

RELATIONSHIP BETWEEN TRANSFORMATIONAL LEADERSHIP AND HOPE. STUDY OF 100 CHILEAN BUSINESS LEADERS

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ABSTRACT

The relationship between hope and transformational leadership has been little explored and the few existing studies on this topic have been conducted in the United States. The present study shows the relationship between transformational leadership practices and components of hope. For this purpose a sample of 100 Chilean business leaders apply the leadership practices inventory of Kouzes and Posner (1997) and the scale of hope designed by Snyder (1991) was collected. The results suggest that there is a direct relationship between hope and leadership practices. However, if it relates to be contrasted with demographic variables: level of education, time in current position, and by direct experience in managing staff employees.

KEYWORDS: Transformational Leadership; Hope; Goals; Achievement Motivation.

INTRODUCTION

The relationship between hope and transformational leadership has been little studied globally, much less in Latin America. Recently expectancy theory has been applied to concepts of organizational leadership (Helland and Winston, 2005); Shorey and Snyder (2004) presented the concept of hope as a common process in leadership and now this concept of hope is included in the concepts and emerging models of leadership (Helland and Winston, 2005). This research reports the findings of a study conducted in Chile from 100 surveys where hope (Snyder, 1991) and leadership practices (Kouzes and Posner, 1997) are related.

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The findings prove that there is a direct positive relationship between transformational leadership and hope, although both variables were independently validated. Additionally, it is found that those leaders who develop their hopes are more effective and efficient.

From the results it is also verified that demographic variables: level of education, time in current position, dependent direct and experience in managing staff employees, have a positive relationship with the leadership practices of transformational leadership and the components of hope.

Finally, the contributions of research to different fields of business administration, sciences and those related specifically to the field of transformational leadership and hope arise.

DEVELOPMENT

Theoretical basis - Leadership

Regarding the dominant paradigm in the study of leadership, this has evolved since based on the traits of leaders, such as theories of the great man (Carlyle, 199 & Cogliser, 1999), meta model path (Evans, 1970 more static models; Fiedler, 1967; House, 1971; House & Dessler, 1974; House & Mitchell, 1974), the situational leadership model (Hersey & Blanchard, 1969), including taking into account the variables for analysis of the environment and the person (Yukl, 2002).

The literature has no single definition of leadership, Yukl (2002) states that researchers usually define leadership from their own perspective and according to the topics that interest them and are related to them. Stogdill (1974) says that there are many definitions of leadership as the number of people who have tried to define the concept.

The academy has been studied and analyzed the leadership from different perspectives. Traditionally there are two perspectives that define this concept, the first one examines leadership as a position of hierarchy within an organization, and the other examines leadership as a process of social influence (Helland and Winston, 2005; Yukl, 2002).

Each of the above perspectives analyzed, proposed functions, roles and activities to develop the leaders and give way to four approaches or theories of leadership: traits, behavioral, contingency and transformational (Doyle and Smith, 2001; Yukl, 2002). The vast majority of studies concerning leadership focuses on the leader (Helland and Winston, 2005) and for the purposes of this study, the leader discussed within organizations and on the premise that leadership can and does difference in every aspect of the organizations (Hickman, 1998-3) or behavioral models such as Ohio University (Stogdill, Good & Day, 1962), the situational models such as the theory of leader follower exchange (Schrieseim, Cogliser & Castro, 1999), the target path model (Evans, 1970; Fiedler, 1967; House, 1971; House & Dessler, 1974; House & Mitchell, 1974), the situational leadership model (Hersey &

Blanchard, 1969), including taking into account the variables for analysis of the environment and the individual (Yukl, 2002).

Transformational Leadership

Almost four decades have passed since Burns (1978) published its seminal work which introduced the concepts of transformational and transactional leadership; transactional leaders base their influence on the exchange of rewards with dependents.

