is the multifaceted skill of directing full attention, concentration, and effort to the employee while remaining nonjudgmental. Through active listening, the manager establishes trust and demonstrates respect for the concerns of the employee (Nyhan, 2000). The manager can motivate employees by listening to their concerns regarding challenges in the workplace and engaging in active problem solving (Latham & Pinder, 2005). Often, employees have creative suggestions for how to resolve a problem or concern, and having those suggestions taken seriously can motivate them to take decisive action. For example, an employee had been increasingly concerned with the productivity demands of the organization. The employee approached the manager with her concerns that quality patient care was being compromised due to the unrealistic expectations for productivity. The manager actively listened to the employee's concerns and asked her to share her ideas. The employee then offered to lead an innovative group therapy program development project that could maximize productivity and provide a higher level of quality patient care. Through active listening, the manager was able to encourage active problem solving and creative solutions for achieving a mutually satisfying goal.

Transformative Leadership Through Effective Delegation

Delegating responsibilities to employees contributes to their professional development by providing unique opportunities to build new skills and develop new competencies (Phipps, 2011; Reinhard & Dickhauser, 2009). Delegation can also provide the added benefit of motivating employees toward action, as they become the drivers of change through engaging in work responsibilities that have meaning (Honold, 1997). Empowering leadership has been shown to positively affect psychological empowerment, which influences higher levels of intrinsic motivation and creative process engagement (Zhang & Bartol, 2010).

Delegation is a leadership skill that requires an astute understanding of which tasks will challenge the employee and provide him or her with an opportunity to engage fully in shaping the future of the organization (Phipps, 2011). The manager can effectively empower the employee to higher levels of confidence and self-efficacy toward future-oriented organizational goals (Bandura & Locke, 2003). Delegation also allows for supportive autonomy, in which the employee has an opportunity to define how a delegated task is accomplished. For example, an occupational therapist was supervising an occupational therapy assistant who demonstrated a high level of creativity and potential

for contributing to the department. The occupational therapist delegated a program development opportunity to the occupational therapy assistant that allowed her to use her creativity to develop a program flyer and a presentation promoting occupational therapy for distribution to physicians and the public.

Transformative Leadership Through Inclusiveness in Decision Making and Employee Participation

Regularly communicating the organization's or department's mission, values, and vision can motivate employees toward a higher level of participation (Mathieu & Zajac, 1990; Phipps, 2011). When employees feel they are an important part of the larger organization and know that their contribution is valued, they are more likely to take action to help the organization meet its goals and objectives (Brown, 1996; Wagner, 1994). Managers and staff should create team goals through a strategic planning process that promotes full inclusion of all staff members (Cotton, Vollrath, Froggatt, Lengnick-Hall, & Jennings, 1988). Strategic initiatives should be bold, clear, and measurable to ensure that employees are motivated to achieving the objectives of the program (Glew, O'Leary-Kelly, Griffin, & Van Fleet, 1995). The manager motivates individual practitioners to implement those goals by capitalizing on the strengths of each (Doucouliagos, 1995). For example, a manager decided to develop a new mission, values, and vision statement for the department. Rather than working on this project in isolation, the manager brought the entire team together and divided responsibilities for developing a shared direction for the department. The staff commented that they felt a greater level of motivation for achieving the department's goals because they were included in the development of the departmental vision.

Transformative Leadership Through Effective Team Building

Team-building activities have been shown to effectively lead employees toward successfully accomplishing organizational goals and objectives (O'Leary-Kelly, Martocchio, & Frink, 1994; Phipps, 2011). Team building can occur in the context of committees, staff meetings, and Occupational Therapy Month celebration activities, to name a few. Building solid teams working in partnership can maximize productivity, interpersonal harmony, and measurable goal achievement, as it facilitates the integration of an individual's goals into a larger focus on the organization's needs (Lumsdon, 1995). Effective teams are composed of an interdependent group of individuals who are organized around the organization's core mission, values, and vision for the future. Team building infuses mutual accountability for achieving the organization's goals when work is conducted in a collaborative environment in which each member of the team has a clear sense of his or her roles and responsibilities for realizing the shared vision for the organization's success. It can also facilitate enthusiasm, passion, and drive toward achieving the program's vision and mission. Employees who typically underachieve will be motivated by the norm expectations of success from the group at large; problem solving and collective decision

making are optimized with the inclusion of multiple perspectives; individual strengths are capitalized on as the group identifies lead persons to carry out specific tasks; and the collective strength of the group creates opportunities for improved productivity, quality, and optimum employee performance.

