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The effect of leadership on job morale for graduate students

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The Effect of Leadership on Job Morale for Graduate Students

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Dedication

I dedicate this research to my husband, Christopher Terrell, with whom I would be lost

without. It is because of his daily encouragement and faith in me that I have been able to

come this far. His patience in dealing with my hectic schedule, long hours of studying,

and helping to care for our little boy have been instrumental in my success, and I owe it

to him to say thank you for staying by side, and loving me through it all.

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Initially endeavoring into this process was daunting to say the least, but with a substantial amount of support from many positive influences in my life, I was able to create a work of which I could truly be proud.

As always, I thank my husband, Chris Terrell, for being incredibly supportive through the entire process. Adjusting his schedule so I could study, taking care of our little boy, and handling daily tasks while I labored over this project are just fractions of the many things he has done to help me, and re-assure me that this would all be worth it in the end.

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Abstract

Leadership techniques have a vast effect on job morale and intentions to remain with an organization. Studies often base their inquiries on how to apply leadership strategies in a versatile, hierarchical format to situations that require astute leadership practices (Maslow, 1954), but do not assess the opinions of graduate students with some degree of workforce experience.   Given the lack of research on the graduate student population with workforce experience, the current study sought to understand which leadership techniques have positive and negative impacts on their job morale and employee satisfaction utilizing a web-based survey. The following research questions were addressed: How have positive and negative leadership techniques been defined by graduate students who have workforce experience, and what have been the effects of positive and negative leadership techniques on job morale for these graduate students? The results of this study suggest that positive leadership techniques involving high trust levels, empowerment, and learning opportunities yielded increased levels of job morale, while poor leadership methods that involved a lack of support during times of change yielded decreased morale. The implementation of incentives did not yield significant results in either direction in terms of productivity. Future studies may wish to address in greater depth the factors that affect employee satisfaction. In order to gain a clearer understanding of this relationship, how these factors contribute to graduate student turnover rates could also be explored.

Keywords: leadership, graduate student, morale, employee satisfaction, productivity

CHAPTER 1: INTRODUCTION

The Effect of Leadership on Job Morale for Graduate Students

Leadership in the workplace and the degree to which it is perceived as being positive or negative has a vast effect on job morale and long-term retention rates for employees. In the area of adult education and human resource development, leadership techniques are vital to the success of an organization, as these traits often moderate the overall atmosphere within the workplace. In any work setting, poor leadership techniques, and lack of leadership support often lead to feelings of diminished self-worth, decreased organizational commitment, and a lack of desire to be productive, many times leading an individual to explore other career opportunities (Kuvaas & Dysvik, 2010). Alternately, leadership that involves positive reinforcement, respectful environments, and rewards systems for achievement usually increase employee satisfaction and improve job morale and retention rates (Wiley, 2012). From a corporate standpoint, it is theorized by the researcher that the key to success in a competitive global atmosphere is ensuring employees are content and driven to provide productive output for the company. Utilizing positive leadership techniques as opposed to negative ones will foster this process, and ultimately elevate the company to a higher level of success.

Problem Statement

There is a multitude of research in the area of leadership techniques and their effects on the corporate world (Dupre & Day, 2007; Deckop, Konrad, Perlmutter, & Freely, 2006). Ranging from employee morale and productivity to the effects of managerial decision making and incentive-based systems, the research is extensive and touches upon a variety of facets within this subject area. However, the research focuses

more on the mainstream adult population, often using subjects that have had experience in the workforce for several years. For the purposes of this study, graduate students represent the population because they have less experience in the workforce than the average adult, and are therefore very impressionable when entering into a new career. Given that graduate students are a group that has been investigated very little, there is minimal existing research on their experiences in the workforce. There is a gap in the literature indicating that more research is needed that focuses on the graduate student population. As more scholars cast inquiries about the perspectives of novice workers, namely graduate students, additional research will become available and we may be provided with a broader perspective of the variables that influence career decisions related to morale and retention rates for new hires.

There is a need for research in the area of leadership techniques in the workforce because such uses of knowledge provide great insight into the reasons behind success and failure in today's corporate world. "Consideration of how best to transmit the essentials of a company's strategic positioning right through to the front line in a way that is clear, energizing and empowering, also serves to remind us that the most effective strategies are not only economically convincing but also emotionally compelling. This is where leadership makes a difference" (Leavy, 2013, p. 24). In a time where competition is high and the economy is not at its strongest, it is important to retain the competent employees one has in a manner that not only furthers the success of the company, but also fosters personal growth for the worker. Subsequently, countries around the world that maintain poor corporate leadership often suffer from low levels of competition (Fulghieri & Suominen, 2012). With that said, it could be hypothesized that companies experiencing

lower rates of competition may have unstimulated employees, thus reducing morale and satisfaction.

The concept of leadership and employee morale is particularly important when dealing with newly graduated students because a positive or negative perception of a work environment may determine whether or not they feel a career in that organization is ultimately worthwhile. Providing learning opportunities and performance-based rewards may enhance one's intentions of remaining with an organization (Ng & Butts, 2009). If they decide to move on, the company may lose an opportunity to utilize the ideas and visions of new and innovative minds. "Leaders can affect followers by highlighting different aspects of followers' self-concept and their self-regulatory foci (i.e. prevention or promotion) and possibly changing their regulatory focus from one level to another" (Kark & Van Dijk, 2007, p. 520). If managers and CEOs alike learn to use their leadership skills from this research to create a motivational atmosphere, more individuals may be apt to stay in their current position and work to better the company, as well as themselves.

Employee Needs. The subject of leadership has been studied on many levels through a variety of expert lenses. Maslow (1943, 1948, 1954) summed up the foundations of leadership through his hierarchy of needs. Basic needs are physiological in nature, representing physical needs such as food and water, and emotional needs such as self-esteem and affection. Meta needs are needs for growth. These are described as things such as order, unity, and justice (Maslow, 1954). Basic needs are usually more important than meta needs. However, in the corporate world, a combination of these

needs must be met in order to achieve a higher level of employee satisfaction (Maslow, 1954). As a leader, attentiveness to these needs creates a bond of trust and raises morale.

   Transformational Leadership & Transactional Leadership. Transformational leadership, in particular, has been a topic of discussion through the years, and holds a great amount of relevance to the area of job morale and retention rates. James MacGregor Burns (1978) was one of the most noted and influential theorists regarding transformational leadership and his theory has become a cornerstone for modern day research in the field. According to Burns' theory of transformational leadership, positive results occur when both leaders and subordinates alike work together towards a common vision or goal to help motivate one another and ultimately increase their levels of morality. A focus on higher-order values and morals not only unites the two theories, but also creates a higher level of production and performance that fosters personal growth for everyone involved (Burns, 1978).

   Complimenting this idea, Burns and Stalker (1961) asserted that "Emptying out of significance from the hierarchic command system, by which cooperation is ensured and which serves to monitor the working organization under a mechanistic system, is encountered by the development of shared beliefs about the values and goals of the concern. The growth and accretion of institutionalized values, beliefs, and conduct, in the forms of commitments, ideology, and manners, around an image of the concern in its industrial and commercial setting make good the loss of formal structure" (p.106). Complimenting this idea, Sine, Mitsuhashi, and Kirsch (2006) found that organizations experiencing new ventures within their constructs appeared to be more successful when group process and systems were formalized and catered to. Thus, an organizational

environment that is group-oriented and is made up of a shared belief system geared towards higher-order values and morals will ultimately lead to increased morale and achievement.

Burns' theory is similar to that of Bernard M. Bass (1985), whereas Bass' transformational theory of leadership also focuses on positive interactions between managers and their workers (Bass, 1985, 1997, 1998, 2008). According to Bass, the ability to convey and understand the importance of task performance works as a strong motivator for people. By combining this with a need to focus on the goals of the group, rather than the goals of the individual, a higher productivity and success rate will result (Bass, 1985). However, the fundamental difference between the two theories is that Bass believes that leadership is a process that involves few morals. Rather, he feels that skills can be attributed to influential people. Bass went on to create a theory of transactional leadership, which is based on the premise that workers are influenced through an incentives system with rewards based on achievement and punishment based on poor performance. In combination with his transformational theory, leaders have the capability and expertise to influence their workers through a variety of tactics, all focused on the idea of universal success.

Albert Bandura's (1977) social learning theory plays a key role in creating a nexus between meeting the needs of employees (Maslow, 1954) and creating an atmosphere of shared vision and group interaction to achieve a greater level of morality and overall success (Burns, 1978). Specifically, Albert Bandura (1977) asserted that individuals actively participate in the learning process by observing the actions and responses of others, and analyzing the responses and outcomes that result from these

interactions. Moreover, catering to the self-efficacy of employees in terms of giving

them more control over achieving goals and sharing ideas with leaders and peers may

enhance their experience within a particular role in an organization (Bandura, 1989).

When acting in the capacity of a role model, leaders give their followers the motivation to

mimic their own actions, assuming that positive results often occur in these situations.

This act of mimicking may lead to higher levels of morale as employees work together to

improve upon themselves based on how their leaders react and treat them, thus fostering

their individual and group needs. This concept is what enables them to reach higher

levels of morality and success.

Purpose of the Study

The purpose of this study is to determine the effect of leadership on job morale

for graduate students with workforce experience. This research will be conducted by

administering a web-based survey to all graduate students currently enrolled at James

Madison University. The survey will contain both open-ended and closed-ended

questions. The closed-ended section highlights specific types of leadership techniques

that may influence employee satisfaction and morale. The second half of the survey

includes one open-ended question that aimed to yield a broader depth of responses that

were not addressed in the first section of the survey, and allowed the survey participant to

provide personal opinions, providing further insight for the study. The study explored the

following research questions:

> RQ1: Which leadership techniques are more or less effective in terms of yielding
> higher levels of satisfaction and morale, as viewed by graduate students who have
> experience within the workforce?

> RQ2: What traits are considered to be positive or negative in terms of leadership
> techniques for graduate students who have participated in the work force?

The nature of the research problem revolves around the question of what type of leadership tendencies yield certain responses from employees in terms of their overall morale. Specifically, the quantitative and qualitative data seek to understand what elicits positive and negative responses, and how these responses affect the employee's overall satisfaction. The following hypotheses will be tested:

H_1: In the opinion of graduate students with minimal to high degrees of workforce experience, the implementation of positive leadership techniques will increase levels of employee morale, while negative leadership techniques will decrease employee morale among graduate students in the workforce.

H_2: In the opinion of graduate students with minimal to high degrees of workforce experience, leadership techniques that involve financial incentives will increase work productivity.

H_3: In the opinion of graduate students with minimal to high degrees of workforce experience, leadership techniques that build trust between supervisors and employees will increase employee morale.

H_4: In the opinion of graduate students with minimal to high degrees of workforce experience, leadership techniques that foster transference of learning between staff members will increase employee morale.