Transformational leadership is generally defined as a theory of power, is the influence which the leader acts in mutual way with his followers by appealing to their greatest needs, and inspiring and motivating to move towards a particular purpose, Bensimon, Neumann and Birnbaum (1989); Rost (1991). A transformational leader attends to individual needs of followers and offers inspiration to achieve growth of an organization and its components; process which gives meaning to their work rather than a reward. The intention then understands the relationship between power and hierarchy giving collective emphasis becomes the subject of investigation of those who delve into a theory about the transformational leadership. In this process there was a change in the behavior of the leader and his followers since the first exchange rewards or punishments given to guide followers in organizational processes.

The basis of this study is the theory of transformational leadership, which according to Northouse (2001) was described by Downton in 1973, but enlarged and academically defined by James McGregor Burns in 1978. Burns (1978) defines two types of leadership, transformational and transactional. These two types of leadership were defined from the behavior that leaders use to influence or express his followers and the effects of the leading followers (Yukl, 2002). Rost (1991) says, transformational leadership acts as a bridge between the old and new views of leadership. Transformational leadership begins to conceptualize leadership as a process, emphasizing the interaction between leaders and followers. By distinguishing between leaders and followers, however, the focus remains hierarchical, where the research focus tends to be on the identification of the characteristics or qualities of the leader as inspiration, confidence, passion and commitment.

While transactional leadership based influence defined in the contract or transaction with its followers (Zarate and Matviuk, 2011), the transformational leader influence based on charisma and inspiration, achieving admiration, loyalty, respect and commitment beyond expected of each of his followers (Yukl, 2002).

Transformational leadership is a type of leadership required in organizations by results achieved and the organizational climate that generates, so it is necessary to measure it. For this, Bass and Riggio (2006) mention that the Inventory Leadership Practices (LPI) developed by Kouzes and Posner

(1997) is an instrument that measures the behavior of transformational leaders and is used to develop programs of leadership within organizations. Both the concept of leadership as the behaviors associated with it, defined by Kouzes and Posner are used as a basis for this investigation.

Other authors like Palomo (2007) consider that transformational leadership is best understood when compared to transactional leadership. Both modalities are unique, but are not mutually exclusive processes. A single leader can use both at different times and in different situations above is reinforced by Avolio, Bass and Jung (1999), in another study, who found positive correlations in ratings between the styles of transformational and transactional leadership, which leads them to assert that the best leaders are both transformational and typically shows as transactional, which is not less than 30 years in issue, both constructs have been generated and accumulated a substantial body of research Judge, & Piccolo (2004), the transformational style one that has received empirical support Judge, & Bono (2000), which also influence the existing literature on leadership Parry & Sinha (2005) found that this is a strong predictor of rates of both individual and organizational performance.

Moreover, we have conducted research to observe the relationship that exists between these concepts and variables and organizational indicators. For example, have examined and established the positive effects of transformational and transactional strategy variables such as follower job satisfaction and satisfaction with the leader Heinitz (2006); also analyzed the influence of work climate Berson & Linton (2005) and productivity by Chen (2004), among others. Therefore, it could establish that the transformational and transactional strategies are those that currently dominate research on leadership.

The full range of leadership developed by Burns (1978) introduces four elements of a transformational leader:

1. Individual Consideration: the degree to which the leader attends to each follower's needs, acts as a mentor or coach to the follower, and listens to the concerns of followers and their needs. The leader gives empathy and support, keeps communication open and pound challenges facing followers. This also encompasses respect and celebrates the individual contribution that each follower as someone who can contribute to the team. Followers have the desire and aspirations of personal development and have intrinsic motivation for their tasks.

2. Intellectual Stimulation: is the degree to which the leader challenges the assumptions, takes risks and asks ideas to the followers. Leaders with this trait stimulate and encourage creativity in their followers. Stimulates personal development and encourages independent thinking. For a leader like him, learning is a value and unexpected situations are viewed as opportunities to learn. Fans are encouraged to ask questions, think deeply about things and find better ways to perform their tasks.