Transformative Leadership Through Mentoring

Mentoring in occupational therapy involves pairing an experienced leader with an employee who has identified a particular goal in the organization that relates to the mentor's strengths (Phipps, 2011). It provides training opportunities to develop new skills and can be an effective means of motivating employees (Benson & Dundis, 2003). The mentoring process can provide the necessary support to motivate an employee toward action, as accountability and mutual problem solving are established in the mentoring relationship.

Transformative Leadership Through Employee Rewards

One key to keeping employees motivated is to reward them for work well done (Jenkins, Mitra, Gupta, & Shaw, 1998; Phipps, 2011). Often, a simple "thank you" is all it takes to make an employee want to continue working hard. Likewise, public acknowledgment by a peer can effectively motivate employees toward higher levels of achievement. However, sometimes it is prudent to reward employees in a different way. Any reward system should be designed and implemented in consultation with employees and should reflect the values of the organization (DeMatteo, Eby, & Sundstrom, 1998).

Many options are available for rewards, but a few guidelines should be followed (Phipps, 2011). First, the reward should be matched specifically to the person and to the achievement, and it should be bestowed in a timely and authentic manner (Perry, Mesch, & Paarlberg, 2006). Employees should feel that their reward is meant for them, and that thought went into ensuring its specialness. To find out what rewards employees might like, managers should ask them, either face to face or via an interest survey, what they value or what they enjoy doing during their off time. No two people are alike, and therefore rewards should not be the same across the board. Individualizing rewards shows employees that they are cared about and respected. For example, a manager recognized a member of the team for his work in successfully preparing the department for a hospital accreditation survey. The manager collaborated with the team on a special recognition lunch to congratulate the employee's efforts, with attendance by key hospital administrators. Each team member prepared a brief statement of congratulations. This recognition was deeply effective for the employee and served as a motivator for continued levels of excellence.

Additional suggestions for providing concrete rewards for exceptional performance to motivate employees include raises and bonuses, increased paid time off, promotions, or a title change (Baltes, Briggs, Huff, Wright, & Neuman, 1999; Phipps, 2011). All behavior or activity that is rewarded should be above-ordinary productivity or expectations; frivolous rewards will set a precedent in which employees expect all behavior to be rewarded, which could

be costly (Bucklin & Dickinson, 2001). It should also be noted that managers should not promise a reward unless they can actually deliver it (Honeywell-Johnson & Dickinson, 1999); failing to deliver on the promise devalues the employee and his or her contribution.

Transformative Leadership in Challenging Times

Motivating employees during challenging times, whether due to a down economy or rapid organizational change, can present the occupational therapy manager with opportunities for innovative leadership approaches to motivation (Phipps, 2011). An effective leader consistently prepares employees for inevitable change (Nohria, Groysberg, & Lee, 2008). Leaders must ensure that employees understand why a change is necessary. Employees also need to feel that their ideas are valued as part of the solution to organizational challenges. Effective leaders inspire employees toward a more optimistic future by actively engaging the employee in solution-driven activity, despite the threat of layoffs and budgetary cutbacks. High morale, employee satisfaction, and the achievement of high levels of motivation are possible during challenging times when employees view their team's work as ultimately contributing to making others' lives more fulfilling.