The following figure visually depicts the breakdown of this research and describes the leadership elements that are hypothesized to have an impact on job morale for graduate students with workforce experience. Specifically, leadership was broken down into three categories (leadership traits and techniques, employee satisfaction, production, and morale, and employee incentives), with four corresponding hypotheses that were derived from the literature gathered on the subject of each of the categories.
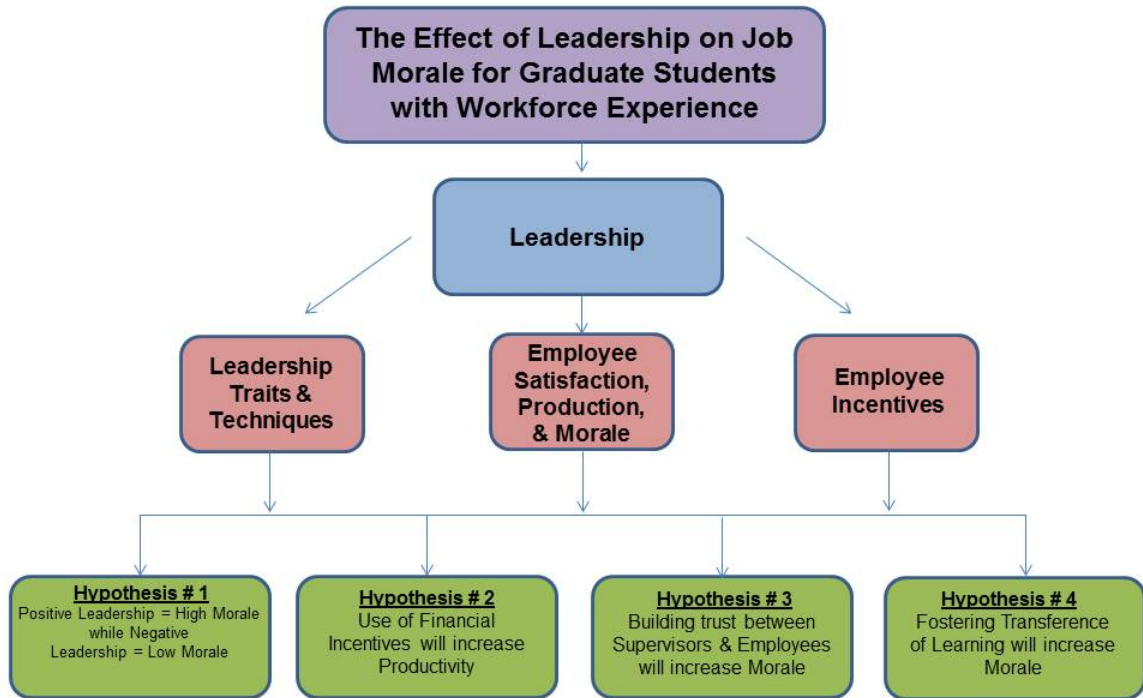
Figure 1.1: Conceptual Framework - The Effect of Leadership on Job Morale for Graduate Students with Workforce Experience

The results of this study will be analyzed through a triangulation mixed-method approach. Correlations between survey responses resulting from closed-ended, quantitative questions with the demographics of sex and age will be conducted, and a summary of answers from the open-ended, qualitative question will be provided to corroborate the quantitative results. Venkatesh & Brown (2013) state, "A peaceful coexistence of multiple paradigms is feasible in a research inquiry" (p. 22). Therefore, a mixed method, triangulation analysis may be of benefit to maximize the validity of the research results by making comparative inferences regarding what effects morale for graduate students in the workforce.

From a contextual standpoint, it is expected that these results will be based on situational occurrences derived from personal experiences in organizational settings, and

may yield a high amount of variation in responses. However, these types of experiential responses can be beneficial to the field of leadership and human resource development in that they may provide a broad range of suggested leadership methods that create a variety of emotional responses in employees, some of which might not have been previously identified.

Assumptions, Limitations, and Scope

In order to maintain high levels of validity and reliability in the collection of data, it is assumed by the researcher that all participants responded to the questions provided in this study in an honest and forthcoming manner. Limitations within the study are represented by the fact that the survey being issued is short in nature, supplying only ten questions to the participant. Ten questions may not adequately address each and every leadership trait that contributes to job morale. The sample population consists of graduate students from one university, which may vary between schools across the nation, potentially making the results non-generalizable.   The participants are not required to address how much or what type of workforce experience they have, nor do they indicate their ethnic origin, which may impact individual experiences and opinions due to functional differences concerning culture and practices between unique organizations. The web-based survey was issued within the graduate school of a medium-sized university in Virginia. The survey remained open for a period of five weeks, which is considered a short period of time, and may have reduced the potential response rate. Next, I have provided key terms and definitions.

Table 1

Key Terms and Definitions

Key Term	Definition
Leadership	"Leadership over human beings is exercised when persons with certain motives and purposes mobilize, in competition or conflict with others, institutional, political, psychological, and other resources so as to arouse, engage, and satisfy the motives of followers" (Burns, 1978, pg. 381).
Morale	Combined elements of "communality of goals", and a feeling of "belongingness" or "togetherness", while exerting extra effort to achieve the goals of a group (Guba, 1958).
Satisfaction	"A state of personal euphoria-dysphoria whose level depends upon the quality of the interaction between the individual and his environment" (Guba, 1958, p. 196).
Hierarchy of Needs	"The chief principle of organization is the arrangement of needs in a hierarchy of lesser or greater priority or potency. The chief dynamic principle animating this organization is the emergence of less potent needs upon gratification of the more potent ones. The physiological needs, when unsatisfied, dominate the organism, pressing all capacities into their service, and organizing these capacities so that they may be most efficient in this service" (Maslow, 1948, p. 402 – 403).
Productivity	"Ratio of inputs to outputs; captures the concept of measuring the efficiency and effectiveness of transforming inputs into outputs from the perspective of the needs of the end-consumer, i.e. customer or citizen" (Parker et. al, 2012, p. 655).
Transformational Leadership	a.) *Idealized Influence (Charisma)*—The leader shares a vision and sense of mission with the followers. Radical, innovative solutions to critical problems are proposed for handling followers' problems. The leader has the followers' respect, faith, and trust. The followers want to identify with the leader.

	The leader shows determination and conviction.
	b.) *Inspirational Motivation*—The leader increases the optimism and enthusiasm of followers. The leader communicates with fluency and confidence using simple language and appealing symbols and metaphors.
	c.) *Intellectual Stimulation*—The leader encourages new ways of looking at old methods and problems. The leader emphasizes the use of intelligence and creativity. The leader provokes rethinking and reexamination of assumptions on which possibilities, capabilities, and strategies are based.
	d.) *Individualized Consideration*—The leader gives personal attention to followers and makes each feel valued and important. The leader coaches and advises each follower for the followers' personal development (Bass, 1997, p. 22).
Transformational Leadership & Disorienting Dilemma	a.) *Transformational Leadership:* "The process involves transforming frames of reference through critical reflection of assumptions, validating contested beliefs through discourse, taking action on one's reflective insight, and critically assessing it" (Mezirow, 1997, p. 11).
	b.) *Disorienting Dilemma:* "Experiences, often emotionally charged situations, that fail to fit our expectations and consequently lack meaning for us, or we encounter an anomaly that cannot be given coherence either by learning within existing schemes or by learning new schemes" (Mezirow, 1991, p. 94).

Transactional Leadership	*a.) Contingent Reward*—The leader gives followers a clear understanding of what needs to be done and/or what is expected of them, then arranges to exchange rewards in the form of praise, pay increases, bonuses, and commendations. *b.) Management-by Exception*—When it is active, the leader monitors the followers' performance and takes corrective action when mistakes or failures are detected. When it is passive, the leader intervenes only if standards are not met or if something goes wrong. *c.) Laissez-Faire* Leadership—Leadership is not attempted. There is abdication of responsibility, indecisiveness, reluctance to take a stand, lack of involvement, and absence of the leader when needed (Bass, 1997, p. 22).
Financial Incentives	"The financial payments made to the employees for their high performance" (Erbasi & Arat, 2012, p. 136).
Transfer of Learning	"A progression of events from pre-training experiences to the acquisition of cognitive knowledge and skills, to the capability to apply new learning to job-related tasks, to the application of learning to tasks and activities beyond those initially targeted by the training" (Holton et. al., 2007, p. 390).
Social Learning Theory	"Learning would be exceedingly laborious, not to mention hazardous, if people had to rely solely on the effects of their own actions to inform them what to do. Fortunately, most human behavior is learned observationally through modeling: from observing others one forms an idea of how new behaviors are performed, and on later occasions this coded information serves as a guide for action" (Bandura, A., 1977, p.22).
Self-Efficacy	"People's beliefs about their capabilities to exercise control over events that effect their lives" (Bandura, A., 1989, p. 1175).

The following chapters are outlined below to assist in the understanding and navigation of the document. The literature review serves as the foundation of this study, with the goal of providing an overview of the seminal works that have formulated leadership theory in today's world. A multitude of these theoretical frameworks support the researcher's hypothesis that positive leadership traits and techniques are crucial to building and maintaining employee morale. The methodology section of this document describes the design of this research, and the methods used to gather and analyze the data. The methods section discusses the sample, development, and administration of the data collection instrument, and data collection and analysis procedures. The results section discusses the findings of the study. The research document concludes with a discussion of the results, to include recommendations and implications for future research.

CHAPTER 2: LITERATURE REVIEW

A breadth of literature is available regarding the field of leadership practices and their effects on employee reactions in organizational settings. Although not geared solely towards graduate students with varying degrees of work experience, these studies provide great insight and understanding in reference to the effects of leadership techniques on job morale and employee satisfaction, while remaining bound by the theoretical constructs that molded their methodologies. It is because of these studies that we are able to explore new concepts and innovative ideas in relation to leadership methods and their effects on employee satisfaction and productivity, and base our findings on these past scientific inquiries.

The purpose of this chapter is to explore the variables that often influence employee morale in the workplace, with the following section focusing on literature that is concerned with formalized leadership traits and techniques, and theoretical principles. Each subsequent section focuses on other factors associated with employee morale, including employee satisfaction, production, morale, and employee incentives. The literature is organized around three primary topical areas, as illustrated in the conceptual framework below: 1) Leadership Traits and Techniques, 2) Employee Satisfaction, Production, and Morale, and 3) Employee Incentives. Each of these facets has a direct relationship with the modeling behaviors described and exhibited in Albert Bandura's social learning theory (1977), and aim to enhance knowledge on the subject of how to encourage and foster positive leadership practices in organizational settings.
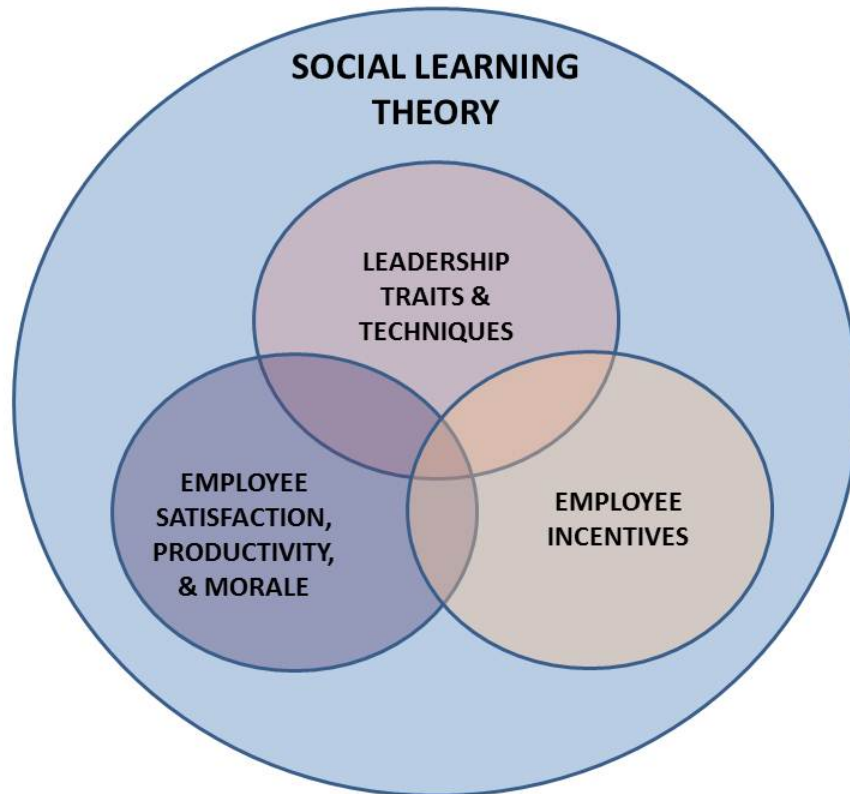
Figure 2.1: Conceptual Framework – Social Learning Theory and Leadership Facets that Affect Job Morale

Leadership Traits and Techniques

Leadership techniques find their roots in the theories of Maslow (1954) and his concept of a hierarchy of needs, which asserts that individuals must have their basic needs of nourishment met, as well as meta-needs that are required for personal growth, such as unity and justice. According to Maslow's (1943, 1948, 1954) philosophy, meeting each of these types of needs has the potential to enhance an employee's morale and well-being, thus fostering productivity and higher levels of satisfaction. A significant amount of research exists regarding the needs of employees, and stems from the original theories proposed by Maslow (1954), with the goal of enhancing employee morale and productivity for the benefit the organization as a whole.