3. An inspiring motivation: the degree to which the leader articulates a vision that is appealing and inspiring to followers. Followers see an inspiring challenge with a high level of motivation, a sense of optimism about future goals, and provide meaning for the task at hand. The leader creates the need to have a strong sense of purpose for them to act.

4. The role and model identification: the highest level of transformational leadership. The head design provides a common vision and purpose, values and norms that give meaning to the work. The pride of the leading plant feelings of mission stakeholders, provides a feeling of improved performance capabilities give you a personal example. The leader directs increases trust and identification with the goals. The followers internalize the attitudes and objectives and act in this spirit, even when the boss is not.

On Bass and Avolio (1990) argue that parts of the main dimensions of transformational leadership are:

- **Idealized Influence Attributed:** The leader is respected, admired and has the confidence of his subordinates, with model identification and imitation for them. It has a fitness leader to influence others its vision and mission, earning the respect and trust of others. His moral and ethical behavior is well planted, which pays its prestige. Bass and Avolio (1990).
- **Idealized Influence Behavior:** The leader shows behaviors that serve as role models for subordinates or colleagues, shows consideration for the needs of others above their own needs, shares risks with followers and is consistent between what he says and does. His work, his ethics and morals, get the admiration and reverence of his collaborators, influencing them with optimism towards achieving organizational goals, establishing strong patterns identification. Bass and Avolio (1990).
- **Inspirational Motivation:** The leader articulates an organizational vision, emphasizing desirable goals for others, and how to achieve them, thanks to these followers feel more powerful. The leader becomes an example worthy of imitation, using communication as a tool to convey his perspective. Transmits with words of encouragement possibilities to achieve the vision. Bass and Avolio (1990).
- **Intellectual Stimulation:** The leader helps subordinates to question their routine to solve problems and improve the methods they use to do so, ie refers to competition that counts the leading treatment for problem solving and forms ability to fragment reality in time, in order to restart new directions. Bass and Avolio (1990).

In this regard, Bass and Avolio (1990) describes the following types of capabilities:

- **Interpersonal Capacity:** Refers harmonious relationships with your team, ie sociability in the broadest sense of the term.
- **Emotional Capacity:** To challenge risk situations requiring decisions to act boldly.

- **Technical Capability:** It allows the acquisition and application of scientific knowledge in terms of their management, the sector in which it operates.

It is important to note that Bass (1994) argues that transformational leadership in general is affected by the individual personality of the leader, which is no empirical evidence indicates that characteristics such as physical fitness, prior experiences, self-esteem, skills Cognitive and emotional, which are associated with the emergence and effectiveness of transformational leadership, Atwater, Dionne, Avolio, Camobreco and Lau (1999), Bass and Avolio (1994). According to Bass (1994), these personal attributes proved central to the Transformational Leadership, mainly for the effectiveness of the team leader.

Definition of transformational leadership

Considering the capabilities listed by Avolio (1997); Bass & Avolio (1990) and Burns (1978), transformational leadership is defined as a process that 'leaders and followers do together to advance to a higher level of morale and motivation level'. Burns gives importance to the difficulty in differentiating between management and leadership, as well as the differences between the characteristics and behaviors of the leader. Burns then establishes two concepts: Transformational leadership and transactional leadership. According to Burns (1978), the style of processing results in significant changes in the lives of people and organizations, redesigns perceptions and values, changing expectations and aspirations of employees. In the transactional style, the relationship is not based on give and take but in the personality of the leader, the features and the ability to make a change through vision and goals.

Regarding the definition, Bass and Avolio (1990) more precisely as mentioned above, note the following factors or 'Four I's' that determine whether the leadership is transformational: (a) Charisma: ability to enthuse, to convey trust and respect; (b) Individual Consideration: provides personal attention to each member individually treat each subordinate, provides training, advises; (c) Intellectual Stimulation: promoting new approaches to old problems, emphasizing intelligence, rationality and problem solving; (d) Inspiration: increased optimism and enthusiasm; (e) psychological tolerance: using humor to indicate mistakes, to resolve conflicts, to handle tough times.