RESISTANCE TO CHANGE

Resistance is the action taken by individuals and groups when they perceive a change as a threat to them (Zaccaro & Banks, 2001). Leaders must recognize that resistance is a natural byproduct of transformational and visionary change processes. Effective leaders seek to engage individuals who resist change by assisting them with being a part of the change process (Nohria et al., 2008). Managing resistance to change requires courage, commitment, frequent communication at all levels, inclusiveness, and respect for alternative points of view (Phipps, 2011). Additional strategies for managing resistance to organizational change include:

- Listen to concerns and seek feedback.
- Create opportunities for involvement.
- Maintain open communication.
- Offer support and reassurance.
- Communicate the mission, vision, objectives, priorities, and goals frequently.
- Model integrity.
- Encourage creative thinking and problem solving.
- Reward high performance.
- Celebrate successes.

Through these change management strategies, effective leaders ensure understanding with the change process, engage individuals in solution-driven communications, and foster effective teamwork to tackle the challenge of supporting a transformational and visionary organizational change.

CONCLUSION

Visionary leadership strives to proactively optimize the outcomes of our occupational therapy programs and services. A vision represents

an ideal future state and guides organizations toward a higher standard of excellence. There is a clear difference between leadership and management, but both are critical to activate a vision. Transformational leadership approaches focus on helping every member of the team succeed in achieving the vision. A vision must be bold but also realistic, achievable, and measurable. The vision must then be communicated through multiple stakeholder groups, using a variety of tailored approaches to each audience. Clear goals and objectives must be enacted to implement the vision, and leaders and frontline staff must remain laser focused and accountable in order to sustain the vision for the long haul. Managing resistance to change requires courage, frequent communication, and the full engagement of the team to be a part of the change process. ☐

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Learning Level: Entry

Target Audience: Occupational Therapists, Occupational Therapy Assistants

Content Focus: Category 3: Professional Issues: Administration and Management

1. Which of the following describes effective leadership?
 - A. It is internally focused.
 - B. It requires supervisory or management skills.
 - C. It builds consensus on a vision for the future.
 - D. It acts from a short-term view.
2. Research has shown that transformational leadership:
 - A. Contributes to a work environment that supports clinicians to adopt behaviors that incentivize innovation and optimal achievement of patient outcomes
 - B. Reduces adverse events and mortality
 - C. Promotes staff dedication to continuous quality improvement
 - D. ll of the above
3. Successful actualization of transformation leadership requires:
 - A. Adherence to management's directives
 - B. Idealized influence, through which leaders serve as a positive role model
 - C. Dependent mentorship
 - D. Raises and promotions
4. A vision:
 - A. Represents an ideal model of the future that implies a change from the current state and effectively guides organizations toward a higher standard of excellence
 - B. Represents an area of AOTA specialty certification
 - C. Requires acuity and oculomotor control
 - D. None of the above
5. Which of the following is *not* a practice of exemplary visionary leadership?
 - A. Challenging the process
 - B. Modeling the way
 - C. Encouraging dissent
 - D. Enabling others to act
6. Developing a vision requires:
 - A. Envisioning the outcome
 - B. Beginning with the end in mind
 - C. Boldness, creativity, and a future orientation
 - D. All of the above
7. Implementing a vision requires:
 - A. High organizational performance expectations
 - B. Focus groups
 - C. Social media
 - D. Newsletters
8. Sustaining a vision requires:
 - A. Large budgets
 - B. Laser focus
 - C. Hand holding
 - D. Evidence
9. Resistance to change:
 - A. Is a natural byproduct of transformational and visionary change processes
 - B. Presents an opportunity to assist individuals with being a part of the change process
 - C. Requires courage, commitment, and frequent communication
 - D. All of the above
10. Which of the following is *not* a strategy for managing resistance to organizational change?
 - A. Communicate the mission, vision, objectives, priorities, and goals frequently
 - B. Pursue disciplinary action towards those who resist change
 - C. Model integrity
 - D. Reward high performance
11. Inclusiveness and participation effectively improve employee motivation because
 - A. Employees feel they are an important part of the larger organization.
 - B. Employees know that their contribution to the success of a strategic plan is valued.
 - C. Employees are more likely to take action toward helping the organization meet its goals and objectives.
 - D. All of the above
12. Delegation is an effective strategy for building employee motivation because:
 - A. Delegation takes the workload off the manager.
 - B. Delegation builds morale.
 - C. Delegation builds new skills and develops new competencies.
 - D. All of the above