Applications of Maslow's Hierarchy of Needs. Ayesh, Mahmood, and Shah (2013) conducted a study in Pakistan that fostered Maslow's (1954) ideologies, and surveyed one hundred Pakistani teachers. Ayesh et. al. (2013) determined that the teachers' ideas of what a good leader consists of revolved around their ability to attend to their human needs and be mindful of their employees' overall well-being. While their sample size was restricted to teachers in the Pakistan area, these findings speak volumes in terms of the importance of being mindful of workers and their current physical and mental situations, so as to foster their overall well-being at work. Jappinen (2010) determined that systematic, pedagological leadership measures that involve work-life oriented practices tend to focus on a students' (or employees') need for a greater amount of personal and individual work-oriented learning and teaching measures. This could affect school dropout rates (or employee retention rates) by reducing turnover through the use of supportive leadership techniques that foster knowledge (Maslow, 1954) and personal growth (Ayesh et al. 2013), whereas 100 Pakistani teachers ranked a leaders' ability to challenge employees to perform at the highest possible level at an average just above 0.6 (illustrating that this trait was of some importance to them when viewing a leader).

Applications of Bandura's Social Learning Theory. Albert Bandura (1969, 1977, 1989) conducted a multitude of research on the ideas surrounding social learning theory and its impact on how adults gain and apply knowledge. Specifically, he found that adults often gain motivation by observing and mimicking influential figures (Bandura, 1977). In a subsequent study, Bandura (1989) asserted that the self-efficacy of individuals has a vast effect on their cognitive processes in positive and negative ways.

When viewed through the lens of Maslow's (1954) hierarchy of needs, it can be theorized that the abilities of good leaders to consider the self-efficacy of their employees by giving them greater control over decision making and organizational tasks may enhance their morale by meeting their intrinsic need to be aware of and participate in responsibilities that can affect their lives in some manner.

When considering Albert Bandura's (1977, 1989) ideas regarding social learning theory and self-efficacy in the context of leadership attributes, one must also reflect upon the ideas presented by Manz and Sims, Jr. (1980), who researched and emphasized the importance of leaders stressing self-management practices for subordinates. Through the practice of supervisors modeling self-management behaviors, employees would consequently follow suit in terms of achieving tasks and learning from one another, rather than solely relying on the leader alone. This could further assist employees in meeting their intrinsic need for autonomy and self-directed goal apprehension.

Leadership Techniques. Mallia, Windels, and Broyles (2013) conducted a study that examined successful leadership techniques for an advertising agency's creative director. After gathering data from six separate advertising agencies, they determined that leaders who exhibit controlling tendencies and monitor employee work too closely actually inhibit the progress of an employee, subsequently causing leaders to be viewed in a negative light. Jandaghi, Matin, and Farjami (2009) conducted a study where they explored successful and unsuccessful leadership practices, as viewed by sixty eight people from QOM's Moulding Industry. Through survey research, they determined that successful leaders are extremely aware of the motivational issues surrounding employees' cognitive processes, and they are able to address them through the use of positive

motivational techniques, as well as by legitimately satisfying the needs of their personnel. Although the sample size was small, Jandaghi et. al.'s (2009) findings suggest that a leaders' awareness of their employees' mental state of mind is crucial in properly managing any facility. When viewed through Maslow's (1954) theoretical lens, and as illustrated through the studies discussed herein, leaders who focus more on control and output may actually inhibit their own ability to attend to their employees' well-being. Conversely, leaders who are able to relinquish some of their control in exchange for being mindful of their employees' feelings and mentality may elicit more positive responses from their workers.

Dysfunctional Leadership Practices. Dysfunctional leadership practices may elicit negative responses from employees that bring about whistle blowing and detrimental organizational behaviors. Thoroughgood, Hunter, and Sawyer (2011) administered surveys to 302 undergraduate students, with the intention of determining how employees might react to aversive leadership techniques. They determined that employees have a greater chance of reporting whistle blowing in the workplace when they feel as though they operate in an "intolerant" work climate. Thoroughgood et. al. (2011) further reported that destructive leadership is often a result of the combination of reactions from leaders, followers, and the overall organizational environment. Consequently, Toor and Ogunlana (2009) formulated a series of questionnaires and face-to-face interviews that determined that leadership traits such as an excessive use of power, insensitivity, poor team-building skills, having a bad attitude, maintaining poor staff relations, and exhibits of narcissism all cause employees to believe that their leaders are incompetent. Thus, it is crucial to maintain a tolerant work environment for one's

employees, where everyone receives ample amounts of respect, and leaders moderate their reactions to organizational changes and occurrences in a positive manner.

Communication plays a large part in maintaining a tolerant environment, as illustrated in a study conducted by Portoghese, Galletta, Battistelli, Saiani, Penna, and Allegrini (2012). According to Portoghese et. al. (2012), 395 surveyed nurses exhibited the overall opinion that poor communication can lead to negative leader expectations, leading to change-oriented compliance based solely on an intrinsic fear of potential consequences. A remedy for this negative organizational occurrence, however, may be to ensure that a strategic vision towards the organization as a whole is shared and agreed upon amongst all employees, including leaders and subordinates (Tomlinson, 2012). It is also theorized that followers are likely to be sensitive to leader's intentions (Schuh, Zhang, & Tian, 2013). A more prominent display of this shared responsibility may help to foster communication, and heighten organizational morale.

   Transformational Leadership. Seminal research conducted by Burns (1978), which focuses on a moralistic, shared vision-based view that fosters the employee-supervisor relationship, contributes in large part to the field of leadership studies. Michael McCormick (2001) branched off this idea, and stated that "Because group goal achievement is the result of the coordinated effort of group members, an individual's effectiveness in a leadership role is a social mediated outcome. Leader effort alone does not guarantee attainment of a collective goal" (p.28). When considering each of these paradigms, it can be theorized that a leader alone cannot elicit full organizational success. It is through the leader's consideration of their employees' viewpoints and efforts that

organizational success is achieved by constructively working together towards group and organizational goals.

The insight of Bass (1985, 1997, 1998, 2008) is also considered to be imperative research material needed to grasp a full understanding of leadership practices and techniques. According to Bass (1985), transformational leadership is based on individual task performance that is used to accomplish the goals of the group, while transactional leadership implements an incentive-based system used for positive performance and a punishment system for negative performance. Transformational leadership studies, which are largely based on Bass' (1985) theoretical frameworks, provide for a large amount of the leadership research currently available, and act as the backbone of organizational constructs and practices. According to Wang, Rode, Shi, Luo, and Chen (2013), utilizing transformational leadership techniques in organizational settings may enhance the ability of leaders to moderate the effects of workgroup diversity. Their study asserted that high levels of transformational leadership tactics foster higher levels of innovative climate strength, which then leads to higher levels of employee creativity. It could then be potentially hypothesized that incorporating the practice of being mindful of the self-efficacy of these employees may complement transformational leadership practices (Bandura, 1989) due to enhanced levels of autonomy and creativity.

Contrary to the findings of Wang et. al (2013), Huttermann and Boerner (2011) explored the role of transformational leadership in the functions of diverse teams. They determined that leaders must be cognizant of the negative secondary effects that could result from transformational leadership practices, such as an employees' potential to "borrow" self- confidence and self-efficacy from their leaders, as opposed to basing these

feelings on their own accomplishments and thought processes.   This could cause an unhealthy dependency on leaders, and reduce one's ability to be self-serving and focus on personal goals.

   Supervisory Support. Maertz, Griffeth, Campbell, and Allen (2007) explored perceived organizational and supervisory support in the workplace. The researchers took a sample of 375 individuals from four different counties who worked for social services agencies. With that sample, Maertz et al. (2007) looked into whether or not the strength or weakness of an employee relationship with an organization, as opposed to a supervisor, had a direct effect on whether or not that employee would stay with the organization for a longer period of time. Additionally, Maertz et. al. (2007) looked at whether or not these perceived relationships had an effect on the emotions and feelings of loyalty that employees cognitively process.

   Maertz et al. (2007) found that the degree of perceived organizational support in a work environment has a definite relationship to both the emotional and loyalty-based commitments of employees, but that thoughts of changing jobs were only partially affected, rather than fully, by the employee's perceived supervisor support. These results were similar to those of Spears and Parker (2013), who found that employees viewed their leaders as more effective and supportive when they were committed to the values in which the organization operates, and accepted them, thus exuding a high value towards those who accomplish work within the organization. We can gather from these findings that a relationship does exist on multiple levels regarding how important both organizational and supervisor support is when considering employee perceptions. When these relationships are strong, employees are more likely to remain loyal to their

employers and feel a mutual obligation to return the same gratitude that has been given to them. Furthermore, strong support often yields positive emotional reactions, thus increasing an employee's morale and desire to maintain a good relationship with that company.   Leadership techniques in general can be influenced by this concept, improving their qualities by taking into account the effects of supervisory support on employee morale and retention rates.

Similarly, Darling and Heller (2009) conducted a study surrounding the ideas of how employees can be positively affected through successful management leadership. As found in Maertz et. al.'s research, Darling and Heller (2009) asserted that having a better understanding of the needs of employees leads to higher levels of employee engagement, and more positive levels of overall exerted effort. When compared to the findings of Maertz et. al., it is evident that supervisors who tend to be more aware of the needs of employees have a tendency to have a more content and engaged workforce, thus contributing to the idea that leadership support is crucial to the overall success of any work environment.

The greatest weakness in the study conducted by Maertz et al. (2007) is that the sample size was relatively small, and the majority of the responses (82%) were from women. It may be of great benefit to use a larger, more diverse sample size in the future, so as to ensure that a variety of responses from a diverse population is provided and the results are less likely to be skewed. Moreover, all of the subjects were taken from the same career area of social work. Although everyone holds their own opinions, social workers share a lot of the same values and thoughts about how their job should be handled and assessed, which is guided by their professional code of ethics. Government

workers are often overseen by a similar set of standards of leadership, regardless of position. Greater generalizability may have been achieved by sampling four or more different groups of people in different job sectors, as well as in different countries, to ensure a variety of opinions are collected in different settings.