Importantly, the first and most important factor is transformational charisma, which in recent years has been naming idealized influence (Avolio and Bass, 1991; Bass and Avolio, 1994; Bass, 1999). This factor refers to the leader's ability to evoke a vision and gain the trust of their followers. The second factor is inspired (or inspirational motivation), defined as the leader's ability to communicate their vision. The third factor is transformational intellectual stimulation or leader's ability to make his subordinates to think creatively and innovatively, and finally, the fourth factor is the

individualized consideration that would signal the leader's ability to provide personal attention to all members of his team, pointing out that their individual contribution is important.

Leadership Categorization Theory

In 1991 Lord enunciated the leadership categorization theory (Lord, Foti, and De Vader, 1984; Lord Foti and Phillips, 1982; Lord and Maher, 1990, 1991), which is based on the cognitive theory of categorization defined by Rosch in 1978 defines that leader effectiveness is framed in meeting expectations or perceptions that are the followers of the leader. This theory also says that the expectations and perceptions of the followers are based on preconceived ideas and prototypes are based on leadership (Zárate and Matviuk, 2011). Haslam (2004) mentions that due to the above, the effectiveness and success of the leader is because both failed to meet expectations, or that he or she had their followers.

In the above, the first part of this research is based, from which it appears that knowing the expectations of the followers, leaders can then modify their behavior and achieve to fulfill those expectations thus increasing its credibility and effectiveness and achieve the objectives of the organization.

The Leadership Practices Inventory (LPI)

The Leadership Practices Inventory (LPI) consists of five practices that Kouzes and Posner (1990; 97; 2000; 2001; 2002; 2003) established that is used to observe five leadership behaviors. They studied thousands of leaders from the private sector and the governments to investigate the components of the expectations we have of them through their studies found in highly effective leaders are constantly expressed, and that leadership can be defined through a system of observable leadership behaviors, these practices are:

- **Challenging the process:** Each process or activity can be improved. It is practice refers to the ability of the leader to be constantly challenging each activity performed, ie change challenge, challenge the stability and propose new and better ways to proceed. The leader assumes the risks of the administrative, operational, and its internal and external dynamics. He extended his dominion over business risks and on the strategic difficulties. Skepticism and permanent make this first experimental constitutive behavior of transformational leadership LPI.
- **Inspire a shared vision:** The second transformational leadership behavior that integrates continuous exciting LPI relates leader imagination about future scenarios. The organization and its members need a clear direction where to go. This practice refers to the ability of the leader to inspire and share a vision.

- **Empower others to act:** The third behavior, also transformational, also integrates the LPI, where the leader takes place, persistently, a participatory and collaborative process in decision-making, behavior that foster a positive impact on proactive followers. This practice refers to the ability of the leader to allow their partners run. It relates to delegate, but goes further.
- **Providing leadership:** The fourth LPI transformational behavior becomes the value framework and morality. First, it refers to a high hierarchy of values and additionally, high morality. This is a consistency of moral reasoning in their practice or morality, colloquially; leader preaches constantly, both in their professional values as their inseparable personal estimates. Models that mark the way forward is needed. This practice means that the leaders are showing the way forward, are those that give the pattern to follow in terms of values and behavior within the organization.
- **Provide comfort:** The fifth and final leadership behavior is the only transaction that integrates the LPI. Here the leader always provides positive feedback: he publicly recognizes individual contributions and celebrating team accomplishments. Collaborators need to breath. This practice refers to the leader's ability to motivate and encourage their employees and the way in which he succeeds.

The meter LPI is not exclusive to business leaders. While applied to assess the leadership practices of managers in the private sector, it is also used for public leaders (Posner and Rosenberg, 2004); (Posner and Schnidt, 2001) and college level students, in order to increase the effective exercise of leadership (Posner, 2004).

Hope

Hope is a universal human phenomenon (Shade, 2001) that has been proven through numerous studies during the 90s (Snyder 1994; Snyder, Harris, et al, 1991; Snyder, 2000). Hope has been conceptualized by Snyder and colleagues (1991), is a construct in the area of positive psychology (Helland and Winston, 2005). Positive psychology essentially emphasizes the strengths of the people and not the psychological pathologies (Helland and Winston, 2005), ie that positive psychology seeks to understand and build the factors that allow individuals, communities and societies flourish (Seligman, 2002).

According to Snyder (2000), he defined hopes with his colleagues from different perspectives. However all definitions are similar and for the purposes of this study the definition of Snyder, Irving and Anderson (1991) says that hope is a positive motivational state that is based on the sense of

achievement of two main areas, the energy will directed to set goals (agency) and planning done to achieve those goals (pathways).

The central element of the theory of hope is that the central catalyst for future action is goal-directed thinking (Snyder, 2002; Helland and Winston, 2005). In people, have high hopes differs drastically from those who have a low level of hope in different ways. People who possess a high level of hope strongly persevere toward their goals and even they seem to be able to generate more goals and when they encounter an obstacle, people with high hopes experience less stress and are able to generate better strategies to overcome obstacles in Compared with people who have less hope (Helland and Winston, 2005; Snyder, 2002).

People with high levels of hope, fails to make a proper diagnosis emotional allowing you to identify more successful future strategies while people with low levels of hope tend to experience high levels of personal doubt that his future actions dam (Helland and Winston, 2005; Snyder, 2002). Additionally, people with high hope better confront the ambiguity and uncertainty (Helland and Winston, 2005; Snyder, 2002).

Finally, people who have high levels of hope establish positive relationships with others, places that can not only create goals for themselves, but they can also create collective goals. (Helland and Winston 2005).

Differentiation of hope from the point of view of Snyder (1991) and what is traditionally meant by this construct especially in Latin America, is action. As mentioned above, hope leads to internal staff analysis and action and perseverance.

Areas of Hope

The definition of hope is made up their areas, which were mentioned above and explained below:

(1) Determination to achieve goals (agency): This refers to the ability to not only set goals but want to achieve.

(2) Planning to achieve goals (pathways): This refers to the ability to achieve the proposed goals, ie to overcome the obstacles that are in the way and overcome adversity in order to achieve goals.

Relationship Between Hope and Leadership

Since leadership is a relationship between leaders and followers, there is a parallel between the conceptualization of Shorey and Snyder (2004) that hope is a common process in leadership and Burns's description (2003) leadership (Helland and Winston, 2005). According to Shorey and Snyder

(2004), hope is a cognitive process of routing towards targets composed of a clear definition of goals, the ability to develop routes to reach those goals and possess the motivation required to use these routes to persevere in achieving the goals. According to Helland and Winston (2005), the components of hope: goals, setting goals and planning to achieve goals are present in organizations to the extent that both leaders and followers seek to achieve valuable results both personally and organizationally. Additionally, these authors mentioned that effective leadership contains or depends on a hopeful thought.

Peterson and Luthans (2003) mention in their studies that managers who have high hopes have units work great performance, have low turnover in their units and have more satisfied employees.

Research Objectives

The main objective of this research is to determine if a relationship exists and how is it, between hope and ideal expectation that have leader Colombians employees.

Additionally, we have the following specific objectives:

- To analyze the correlation between leadership practices and areas of hope.
- Determine whether age, gender, level of education, time in current position, directly by employees and personnel management experience, have some relation to leadership practices and areas of hope.

Methodology

The results presented in this article are the product of a descriptive research as it seeks to specify and describe people or groups in the sample for the results or properties obtained in the model variables mentioned, is considered a correlational study, since correlations between variables that structure are established, and comparisons between the different groups are performing in different Latin American countries on issues related to leadership.

The analysis contains the relationship between transformational leadership and hope in Chilean organizations.