　　Maertz et. al. (2007) also failed to recognize the ethical implications surrounding how employees view their leaders in an organizational setting, which could ultimately affect an employees' opinion of his or her relationship with the their peers, leaders, and the organization as a whole. According to VanMeter, Grisaffe, Chonko, and Roberts (2013), a sample of Generation Y college students (born between 1981 and 2000) were surveyed about their opinions surrounding ethics. VanMeter et al. (2013) determined that most Generation Y subjects were raised with "mixed messages" regarding workplace ethics, and were somewhat more apt to be tolerant of ethical violations in an organizational setting. Similarly, Saidon, Galbreath, and Whiteley (2013) found that the occurrence of moral disengagement in the workplace often fosters these unethical actions, and deviant behavior ultimately becomes justified and tolerated. Affective commitment has also been deemed to be a possible predictor of employee retaliatory behavior, as exhibited in a study conducted by Duan, Lam, Chen, and Zhong (2010). Duan et. al. (2010) determined that leadership justice is negatively correlated with employee retaliatory behavior and employee silence. In other words, the means by which a leader reacts to organizational issues can foster an employee's negative reactions, making it imperative for leaders to be able to moderate their reactions in a positively construed fashion, so as to avoid negative tendencies such as moral disengagement and employee retaliatory behaviors.

These issues could be remedied by training potential leaders to encompass transformational leadership practices into the work environment by embracing current organizational values, rather than trying to "blaze new ground" and instill brand new or changed ethics and concepts of organizational values (Hoffman, Bynum, Piccolo, & Sutton, 2011). Entwining transformational ideas and practices into an organizational atmosphere would help to project the idea that their leaders are there to foster current roles and practices, rather than upset the balance, resulting in strained relationships and leading to moral disengagement. Enabling leaders to direct employees towards mentoring programs to help assist them in coping with workplace incivility may also help to negate the negative effects of moral disengagement, and re-build peer relationships in the workplace (Sidle, 2009). In doing so, the potential for ethical violations and workplace injustice may decrease, thus strengthening relationships between employees, leaders, and the organization as a whole.

However, Maertz et al. (2007) succeeded in addressing organizational support and supervisor support as a separate entity, allowing the researchers to take into consideration the fact that individuals often have different relationships with both entities, often yielding very different emotional and physiological responses. For example, Liu, Liao, and Loi (2012) stated that "Abusive supervision by top management renders middle-level managers more likely to display abusive behaviors and harm employee creativity" (p. 1206). This adverse reaction to perceived supervisor support can negatively affect an employee's view of their managers, as well as their ability to be creative in the workplace, but may not affect the workers' overall view of the organization. Conversely, organizations that provide managers and leaders with the tools and resources they need to

make positive changes may elicit positive responses in the form of reduced turnover rates (McClean, Burris, & Detert, 2013), thus appealing to an employees' opinion of the organization as a whole, as opposed to a workers' individual view of a particular manager or leader. In addition, Jin and Yeo (2011) suggest that information regarding the CEO of any organization can be attributed to a corporation's credibility when combined with customer satisfaction and opinions.   If an employee views his or her organization as competent by looking through the lens of their CEO, they may be more apt to remain with their organization, due to a heightened sense of security and satisfaction with their company.

Employee Satisfaction, Productivity, and Morale

An extensive number of studies exist on leadership traits and their effects on employee satisfaction, productivity, and morale (Maslow, 1954, Dupre & Day, 2007, Maertz et. al., 2007). Basing many of their ideologies on Maslow's (1954) hierarchy of needs, these contributions to the literature regarding leadership practices have created a strong repertoire from which current researchers can base their new inquiries. Within this literature, a common theme can be easily detected, in that many of these studies utilize strong leader support, positive learning cultures, and an overall stable organizational environment to help foster employees' well-being, thus enhancing satisfaction, productivity, and morale.

Applications of Bandura's Theory of Self-Efficacy in Social Learning. Albert Bandura's (1989) ideas concerning self-efficacy play a strong role in moderating the overall morale of employees, potentially having a direct effect on satisfaction and

productivity. From a theoretical standpoint, this concept can make or break an employee's mental capabilities. Bandura comments that "Much human behavior is regulated by forethought embodying cognized goals, and personal goal setting is influenced by self-appraisal of capabilities" (p. 1175). Complementing this approach, Michael McCormick (2001) explained that "Leadership is a complex cognitive and behavioral task that takes place in a dynamic social context. Successful leadership involves using social influence processes to organize, direct, and motivate the actions of others" (p.28). Actively applying this social influence in a leadership role can consequently foster self-efficacy beliefs among employees, and act as a catalyst for the achievement of higher satisfaction and productivity rates.

Supervisory Support as Related to Employee Satisfaction. Dupre and Day (2007) conducted a study that investigated organizational and supervisory support. Taking a sample of 450 military workers, Dupre and Day (2007) surveyed each individual concerning their emotions during periods of change within their organization. They aimed to explore the correlation between the amount of support employees receive from their supervisors with the perceived level of health of these workers, as well as their thoughts about leaving the organization. Specifically, they wanted to test how the actions of human resource managers in high-performance work situations effect employees, creating a possible nexus between influencing their health and increasing turnover rates for organizations.

Dupre and Day (2007) found that levels of managerial support and determination of job quality had a moderately strong relationship with degree of job satisfaction among military workers ($r = .05$ for rank and $r = .46$ for job stimulation). More so, perceived

job satisfaction was a determining factor in foreseeing both the wellness and turnover intentions associated with military employees who were overseen by supportive managerial staff. These results parallel the findings of Maertz et al. (2007) in that they support the concept that higher levels of supervisory support often yield greater amounts of satisfaction and lower levels of turnover. They also support the findings of Kumar and Ravindranath (2012), who determined that supervisors who empower their employees by exuding their support through mentoring often instill within their workers a feeling of freedom, responsibility, and involvement, which subsequently leads to better decision making, good problem solving, and an overall enhanced attitude.

Albert Bandura's (1977) social learning theory, as well his beliefs about self-efficacy (1989) are directly related to this idea in that supervisors who act as mentors can influence their employees to become more autonomous in their actions. By learning to self-motivate from their supervisors (Manz & Sims, Jr., 1980), these employees have a greater chance of experiencing personal and group achievement in accomplishing organizational tasks, thus fostering satisfaction and productivity. In combination, the findings of Dupre and Day (2007), Kumar and Ravindranath (2012), and Maertz et al. (2007) support the constructs of Maslow's (1954) hierarchy of needs and the social learning theory proposed by Bandura (1977) in that employees must feel as though their meta-needs for managerial support are being met to ensure that satisfaction and personal growth will occur.

The greatest weakness of the study conducted by Dupre and Day (2007) is that the sample is largely made up of males. In military settings, females often perceive leadership techniques differently than males, and may elicit different emotional responses

(Dupre & Day, 2007). Hence, these results may not be an accurate representation of how these leadership methods affect staff members psychologically, as well as in terms of commitment. Consequently, military workers in general have different opinions regarding what is positive or negative in terms of leadership practices, and it may be beneficial to study workers in a different job sector.

However, the research content contained in Dupre and Day's (2007) work is strong in the sense that it brings the aspect of health into the picture and shows a direct correlation to how satisfaction can diminish or enhance one's health, thus having an effect on the presence of positive or negative attitudes, as well as thoughts of turnover. Shahid (2013) conducted research similar to Dupre and Day (2007), and concluded that psychological constructs such as positive reinforcement are critical to the overall motivation and engagement of employees, and this type of support is a completely free incentive. By supporting the mental health of employees, good leaders can easily foster their work output, as well as their personal well-being.

Change in the Workplace. From the perspective of times of change, Kiefer (2005) explored the effects of organizational change on the daily emotional responses of a sample of individuals who work for a company that provides human resource services online. This company had recently gone through organizational changes in terms of mergers and rearranging of employees and job tasks through the use of a series of questionnaires. Although Dupre and Day (2007) hoped to identify the effects of organizational support during times of change on employee morale, Kiefer (2005) chose to take it a step further by identifying the reasons why employees process organizational change in an emotional manner, and examine the consequential outcomes of such

occurrences. This may help to diagnose the root of the problem, and allow human resource professionals and leaders alike to be proactive, rather than reactive in their managerial styles.

Kiefer (2005) found a strong relationship between the occurrence of organizational change and the formulation of negative emotions from too much change. The presence of these negative emotions is not so much due to the change itself. Rather, it is due to the impending thoughts of future obstacles and personal endeavors that may lie ahead as a result if this change. Kiefer's (2005) results indicate that change may bring about a negative atmosphere within an organization. However, as Dupre and Day (2007) found, supervisor support yields higher levels of satisfaction. Supervisors involved in companies that are experiencing change may find it useful to implement nurturing and self-validating tactics to better support their employees.

According to Pecujlija, Azemovic, Azemovic, and Cosic (2011), leaders who exhibit trust and helpfulness towards their employees often experience high levels of follower satisfaction, which can directly predict employee productivity. If the subjects in the studies conducted by Kiefer (2005) and Dupre and Day (2007) were to experience this type of leadership during these times of change, the fear of future obstacles and an unstable environment may subsequently decrease. Wang, Yang, and Wang (2012) generated results that indicated that public employees' turnover intentions are often lower than those of private employees. This could be due to private employees having less autonomy and inflexible work processes. With that said, adding more flexibility to workers' job tasks and giving them more control, in combination with higher levels of perceived supervisor support, may further foster positive working conditions.

The sample size in the study conducted by Kiefer (2005) was excellent in terms of gender ratio. Both sexes were fairly equally represented, ultimately reducing skewing of the results, and the fact that the subjects resided in different cultural settings on an international level increased the chances of accurately generalizing the results to the general population. However, a larger sample size may have elicited data that were more accurate and indicative of the general consensus regarding leadership techniques and their effects on employee satisfaction.

Organizational Learning Culture. Paralleling employee satisfaction, organizational learning culture has been a prominent topic in the field of leadership. This concept is relatively broad in its application, but incredibly useful in improving employee morale. Egan, Yang, and Bartlett (2004) conducted a study exploring the presence and effects of learning cultures in organizations. Taking a sample of 245 information technology workers, Egan et al. (2004) distributed surveys pertaining to the effects of a weak or strong organizational learning culture on the overall satisfaction of employees, and how this satisfaction related to the transfer of learning between staff members and their thoughts about remaining with the organization.

Egan et al. (2004) discovered that the presence of an organizational learning culture was positively correlated with employee satisfaction, as well as employee's desires to transfer learning. A moderate relationship was found between learning culture and employee turnover rates, as well as a direct tie between job satisfaction and turnover rates. These results parallel the findings of Gorg, Kim, Lee, and Zhu (2013), who found that utilizing a team-learning and team performance approach in organizational settings can foster team information exchange, enhancing creativity and trusting relationships

between coworkers, peers, and supervisors. In turn, this can create an overall positive organizational learning culture for workers. Patterson, Warr, and West (2004) conducted research with forty-two manufacturing companies, and concluded that employee productivity is significantly correlated with an organization's climate. Specifically, the facets of supervisory support, innovation and flexibility, concern for employee welfare, quality, skill development, performance feedback, effort, and formalization were all climate-based determinants of employee production, with employee satisfaction closely mediating each of these relationships. The findings of Bhatia and Jain (2013) also support these assertions, whereas maintaining a positive organizational culture leads to enhanced levels of employee productivity. For that reason, the presence of a positive organizational climate is imperative to fostering employee morale and work output.