With regard to research design, this corresponds to a non-experimental design, since only the situation is studied on the phenomenon, and ex-post-facto, because the measurement is then made to the occurrence of the phenomenon of leadership, without control over their variables.

Sample

It was determined that the overall study sample should have the following characteristics:

- Be composed of men and women.

- All participants must be linked to a company and work in Chile.
- All participants must be at least one (1) employee in charge.

Sampling was performed probabilistic and non-probabilistic manner. That is, certain organizations are not taken probabilistically, but the sample was chosen probabilistically people do, seeking to meet the above requirements.

Instruments Used

To conduct this study, two instruments applied to the same population were used. The Leadership Practices Inventory Kouzes and Posner (1997) and the instrument developed by Snyder (1991) for the measurement of hope were used.

The Leadership Practices Inventory (LPI)

According to Zarate and Matviuk (2011) this instrument contains 30 questions divided into six questions for each of the leadership practices. Participants respond to each of these questions on a Likert scale of 10 points by answering how often a leader behaves in the manner described from 1 (almost never) to 10 (almost always).

Meanwhile, Kouzes and Posner (1997) note that the range reliability test of Cronbach's alpha is between 0.81 and 0.91 which shows that the LPI is a valid and reliable instrument (Zarate and Matviuk, 2011).

As mentioned above, the present study is part of a larger study made by the authors. In the case of LPI, the instructions were modified, in the format used by Matviuk (2005, 2007). Instead of asking participants to evaluate a real leader of his organization were instructed to define how an ideal leader should behave, using the questions, statements and definitions of LPI (Zarate and Matviuk, 2011).

The instrument developed by Snyder to measure the Hope

The Hope Scale developed by Snyder (1991) is a self-assessment contains 12 questions designed for people over 15 years (Snyder, 2000). Participants respond on a Likert scale response 8 points if the argument is completely false (1) to completely true (8). The instrument has been validated statistically reported a Cronbach's alpha between 0.74 to 0.84 for different samples (Snyder, 2000) which shows that it is a valid and reliable instrument for 0.70 exceeds the minimum recommended by Nunnally (1978).

The scale of hope is a short and easy to fill instrument which takes approximately 2 to 5 minutes to be completed (Snyder, 2000), which makes it very applicable and useful within organizations.

By bringing these instruments, a demographic to analyze their correlation with both leadership practices as hoping variables was added. These demographic variables included the participant's age, gender, level of education, time in current position, number of employees and by years of experience in direct management of staff (Zárate and Matviuk, 2011). Although the sector to which the company belongs to which the participant works included in the present study it was decided to omit this analysis and present in subsequent analyzes.

Result

To analyze the collected data was used SPSS version 19 in Spanish. First general analysis included Cronbach's alpha and then analyzes the relationship between leadership practices with the components of expectancy and other demographic variables and correlations necessary for the completion of this study were run were performed.

The surveys were conducted in the city of Santiago to a total of 100 participants who met all requirements to be included in the study. Table 1 shows the characteristics of the sample:

Table Nº 1: Demographic Description of the Sample

Variable control		Country: Chile	
		N	%
AGE	20 years or less	0	0.00%
	21 - 25 years	8	8.00%
	26 - 35 years	49	49.00%
	36 - 45 años	35	35.00%
	46 - 60th anniversary	8	8.00%
	61 years or more	0	0.00%
GENDER	Male	53	53.00%
	Female	47	47.00%
EDUCATION	Complete Secondary	0	0.00%
	Incomplete Degree	19	19.00%
	Full Degree	58	58.00%
	Post University Degree	23	23.00%
TACTUAL POSITION - Time in current position	Two years or less	31	31.00%
	Between two and five years	43	43.00%
	Between five and ten years	17	17.00%
	Over ten years	9	9.00%
DIRECT EMPLOYEE - Employees in charge	0	0	0.00%
	1 to 2	44	44.00%
	3 to 10	39	39.00%
	10 to 20	10	10.00%
	Over 20	7	7.00%
EXPMANPERS - Experience in personnel management	Less than 1 year	0	0.00%
	Of 1 to 3 years	53	53.00%
	4 to 7 years	30	30.00%
	Over 8 years	17	17.00%