However, the results indicate that although learning culture has an effect on job satisfaction, it is only indirectly related to rates of turnover through job satisfaction. Based on these findings, it can be determined that employees are more content when they have the opportunity to share useful knowledge in their organization. By implementing and fostering this process, supervisors can generate productive ways of maintaining high levels of employee morale and retention rates through support of this concept, thus supporting the findings of Maertz et al. (2007).

The greatest strength of the findings of Egan et al. (2004) lies in the fact that it explores the definitive relationship between organizational learning culture and job satisfaction, and takes it a step further by relating the results to the transfer of learning and retention rates in the workplace. This expands the research spectrum by illustrating three cause and effect relationships that include effects on satisfaction, learning transfer,

and retention, rather than solely on job satisfaction. The sample size was strong in that it produced responses from a national pool. This enhances the ability of the researchers to generalize the results to a large population of people due to the fact that a wide range of demographic areas was represented. However, the subjects in this study were taken from large organizations. Although these types of corporations are prominent in various parts of the United States, the majority of them are situated in more urban areas. Since only thirteen firms were represented in the responses, the results may be skewed by containing a high rate of urban-based participants, who may have different views of learning culture and satisfaction than those who work in more rural areas.

Trust. A large part of supervisory support involves the presence of a trusting relationship between organizational leaders and their employees. Zhang, Tsui, Song, Li, and Jia (2008) inquired into this concept, and looked into the effects of the employee-organization relationship (EOR) and the presence of support from supervisors on the ability of middle managers to form a trusting relationship with their coworkers. The overall goal of the study was to determine which type of working relationship was the most conducive to fostering the element of trust in the middle manager sector of a company, thus transferring that trust to the entire employee population. These were defined as relationships of mutual investment, where both the organization and the employees mutually invest their commitment in each other, or quasi-spot, where employees invest in the organization on a short-term basis and expect a monetary reward. Using a sample population consisting of 545 MBA students who attended classes part-time and a pool of non-degree seeking individuals in executive education programs in

China, Zhang et al. (2008) conducted a series of surveys to find a relationship between the effects of certain organizational situations on the presence of trust.

Zhang et al. (2008) found that middle manager trust had a positive relationship with the presence of a mutual investment EOR environment, and a negative correlation with the presence of a quasi-spot contract EOR approach. Even more so, trust in the organization is elevated by the presence of a strong perceived view of supervisor support. Perceiving strong levels of supervisory support can increase employee morale and satisfaction, as illustrated by the findings of both Maertz et al. (2007) and Dupre & Day (2007). Subsequently, the creation of trusting relationships between managers and their staff members is a pivotal aspect of creating a positive leadership methodology from which to oversee employees if one wishes to uphold a satisfactory working environment. Through the process of middle managers modeling behaviors that foster trust, Albert Bandura's (1977) social cognitive theory suggests that the mutual investment EOR environment may be enhanced and elicit higher degrees of satisfaction among workers.

Bass' (1985) theory of transactional leadership also comes into play here in that the mutual-investment approach that elicits positive employee responses involves the giving of high production and good work for a reciprocal reward from the organization itself. This brings the incentives system to the table, and illustrates the fact that employees are willing to do good for their company when they receive something in return, either through supportive or financial means. Moreover, teams that rely on multiple members of their organization for leadership often perform better than teams with no internal leadership structure (Carson, Tesluk, & Marrone, 2007). Based on these

assertions, strong supervisor support, shared leadership tactics, and some form of incentive system, in combination, can lead to positive employee responses.

Zhang et al. (2008) discuss the primary limitation of their study, which is that the study was carried out in Asia, thus making their findings un-generalizable to the North American context. Culturally, China's workforce holds greater weight in interpersonal relationships than they do in organizational relationships (Zhang, et. al., 2008), due in part to the constantly changing global economy and increase in corporate competition. The views of these individuals may differ greatly from those in the United States or Europe (who also have major cultural differences) in that corporations may adapt to economic changes and their effects on employees in different manners. It may have been of great benefit to gather samples from multiple regions around the globe, rather than within the sole confine of eastern thinking. This may have made it easier to generalize the results to more of the global population. Consequently, the sample size in this population was represented by two thirds males and one third females. This can confound the results of the study in that men's perceptions of work environments are often very different from that of women's. In a world in which gender discrimination is still present in certain situations, it could potentially be theorized that women often find themselves less trustworthy of their superiors than men do.

Empowerment. Spence Laschinger, Finegan, Shamian, and Wilk (2004) conducted a longitudinal study about the effects of an empowering work environment on employee satisfaction using a sample of 185 nurses who experienced periods of change over a three year sequence. Through the use of questionnaires, Spence Laschinger et al. (2004) wished to explore the relationship between the presence of a structurally

empowering working environment and its effects on psychological perceptions of an employee's job situation, which may ultimately have an effect on overall job satisfaction. Their goal was to address some of the stronger facets of a structurally sound empowerment situation, and gauge the mental processes that result from this type of environment.

Spence Laschinger et al. (2004) found that perceived changes in the environment regarding structural empowerment were strongly related to changes in both psychological empowerment and job satisfaction among the nurses in this sample size. A direct effect resulted from the changes in the job situation in that, as nurses were exposed to greater levels of resources and support, they were more likely to feel satisfied in their current positions, and vice versa. Complimentary to these outcomes, Bockerman and Ilmakunnas (2012) suggest in their research that job satisfaction directly effects productivity, eliciting lower occurrences of absenteeism, turnover, and accidents, and higher levels of organizational commitment. The findings of Dupre and Day (2007) parallel these results as well, suggesting that organizational leaders who support their employees both psychologically and physically by supplying integral tools needed to complete one's job have a better chance of maintaining a content workforce that is dedicated to their organization. These findings indicate that leaders must be able to grasp and apply the ideological premise that they can directly affect emotional and productivity-based employee outcomes through their practices within the organization.

Spence Lashcinger et al. (2004) made this study particularly useful and reliable due to the fact that it was longitudinal in nature, increasing the validity of the constructs in question and further supporting the notion that that presence of supportive leadership

tactics increase levels of job morale and decrease turnover rates. The greatest strength in this case study conducted by Spence Lashcinger et al. (2004) is the fact that a longitudinal approach, rather than a cross-sectional approach, was used to gather and analyze data. By implementing this type of design, researchers were able to gain a more accurate result that allowed for the changing of perceptions of satisfaction over a period of time, rather than in a single instance. This before-and-after testing approach can easily depict differences in previous views of the environment with current cognitive assumptions, illustrating a progression or digression in current job views based on changes to a structurally empowering (or lack thereof) environment.

Consequently, the geographical region used to take this sample size may have put the researchers at a disadvantage because it only allows for the gathering of perceptions of individuals who reside in a singular area of the globe. Although the lay-off trends and eventual increased need for patient care created a specific work dilemma for nurses in Canada, the results of such an occurrence may have been viewed differently in areas such as the United States, Europe, or Asia. It may have been more beneficial to sample the population from varying countries, rather than a single geographic location, so as to ensure that all varying opinions were taken into consideration.

Morals and Vision. As Burns (1978) previously stated in his theory of transformational leadership, managerial styles that foster the agreement of a common goal or moral vision in regards to organizational desires have a greater chance of creating a satisfying and positive relationship between the two entities. The initiation of leadership tactics that foster a high-innovation type of organizational climate often yield positive results in terms of greater satisfaction, creativity, and overall productivity

(Wang, Rode, Luo, & Chen, 2013). Accordingly, mission statements often foster the idea of a shared vision between all facets of an organizational community.

Brown and Yoshioka (2003) researched this concept, and used a sample of 304 individuals who were employed both part-time and full-time in the non-profit sector to conduct a cross-sectional study involving the implementation of surveys measuring employee attitudes. Brown and Yoshioka (2003) wished to address the importance of mission attachment in a non-profit organizational setting. Specifically, they inquired into the attitudes of employees towards their organization's mission statement as a determinant of satisfaction and long-term investment in the company. By doing so, the researchers wished to understand and validate both the importance of a mission statement, and its effects on the organizational construct in terms of employee satisfaction, retention, and long-term goals.

Brown and Yoshioka (2003) found a positive relationship concerning the areas of mission attachment, satisfaction, and intentions to remain within the confines of the company. Furthermore, full-time workers were likely to stay with the organization when they were committed to the mission statement, but the elements of demographics and salary played a role in that decision. However, part-time employees allowed mission attachment to solely determine their desires to remain within their organization, excluding the factors of demographics and salary. Hence, a relationship exists between mission statements and employee satisfaction and turnover rates, supporting the ideas of Burns (1978). This indicates to researchers that a shared vision between leaders and their employees creates a sense of unity, supporting Maslow's (1954) idea of meeting meta-

needs for personal growth and satisfaction, resulting in an overall positive and stable organizational atmosphere.

The study conducted by Brown and Yoshioka (2003) was strong in the sense that it used a non-profit organization as a research basis. These types of environments are often overlooked in terms of importance of maintaining long-term employee satisfaction and retention. This is understandable to the degree that the mission of the group is more important than individual acceleration, and does not fit into the traditional framework of a corporate organization with goals of profit in mind. However, all companies, both for-profit and non-profit, need a strong and dedicated workforce to operate. Despite this fact, Brown and Yoshioka (2003) did not use a sufficient number of questions in their survey to obtain reliable results that can be generalized to the overall population. Each facet of the questionnaire contained only four questions. While they highlighted the important aspects of job satisfaction and mission attachment, more in-depth questions that provided a set of examples within the framework may have yielded more accurate responses that are more reliable when they are being generalized to the general population.

Incentives

Transformational Leadership and Financial Incentives. Incentive-based systems are a large focus of the literature available regarding leadership practices within the human resource realm. Burns and Stalker (1961) assert "When the assumptions of the form of organization make for preoccupation with specialized tasks, the chances of career success, or of greater influence, depend rather on the relative importance which may be attached to each special function by the superior whose task it is to reconcile and control

a number of them. And, indeed, to press the claims of one's job or department for a bigger share of the firm's resources is in many cases regarded as a mark of initiative, of effectiveness, and even of 'loyalty to the firm's interests' (p. 108)". This "loyalty to the firm's interests" (Burns & Stalker, 1961) has the potential to be enhanced by formalizing and assigning important tasks to team members during times of change in an organization (Sine, Mitsuhashi, & Kirsch, 2006), resulting in a dynamic incentive management system that provides advantages to employees, promoting loyalty and satisfaction with their organization. Additionally, employing contingent rewards and transformational leadership practices within organizational constructs may assist in predicting for employee performance (Bass, Jung, Avolio, & Berson, 2003). In doing so, an employees' self-efficacy may be reinforced through their perception that accomplishment of a task can elicit a reward, creating the idea of having greater control over one's role within an organization (Bandura, 1989). Hence, each of these assertions imply that proper implementation of incentive-based practices can benefit organizations in a global and employee-based manner.

Bass (1985) theorizes that transformational leadership is based on individual task performance that is used to accomplish the goals of the group, while transactional leadership implements an incentive-based system used for positive performance and a punishment system for negative performance. Deckop, Konrad, Perlmutter, and Freely (2006) further explored this idea of transactional leadership in terms of the utilization of positive incentives, and distributed a series of surveys to a sample size of 561 former welfare clients who were currently employed at the time of the study. Deckop et al.'s (2006) goal was to explore possible organizational facets that may have an effect on the

overall satisfaction and job retention of individuals who were previously part of the welfare system. In doing so, organizations would have a greater chance of retaining employees that helped them to maintain a diverse working environment, as well as grant under-privileged individuals the opportunity to succeed in life. This would increase workers' perceptions of themselves, as well as enhance the public's opinion of the company as a whole.