Source: Own Elaboration

Additionally, the measurement was performed for each of the instruments resulting in the LPI for a Cronbach's alpha of 0.9544 and hopes to scale a Cronbach's alpha of 0.834. Both values exceed the value of 0.70 recommended by Nunnaly (1978) minimum, which indicates that the data are reliable.

Figure 1 shows the overall results of the LPI, where each of the practices are abbreviated as follows: challenging the process (challenge), inspire a shared vision (vision), enabling others to act (enabling) serve as a model (example) and provide encouragement (motivate). The graph shows that the Chilean delegate ideal leader must know, must lead by example and should know how to motivate their employees. On the other hand, the Chilean ideal leader may be a traditionalist and does not need strengthening or frequently share their vision with partners.

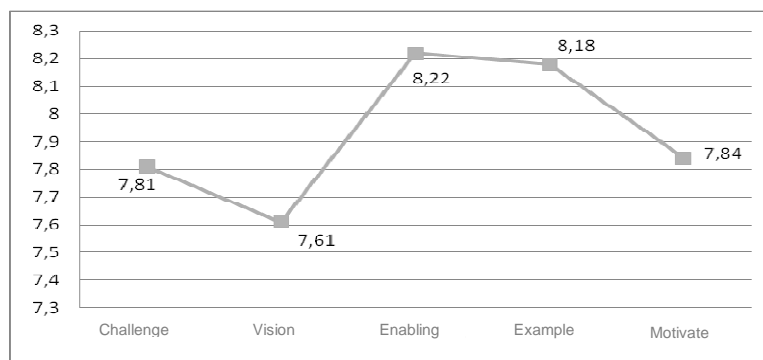


Figure Nº 1: LPI Overall results
Source: Zarate and Matviuk (2011)

Meanwhile, Figure 2 shows the overall results of hope; it identifies each of the components of hope which are identified with your name in English as well: Setting goals (agency) and planning to achieve goals (pathways). Among the two components Chileans are devising better ways to achieve goals rather than creating goals for themselves.

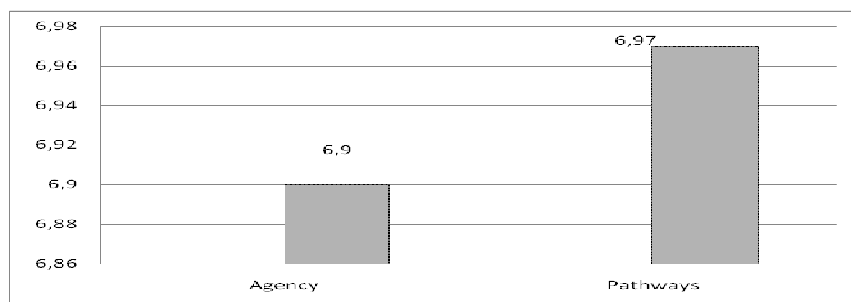


Figure Nº 2: Overall Results of hope
Source: Zarate and Matviuk (2011)

In Table 2, it is seen that the correlation coefficients are not significant for either of the two components of hope, so we can conclude that hope has no significant relationship with behavioral expectations of leaders according to leadership practices framed within the transformational leadership.

Table Nº 2: Correlation Analysis between Leadership Practices and Components of Hope

** Correlation is significant at the 0.01 level (bilateral); * Correlation is significant at the 0.05 level (bilateral)

	Challenge	View	Enabling	Instance	Motivate
Agency	0,083	0,111	0,123	0,057	0,154
Pathways	0,033	0,153	0,092	0,059	00.160

Source: Own Elaboration

The two components of hope are analyzed setting goals (agency) and which refers to the ability of a person to create goals and planning to achieve goals (pathways), which refers to the ability to overcome obstacles to achieving the stated goal. The analysis shows that there is no agency relationship component of hope and the five leadership practices in Chile's leaders. However, the analysis of correlation between leadership practices and components of hope with the demographic variables, we find that there are some positive relationships between the components of hope and some demographic variables. It is also established that there is no relationship between leadership practices and demographic variables.

Table Nº 3: Correlation Analysis between Hope and Leadership Practices for each of the demographic variables

** Correlation is significant at the 0.01 level (bilateral); * Correlation is significant at the 0.05 level (bilateral)

	Age		Gender		Education		Time in current position		Direct charge employees		Experience in personnel management	
	F	Sig.	F	Sig.	F	Sig.	F	Sig.	F	Sig.	F	Sig.
Challenge	-0.053	0.598	-0.015	0.880	0.018	0.862	-0.118	0.243	0.004	0.972	-0.049	0.628
View	-0.089	0.380	-0.019	0.851	0.060	0.556	-0.144	0.154	0.061	0.550	0.030	0.765
Enabling	-0.052	0.607	0.029	0.775	0.138	0.172	-0.050	0.623	0.080	0.430	0.190	0.059
Instance	-0.004	0.969	-0.028	0.779	0.077	0.447	-0.063	0.530	0.123	0.223	0.150	0.137
Motivate	-0.115	0.253	0.015	0.886	0.079	0.432	-0.096	0.341	0.114	0.259	0.124	0.220
Agency	0.098	0.330	-0.141	0.161	0.274 **	0.006	0.226 *	0.024	0.270 **	0.007	0.267 **	0.007
Pathways	-0.012	0.910	-0.090	0.375	0.186	0.063	0.090	0.371	0.125	0.213	0.211 *	0.035

Source: Own Elaboration

Table 3 shows a positive relationship between the components of hope and four demographic variables. The agency component has a positive relationship with the variables education, time in current position, and by direct experience in personnel management employees. The relationship between agency and education is because education influences in future prospects in people and

therefore a larger higher education prospects for the future staff that has people. Chile is a country recognized in the quality of their education and because Chileans are educate and have higher level of education.

The relationship between agency and the three other demographic variables, time in current position, and by direct experience in managing staff employees, due to the experience they are gaining the leaders in these three areas that will give them confidence to set goals the future.

As pathways, the analysis shows only a positive relationship with staff management experience. This ratio reflects the experience gained in relation to others. Obstacles that may occur to fulfill the goals are usually associated with people and when experience is achieved not only in the management of staff, but in relation to other people, it becomes easier to overcome obstacles.

CONCLUSION

The contributions of this research can be grouped into two main areas: theoretical and practical. In the theoretical contributions, we find that there is no direct relationship between two conceptual frameworks as transformational leadership and hope (Helland and Winston, 2005), in Chilean organizations.

As for practice, the two frameworks are not directly related. However, if it relates to be contrasted with demographic variables: level of education, time in current position, and by direct experience in managing staff employees. For the five transformational leadership practices under study were validated and show a significant relationship indicating that transformational leadership is a latent variable that should be considered for organizational studies. Additionally, there are three practices that are strong among Chileans: Enable others to present, Providing leadership and provide encouragement, and two practices which have an area of improvement: Challenge the Process and Inspiring a shared vision.

As for Hope, we found, as mentioned above, that there is a positive relationship between its two components - Agency and Pathways - this relationship can be inferred from the relationship between the components, organizations can provide conditions to their employees to increase their job satisfaction, achieve high performance and therefore efficient development where experience is implicit in performance.

It is recommended that similar research in other Latin American countries in order to generate theories about the topic and generalize the initial data found in Chile.

BIBLIOGRAPHY

Please refer to articles in Spanish Bibliography.

BIOGRAPHICAL ABSTRACT

Please refer to articles Spanish Biographical abstract.