A similar study was conducted by Tekleselassie and Villareal, III (2011) a few years later. Their findings suggested that, when certain affective or subjective tenets of employees' jobs are compromised or incompatible with the values of the employees, turnover rates may increase. If this study had been available when Deckop et al. (2006) conducted their research, it may have helped them better understand the importance of motivators and incentives in an organizational setting, concerning both financial and non-financial incentives. However, while Tekleselassie and Villareal, III (2011) delved further into the exploration of influential organizational facets, they only studied the opinions of school principals. Deckop et al. (2006) focused their research on former welfare recipients, who may have a very different viewpoint of what yields them job satisfaction and causation to stay on their current career path.

Deckop et al. (2006) concluded that there was a strong correlation between the presence of financial and health incentives and a higher rate of employee retention. Former welfare clients who received these incentives were more likely to remain content within their current job title, and were less likely to leave the organization. This is consistent with findings generated by Galanou, Georgakopoulos, Sotiropoulos, and Dimitris (2011), who determined that first-level employees (who would be considered

parallel to Deckop et al.'s (2006) subject pool participants of former welfare clients) valued monetary incentives more so than other types of benefits, because their jobs served as a catalyst to covering their basic needs. This was also confirmed by Danish and Usman (2010), who illustrated through their research on the impact of reward recognition on job satisfaction and motivation that the introduction of salary increases, allowances, bonuses, and other fringe benefits often lead to higher levels of employee motivation and morale.

It must be noted, however, that the results generated by Deckop et al. (2006) may be due to the fact that these employees were financially unstable, and viewed these incentives as a means to an end, as first –level employees exhibited in Galanou et al.'s (2011) inferences. Despite this thought, these results support the ideas behind Bass's (1985) transactional leadership theory in that incentives based on a job well done often yield positive responses in terms of satisfaction and retention rates. This leadership method can therefore result in higher levels of happiness, financial security, and production, thus meeting the needs of both the company and the individual. Expanding upon this concept, employees who feel that they are receiving ample respect from their supervisors often lead more fulfilling and rewarding lifestyles, both inside and outside of the workplace (Wiley, 2012). Therefore, a combination of financial and intrinsically motivating leadership practices may be the best avenue to foster the organizational personas surrounding first-level employees.

Nonfinancial Incentives and Motivations. Contrary to the findings generated by Deckop et al. (2006) and Danish and Usman (2010), other past studies have indicated that salary incentives are not a positive determinant of job satisfaction, motivation, and

success, and that these incentives could even be detrimental to organizational culture. In their study involving 323 undergraduate students, Shore and Strauss (2012) yielded results indicating that employees put greater emphasis and importance on work outcomes that resulted in pay increases, rather than on the actual work contributions that they made. With that said, comparing the internal pay structures between employees that result from these types of worker viewpoints often effects their overall work attitude, and can mitigate their perceptions of fairness and perceived organizational support. In a study regarding objections to performance-based pay, Pouliakas and Theodossiou (2009) determined that "No significant difference in the job utility of workers should arise between those receiving pay for performance or alternative pay methods" (p. 681). Dzuranin and Stuart (2012) also conducted research on this topic with a group of college students that suggests utilizing cash bonuses in organizational settings can actually cause deterioration on overall job performance, and that non-cash incentives must be used to help mitigate these types of negative effects from occurring.

When investigating motivating factors for senior executives, Galanou (2011) found that monetary incentives were of minimal importance, and that improving one's position with the company led to high levels of satisfaction and productivity among higher level executives and leaders. Fossum (1979) also determined that rewards that were contingent upon performance were not related to employee satisfaction unless they reinforced performance behaviors, and often did not yield higher levels of future performance by employees. However, Fossum's (1979) research study took place over a very short period of time, with a small subject pool, which may have greatly limited the empirical results of his data.

Rewards Systems. Existing studies counter the work of Deckop et al. (2006), such as inquiries made by Fay and Thompson (2001), where they aimed to determine the mitigating factors surrounding successful rewards systems. These researchers found that organizational facets such as productivity, turnover, financial results, employee satisfaction, legal and regulatory compliance, and culture alignment are very important in sustaining positive levels of employee satisfaction and retention, and must be properly managed in order to implement a successful rewards system. If rewards systems are not adequately managed, the organization as a whole may suffer. It is also important to be aware of equity theory concepts between peers and co-workers within the organization (Podsakoff, Todor, & Skov, 1982), as employee perception of unequal pay incentives may cause dissention. This includes the facets of equity theory, whereas gross differences in salaries between lay workers and supervisors may cause discontent (Skiba and Rosenberg, 2011), and equality theory, whereas all employees may receive equal rewards in terms of outcomes, despite their individual input (Morand and Merriman, 2012). This is contrary to the findings of Pouliakas and Theodossiou (2009), who determined that there is no evidence within their study to suggest that instilling a performance-based pay system causes insecurity between employees.

In their study of 180 students participating in an introductory behavioral course, London and Oldham (1976) found that employee performance was actually gauged at a higher level for individuals working in a no-pay incentive environment, as opposed to a fixed-rate pay-incentive environment. Rather, performance correlated more with the degree of difficulty it took to achieve goals. The harder the goals were to achieve, the higher the employee productivity rate rose. This supports the theories surrounding

Maslow's (1954) hierarchy of needs, whereas basic, emotional needs must be met to sustain personal growth. In this case, achieving difficult goals would foster this growth.

The greatest weakness in the findings of Deckop et al. (2006) lies in the fact that all of the participants were women, and the majority of them were of minority descent. Previous research has shown that the perceptions of the white male are significantly different from those of women and minorities alike, despite socioeconomic status. Erbasi and Arat (2012) determined that males respond more positively to financial incentives than females do. However, they only had a subject pool of eleven individuals, which severely inhibits the researcher from getting a true idea of how gender effects incentive perceptions. Pouliakas (2010) determined that males in skilled, private-sector organizations that did not involve unions yielded more positive attitudes when their incentives were more generous. However, it may have been of benefit to increase the span of the search to include a higher population of males, both white and minority, as well as increase the percentage of white females in the sample. This could have offered results that reflected a broader spectrum and perhaps validated those hypotheses that were not proven to be significant.

Deckop et al. explored the views of underprivileged individuals that have a harder time maintaining jobs in the corporate sector. Most studies focus on the middle-class societal figure, which often represents the majority of individuals of whom human resource managers interact. The presence of individuals who were on welfare gives managers a new task of trying to appeal to the higher needs of workers with a greater need for training and personal development, while ensuring that they are content and secure in their working environment.

While concise in their goals and research endeavors, Deckop et. al. (2006) could have strengthened their study by expanding their horizons and looking further into non-monetary incentives that could potentially increase employee satisfaction, productivity, and morale. Practices such as fostering a collective organizational culture involving high levels of group performance and a keen understanding of distributive justice often lead to higher feelings of appreciation towards rewards and incentives (Fong and Shaffer, 2003). Even more so, these practices must ensure that appraisal systems associated with personal and distributive justice are viewed as worthwhile efforts by all organizational participants (Murray, 1981).

Likewise, Mahmoudzadeh, Mojtaba, and Taghipour (2013) issued eighty questionnaires to employees of an export guarantee fund of Iran, and concluded that the use of contingent rewards through transactional leadership techniques can increase effectiveness in instilling knowledge management within an organization. These contingent rewards include helping subordinates with job tasks, appointing individuals who have the potential to achieve goals, determining appropriate profits for those who have reached goals, and recognizing employee efforts and satisfaction. Although these results may be limited due to the geographical location of the questionnaire participants, the outcome of this study indicates that the use of multiple types of incentives may be advantageous in terms of maintaining high levels of employee morale and productivity. Wasylyshyn, Shorey, and Chaffiin (2012) further determined that maintaining a "reciprocal engagement" environment by involving all key stakeholders in strategic decisions may further foster the incentive-based idea that providing some power and control to subordinates can yield positive employee reactions. Deckop et. al. (2006) may

want to consider looking into alternative incentive systems with definitive practices and outreach procedures in the future.

In sum, each piece of literature provides an insightful and meaningful look at the various leadership styles that effect employee morale and job retention rates. Although these works do not address graduate students specifically, they focus on a variety of organizational situations that may yield a large breadth of varying responses, allowing for the identification of crucial leadership tactics. In the world of human resource management, these practices have great implications in terms of overseeing employees. The positive or negative responses from these managerial techniques can affect production, satisfaction, and turnover rates, thus having a great influence on a company's ability to maintain high levels of competition and quality control. However, the evident gaps in the literature in terms of studying a more diverse population, as well as focusing on preventive measures in terms of avoiding negative employee responses, creates the need for more study in this area. The next section will discuss the research methods utilized to collect data from graduate students for this study, as well as the means by which the data were analyzed.

CHAPTER 3: METHODOLOGY

The current study branches out of the confines of the general adult population highlighted in previous research by focusing solely on graduate students with workforce experience, whereas latter research has not explored this population in great depth. The following section summarizes the multiple facets associated with the methodological design of this study, and includes a description and rationale of the research design, sample population, data collection instrument, potential threats, and complete data analysis.

The following research questions were proposed:

> RQ1: Which leadership techniques are more or less effective in terms of yielding higher levels of satisfaction and morale, as viewed by graduate students who have experience within the workforce?

> RQ2: What traits are considered to be positive or negative in terms of leadership techniques for graduate students who have participated in the work force?

The researcher predicts the following research outcomes:

> HQ1: In the opinion of graduate students with minimal to high degrees of workforce experience, the implementation of positive leadership techniques will increase levels of employee morale, while negative leadership techniques will decrease employee morale among graduate students in the workforce.

HQ2: In the opinion of graduate students with minimal to high degrees of workforce experience, leadership techniques that involve financial incentives will increase work productivity.

HQ3: In the opinion of graduate students with minimal to high degrees of workforce experience, leadership techniques that build trust between supervisors and employees will increase employee morale.

HQ4: In the opinion of graduate students with minimal to high degrees of workforce experience, leadership techniques that foster transference of learning between staff members will increase employee morale.

The independent variables in this study are leadership techniques (positive and negative), incentives, trust-building, and transfer of learning. The dependent variable in this study is represented by the elicited opinions of the participants regarding an increase or decrease in job morale. The study was conducted using a computer-based survey instrument through Qualtrics, providing a short questionnaire that elicited responses using a five point Likert-type scale in order to determine which leadership traits yielded positive or negative responses in terms of job morale for graduate students. The identity of each of the participants remains anonymous, thus exuding less skepticism towards taking a survey, as opposed to a questionnaire where "attributed" data is recorded (Weiner, Jolton, Dorio, Klein, & Herman, 2011).

Research Design Rationale

The researcher based the premise of this study on two previous work experiences that occurred during her undergraduate and graduate college careers. In both settings, the employees at each location were unhappy with the leadership styles that were present within upper management. While each individual employee's reasoning for his or her discontent was unique and personally-based, a variety of common perceptions were present: each employee felt that the managerial staff was not attentive to his or her needs, did not sufficiently address hostile work environments, lacked the ability to advocate for pay incentives, and minimized the availability of new opportunities, subsequently hindering transference of learning. In combination, each of these negative leadership traits caused an atmosphere of discontent, and minimized employee morale. As a student, the researcher felt that she was gaining a negative perception of the real world, and felt that she would benefit from exploring means to improve employee morale, particularly for those who have entered the workforce for the first time.

Obtaining Site and Research Approval

In the month of September, 2013, I attended a meeting with Dr. Lynn Reid, the Dean of the graduate school at James Madison University. After explaining the goals of my research and the fact that I would need access to the entire graduate population at the university for a potential subject pool, Dr. Reid signed an authorization that allowed me to utilize the university bulk email system to send an anonymous questionnaire to each graduate student at the university (see Appendix A).

Once I received this authorization, I proceeded to apply to the Institutional Review Board (IRB) at James Madison University to gain approval to conduct this

research. On September 27, 2013, the complete IRB application was submitted, and

approval was granted on October 8, 2013 (see Appendix B). Once approval was granted,

I then submitted a request to the university's bulk email system on October 8, 2013 (see

Appendix C for bulk email request and Appendix D for Email Consent Form) to issue a

bulk email to all graduate students with a link to the anonymous survey.   Data collection

began on October 17, 2013, when I was granted approval to issue the bulk email. One

reminder email was issued on October 29, 2013, and the survey was available for

participation for five weeks, closing on November 20, 2013.

Sample Population

Graduate students at James Madison University represented the overall pool from

which a purposive random sample size was gathered to conduct this study. It was not

possible to issue surveys to every graduate student in the nation. However, the sample

size of graduate students from a local university was easily attainable. Narrowing the

field down to a specific university made it easier to collect a sufficient sample size.

However, this may have skewed the results because students often have different views

of job experiences based on where they have worked (i.e. urban or rural areas), and

students at James Madison University may have very different opinions than those who

attend college in other areas of the country or world.

There was no specific age group targeted in this study. Graduate students often

encompass a wide variety of individuals, ranging from recent undergraduates to adult

learners returning to complete their degree. This is an advantage in that older adults

usually have a considerable amount of work experience, giving them the ability to

provide greater insight into their opinions about leadership techniques and how they have

personally affected the participant's morale at work. This would be of particular benefit when analyzing the interview portion of the study.

The opinions of the younger population are also vital to the study because young adults are often very impressionable when entering a new work environment. They can easily formulate opinions fairly quickly when they feel as though they have been treated positively or negatively by a new leader, making their points of view helpful in the data collection and process of analysis.

Data Collection Instrument

A mixed method triangulation approach was used to further the knowledge gained from these surveys by comparing the results to the four hypotheses proposed, with the goal of exploring the effect of leadership on job morale and employee satisfaction for graduate students with workforce. Other researchers who have explored leadership traits have utilized a mixed-method approach as well (Harrison & Murray, 2012; Hauserman, Ivakova, & Stick, 2013). Harrison and Murray (2012) aimed to discover what kind of leadership traits enabled board members of a nonprofit organization to be more effective. They combined a qualitative approach of conducting in-depth interviews of experienced CEOs and board members with a quantitative, survey approach to supplement the qualitative findings. This helped the researchers to validate the leadership attributes that were brought up during the interviews. Hauserman, Ivankova, and Stick (2013) also explored leadership traits and their effects on how teachers perceived principals. In their mixed method approach, they used a quantitative survey to distribute to a sample of teachers, and subsequently included three open-ended questions to pursue a qualitative approach and expand upon their quantitative findings.

A web-based survey containing nine questions with a five point Likert-type scale were administered for the purposes of quantitative analysis (see Appendix E). Surveys are often advantageous in that a researcher can obtain a high level of responses from a large group of individuals in a fairly short amount of time (Fraenkel & Wallen, 2009). Results are usually fairly easy to analyze, and it is a cost-effective way of gathering important data. However, the downfall of this technique is that follow-up questions cannot be asked. Therefore, clarification or reasoning cannot be deduced from the given results (Fraenkel & Wallen, 2009).

Numerous studies focused on leadership have been conducted using a five point Likert-type scale (Roby, 2012; Mohammed, Othman, & D'Silva, 2012). Roby (2012) conducted a study where a human relations survey was administered to a group of K-12 teachers, focusing on their attributes as both teachers and leaders. A Likert-type scale was used to assess certain human traits and compare them to the teachers' self-assessments. Mohammed, Othman, and D'Silva (2012) also used a five point Likert-type scale in their research regarding leadership profiles of managers and lecturers at universities in Nigeria. Leadership styles were compared to organizational commitment, and the data analysis was based on the results of the five point Likert-type responses.

Due to the fact that a large number of graduate students attend James Madison University, a web-based survey was the most appropriate form of data collection. This enabled the researcher to email the survey in bulk to the entirety of the graduate population, with a significantly high chance that results would arrive in a reasonable time frame. Being that the survey was less time-consuming, individuals were perhaps more apt to give their opinions if it did not impede on their daily lives and schedules.

A qualitative approach to the web-based survey was also taken, and involved the use of one open-ended question at the end of the survey. Corroborating the results of the quantitative analysis stage of this study, the open-ended answers given were used to provide greater detail about the opinions of the survey takers. Although sometimes more time consuming, these types of questions allow for the validation of survey answers, with increased thought being present in the question and answer process. The use of open-ended questions requires less time than conducting full interviews, and can be much more cost efficient. According to Fraenkel and Wallen (2009), interviews can take longer to collect results, and often entail higher costs. Consequently, the use of one open-ended question was a logical choice.

The researcher was unable to locate a pre-existing instrument that addressed the specific nature of the leadership research, as the questions being asked were focused on multiple leadership facets, and were geared towards graduate students with some degree of workforce experience. As a remedy, the researcher created a unique web-based survey through Qualtrics, an online survey system, where data for instrument were compiled. Each question was geared towards the participants' opinions regarding which leadership techniques yielded higher or lower levels of morale. The skip-logic function of Qualtrics was used to ensure that each of the participants was a graduate student, and that they did have some sort of workforce experience. If any of the participants did not meet the necessary criteria, they were taken to the end of the survey.

Data Collection Procedure

The web-based survey began by posing four demographic questions, which were intended to produce results that could be triangulated with the responses given within the

five point Likert-type scale propositions. They queried the sex, age, current student degree progress, and workforce experience of the participant. While the research questions and hypotheses proposed in this research did not focus on how the sex or age of the survey takers affected perceptions of leadership traits and job morale, it was helpful to the researcher to analyze the comparative relationships between these entities. Moreover, the premise of this study was based on graduate students with some degree of workforce experience, which created a requirement for these demographic inquiries.

According to Fraenkel and Wallen (2009), quantitative research allows for the scoring of results, enabling researchers to determine the degree to which a certain variable affects another. This helps in analyzing the correlation of certain relationships, such as leadership techniques and their effects on employee morale and retention rates. The following nine questions of the survey were subsequently based on this premise. The questions asked were closed-ended, in that there was not an opportunity to clarify one's answer, and they addressed leadership issues of job morale and leadership traits separately, so as to avoid overlapping of the results.

Each of the nine open-ended questions in the survey was based on each of the four proposed hypotheses, and aimed to discover how certain leadership traits were viewed by employees in terms of positivity and negativity. The variables of job morale and how it is affected by trust building, incentive-based systems, transference of learning practices, and managerial support were explored. The answers to each question were ranked on a five point scale, and were represented as: strongly agree, agree, neither agree nor disagree, disagree, strongly disagree. Each question was developed by researching and focusing on key components of what effects employee productivity and satisfaction.

In order to narrow down the research and formulate concise questions, I chose to explore the leadership traits and techniques that appeared to have the most impact on me, based on my own experiences in the workforce.

Statistics and Analysis

The initial web-based survey was sent out through the university's bulk email system, and was issued to a total of 1433 graduate students. The goal of issuing it in this manner was beneficial because sending it through the university ensured that all graduate students were reached through email. Complete anonymity was ensured because the researcher was not present for the issuance or participation phases of the research. This could potentially make survey participants more comfortable in answering questions, as opposed to other collection techniques, such as "identified but confidential". (Armenakis, Field, Holley, & Bedeian, 1975). A total of seventy-three responses were recorded, returning a variety of opinions pertaining to the effects of leadership techniques on employee morale, satisfaction, and productivity. The web-based survey remained open for a period of five weeks, from October 17, 2013 through November 20, 2013. Once the five week period concluded, the researcher closed the survey, and no other data were collected or accepted. There was no compensation or monetary incentive offered to complete the survey, and one reminder was sent out half way through the data collection period to increase the potential for more responses.

After the analysis of the results, a table and a chart were created for each individual question to visually depict the results. The first table represented the means and percentages of each individually coded response to the nine survey questions. The second table represented a simple bar graph, illustrating the frequency of responses in

terms of agreement for that particular question. These were simultaneously useful in that seeing higher or lower levels of agreement in regard to each question can provide the researcher with insight into whether or not graduate students feel that a particular leadership trait has an effect on job morale and/or retention rates.

In terms of statistical testing, the mean, variance, and standard deviation for each question were calculated to help decipher between levels of agreement, thus representing a full range of graduate students' views in regard to the effects of leadership techniques in organizational settings. Based on these numerical averages, subsequent tables were created to display the minimums, maximums, and means of each data set.

Lastly, a cross-tabulation table was created using Qualtrics to illustrate the correlations that existed between the demographics of sex and age with the responses to each question posed to the subject, thus utilizing data triangulation. According to Fraenkel and Wallen (2009), using more than one instrument in the collection of data can increase the validity of the results. This is based on the premise that each data collection method will elicit similar responses when compared. In this case, the results of the last open-ended question should complement the results of the first nine, while the data triangulation can allow for the illustration of correlative relationships with the demographics of gender and age. This can be exemplified by an individual who felt that financial incentives had an effect on turnover rates. If he or she strongly agreed that the presence of financial incentives decreased turnover rates, he or she would most likely have answered in the narrative question that low financial incentives increased turnover rates. The only true way to determine this, however, is to have a larger population

participate in this study to allow for more accurate exploration into causal-comparative relationships.

The last question in this survey represented an open-ended query that aimed to explore the opinions of graduate students regarding the effects of certain leadership traits on employee morale, satisfaction, and productivity. The survey takers were asked to respond in essay format, with no requirements pertaining to the amount of input expected. Being that this question represented data in a qualitative format, rather than quantitatively, there was not a feasible statistical method that can be used to analyze the results. Rather, the insight gained from this question was distributed and analyzed in text format, representing a graph of results depicting the pros and cons of leadership techniques, as well as themes regarding how they affect job morale for graduate students.

Validity, Reliability, and Generalization

In terms of validity, the content-related aspect of each question in the survey is strong in that each question addresses a different facet of leadership techniques. None of the questions stray from the original research question, and each one is unique in terms of organizational situations. However, not all leadership traits were defined in these questions, and it may be useful to create a future survey that addresses a wider variety of these types of situations. The last question in the survey, which required a narrative response, was meant to address this concern and determine other positive and/or detrimental leadership traits. However, implementing the results of these final inquiries into a multiple choice survey based on the Likert-type format can allow for statistical analysis of the results, and a stronger determination of their effects on morale and turnover rates. The validity of the study was also enhanced by the researcher's decision

to implement a small pilot survey to fellow graduate students prior to issuing it to the entirety of the graduate school population at James Madison University. In doing so, the researcher was able to determine the value of each of the questions posed in the study, and gain opinions as to the wording, content, and overall usefulness of the survey instrument.

While the reliability of the survey is enhanced by the fact that it was initially issued to a small pilot of fellow graduate students with the goal of assessing the value of the survey instrument, it is difficult to determine its' true reliability because it will only be taken by each individual graduate student once. For the purposes of this study, is can be asserted that there is no way to accurately determine whether or not the results can be replicated. There are two solutions to this problem. The first is to administer the survey to graduate students at another institution and compare the results to the current outcome of this study. The other approach to determining validity can be to compare these results to past studies. Although there may not be specific past research that addresses every aspect of this study, a meta-analysis of literature relating to the question of how leadership approaches affect employee satisfaction and retention rates may provide insight into the reliability of the survey used in this research.

When generalizing the results of this study to the general population, the analysis of the z-score may provide insight when compared to the average score supplied. For example, if a large majority of survey-takers strongly agree with the fact that higher trust between managers and staff members increases job morale, it can be assumed that the general population would respond in the same manner based on the fact that the z-score is closer to the average in terms of standard deviations. However, this is largely affected by

the sample population used in taking the survey, and a low response rate may significantly hinder the accuracy of the comparison. No statistical results will be provided for the qualitative aspects of the survey, and can only be compared when other opinions have been collected. This may also limit generalizability efforts.

When analyzing the responses from both quantitative and qualitative questions, the researcher gained further insight into what effects morale in the workplace for graduate students, thus fostering the mixed method approach. Applying triangulation techniques to the data analysis enabled the researcher to look at the relationships between demographics (i.e. sex and age) of the survey takers and the elements that may affect employee morale. Therefore, the mixed method triangulation approach appeared to yield the most valid results.

Table 2

Survey Instrument and Corresponding Variables

	Instrument Question

Demographics	1.) Sex:
	    o Male
	    o Female
	2.) Age:
	    o 18 – 29
	    o 30 – 45
	    o 46 or older

Demographical Study Requirements	3.) Are you a graduate student currently enrolled at James Madison University?
	    o Yes
	    o No
	
	4.) Have you had previous experience in any type of workforce setting, either on a full-time or part-time basis?
	
	    o Yes
	    o No

Employee Morale and Satisfaction
 	
(Quantitative Questions)
	5. When employees perceive high levels of trust between managers and staff members in the workplace, workers are more likely to experience high levels of job morale and overall satisfaction.
	   o Strongly agree
	   o Agree
	   o Neither Agree or Disagree
	   o Disagree
	   o Strongly Disagree
	
	6. When managers provide employees with learning opportunities that will allow them to advance in their careers and transfer learning to their coworkers, employees will feel higher levels of satisfaction.
	   o Strongly agree
	   o Agree
	   o Neither Agree or Disagree
	   o Disagree
	   o Strongly Disagree
	
	7. When leaders provide a working environment that is both physically and psychologically empowering (i.e. leaders provide both the physical resources needed to complete a job task and the emotional support to do so), employees will respond positively and maintain higher levels of satisfaction.
	   o Strongly agree
	   o Agree
	   o Neither Agree or Disagree
	   o Disagree
	   o Strongly Disagree
	
	8. Leaders who support their employees and encourage them to seek self-verification in understanding their personal strengths and weaknesses often increase an employee's overall morale.
	   o Strongly agree
	   o Agree
	   o Neither Agree or Disagree

o Disagree
o Strongly Disagree

9. Leadership techniques that operate upon the premise of "hope" in terms of employee expectations often create a supportive working environment and increase employee satisfaction.
    o Strongly agree
    o Agree
    o Neither Agree or Disagree
    o Disagree
    o Strongly Disagree

10. Lack of managerial support during times of change often makes employees feel uncertain about their future with the organization, resulting in decreased feelings of satisfaction.
    o Strongly agree
    o Agree
    o Neither Agree or Disagree
    o Disagree
    o Strongly Disagree

11. The presence of a poor leader causes employees to produce decreased amounts of work output.
    o Strongly agree
    o Agree
    o Neither Agree or Disagree
    o Disagree
    o Strongly Disagree

12. When leaders abide by and enforce the mission statement of a company, employees will be more devoted to that organization and feel more satisfied with their jobs.
    o Strongly agree
    o Agree
    o Neither Agree or Disagree
    o Disagree
    o Strongly Disagree

	13. Managers who implement financial incentives as a means of motivating their employees often experience lower rates of employee dissatisfaction.
	    ○ Strongly agree
	    ○ Agree
	    ○ Neither Agree or Disagree
	    ○ Disagree
	    ○ Strongly Disagree

Employee Morale and Satisfaction **(Quantitative Question)**	14. In your experience, what types of leadership techniques increase or decrease job satisfaction in the workplace?

Threats

Paralleling the circumstances of all research endeavors, there were a variety of threats present within the constructs of this research. It was expected that a greater number of responses will come from females rather than males because the university gender ratio is relatively 60-40, with females being in the majority population. This may have skewed the results because females and males often have very different opinions regarding their experiences in the workplace. Kolb (1999) found that influences present in certain organizational settings are often related to levels of self-confidence and comfort in regard to gender differences. Hence, it must be taken into account that results can lean towards a specific direction due to the amount of responses from either sex, rather than simply because a larger majority of the population feels a certain way about how leadership affects job morale.

Being as the sample taken in this study came from a single university that is predominantly Caucasian in terms of student population, with a fairly modest level of

African Americans and a smaller minority population in general, there is a significantly higher chance that diversity was an issue in terms of demographics. Given that the sample was taken from the graduate population without any ethnic identifiers being considered, the researcher was unable to delineate which surveys are to be used based on the race of the participant. This would have been discriminatory and may not have encompassed an accurate depiction of the opinions being surveyed. The inability to do this may have resulted in a lower response rate from minorities, which could potentially skew the results in that minority populations may hold very different views pertaining to their work experiences. However, this issue, as well as the issue of gender, could not be reasonably controlled in this particular study, and must be viewed as a potential, but not fatal, drawback to the sampling selection process.

Lastly, due to the fact that the sample size was taken solely from a university setting, the results will most likely come from the younger population because they tend to encapsulate the majority of these environments. While adults of all ages enroll in graduate programs, the number of older adults with more workforce experience may likely be minimized. Thus, the results may indicate accurate and poignant responses, but will have the potential to lack the experience needed to truly make an informed judgment.

The researcher has concisely outlined the methodology and procedures needed to conduct this research. Through the creation of this study and formulation of potential research questions and hypotheses, the researcher gained necessary site approval, submitted to the IRB for approval, and detailed the means by which data were collected and analyzed. In conclusion, the researcher detailed the potential threats associated with

the study, as well as means by which to minimize these occurrences. The following

section will address the results and analysis of the web-based questionnaire.

CHAPTER 4: DATA ANALYSIS

This study employed a mixed methodology research design by utilizing quantitative and qualitative data collection procedures to identify the effect of leadership on job morale for graduate students. A ten question web-based survey was created using Qualtrics, and was distributed via the university's bulk email system to the entire graduate student population. From a pool of 1433 potential subjects, seventy-three qualified participants completed the survey in full. The next section will address and analyze the seventy three responses that resulted from this survey inquiry.

Data Storage and Analysis Procedures

All data obtained throughout the duration of this research study were collected and stored within the Qualtrics survey management system. The researcher was the only individual who had access to this information, and no data were collected in any other fashion. All downloaded data came directly from Qualtrics, and were stored on a password-protected hard drive only accessible by the researcher for further analysis. After closing the survey, all statistical testing and analysis were conducted through Qualtrics' data analysis software. Demographic information was reported using a frequency table, and a comparison of means was utilized to assess the frequency of responses for the nine Likert-type questions. A cross-tabulation chart was created through Qualtrics to illustrate correlations regarding the Likert-type responses with the sex and age of the participant. Lastly, a table of qualitative data was created to display the responses to the open-ended question regarding what types of leadership techniques increase or decrease job satisfaction in the workplace.

Demographics

While demographic information did not play a role in the formulation of research questions and hypotheses for this study, utilizing them in a cross-tabulation provided the researcher with further insight into potential trends regarding beliefs about leadership styles. This information could then be utilized by other researchers in future endeavors. According to James Madison University's office of institutional research, the gender ratio for all regularly enrolled graduate students during the fall semester of 2013 was represented as seventy percent female and thirty percent male. The responses to the demographic questions elicited a distinct trend that complemented and exacerbated the current graduate school demographics, whereas the majority of participants were females (82.19%) between the ages of 18 and 29 (60.27%).

The gender of each participant is illustrated in Table 2, and can also be viewed in the format of a bar graph (see Appendix F). Female participants made up the majority of the subject pool (82.19%, with males (17.81%) representing less than one fourth of the sample population).

The age ranges of each of the participants are also displayed in Table 2, and can also be viewed in the format of a bar graph (see Appendix G). All range options provided in the demographic portion of the survey were represented within the subject pool. The bulk of the participants fell within the age range of 18 – 29 years of age, with a total of 60.27%. It was assumed by the researcher that no participants would be under the age of eighteen, due to the fact that the study was geared towards graduate students who would have already been required to complete four years of college. There was no way to determine the highest age of the participants.

The current degree being pursued for each participant is subsequently illustrated in Table 2 as well, and can also be viewed in the format of a bar graph (see Appendix H). All participants answered affirmatively to being enrolled as a graduate student, which was expected by the research due to the fact that the survey was only issued to graduate students.

The current degree of workforce experience for each participant is illustrated in Table 2, and can also be viewed in the format of a bar graph (see Appendix I). All participants answered affirmatively to being enrolled as a graduate student, which was expected by the research due to the fact that the survey was only issued to graduate students.

Table 3

Demographics

Demographic	Frequency	Percent	Valid Percent
Sex Male	13	17.81	17.81
Female	60	82.19	82.19
Total	73	100.0	100.0
Age 18 – 29	44	60.27	60.27
30 – 45	22	30.14	30.14
46 or Older	7	9.59	9.59
Total	73	100.0	100.0
Degree Yes	73	100.0	100.0
No	0	0	0
Total	73	100.0	100.0

Work	Yes	73	100.0	100.0
	No	0	0	0
	Total	73	100.0	100.0

Quantitative Findings

The following nine survey questions were posed to each of the 73 research

participants. Each of the questions was rated with a response of either strongly agree,

agree, neither agree nor disagree, disagree, and strongly disagree, and were coded with

numbers 1 through 5, respectively. The responses to each of the nine questions were

analyzed through the use of Qualtrics' statistics software, where the mean, variance, and

standard deviation for each question regarding leadership traits and techniques were

recorded. The responses to each of the questions were analyzed individually, and tables

displaying the averages, as well as other descriptive statistics, were provided below in

table format (see tables 4 - 12) and bar graph format (see figures 3.1 – 3.9).

Survey Q1: When employees perceive high levels of trust between managers and

staff members in the workplace, workers are more likely to experience high levels of

job morale and overall satisfaction.

The first question asked of the participants pertained to whether or not perceived

high levels of trust between managers and staff members led to higher levels of job

morale and satisfaction. The results are illustrated in Figure 3.1 below, as well as Tables

4 and 4a in Appendix J. Each of the 73 participants strongly agreed or agreed with the

idea that high levels of trust between managers and staff members in the workplace led to

increased job morale and satisfaction.

Mean: 1.29
Variance: .21
Standard Deviation: .46
N=73
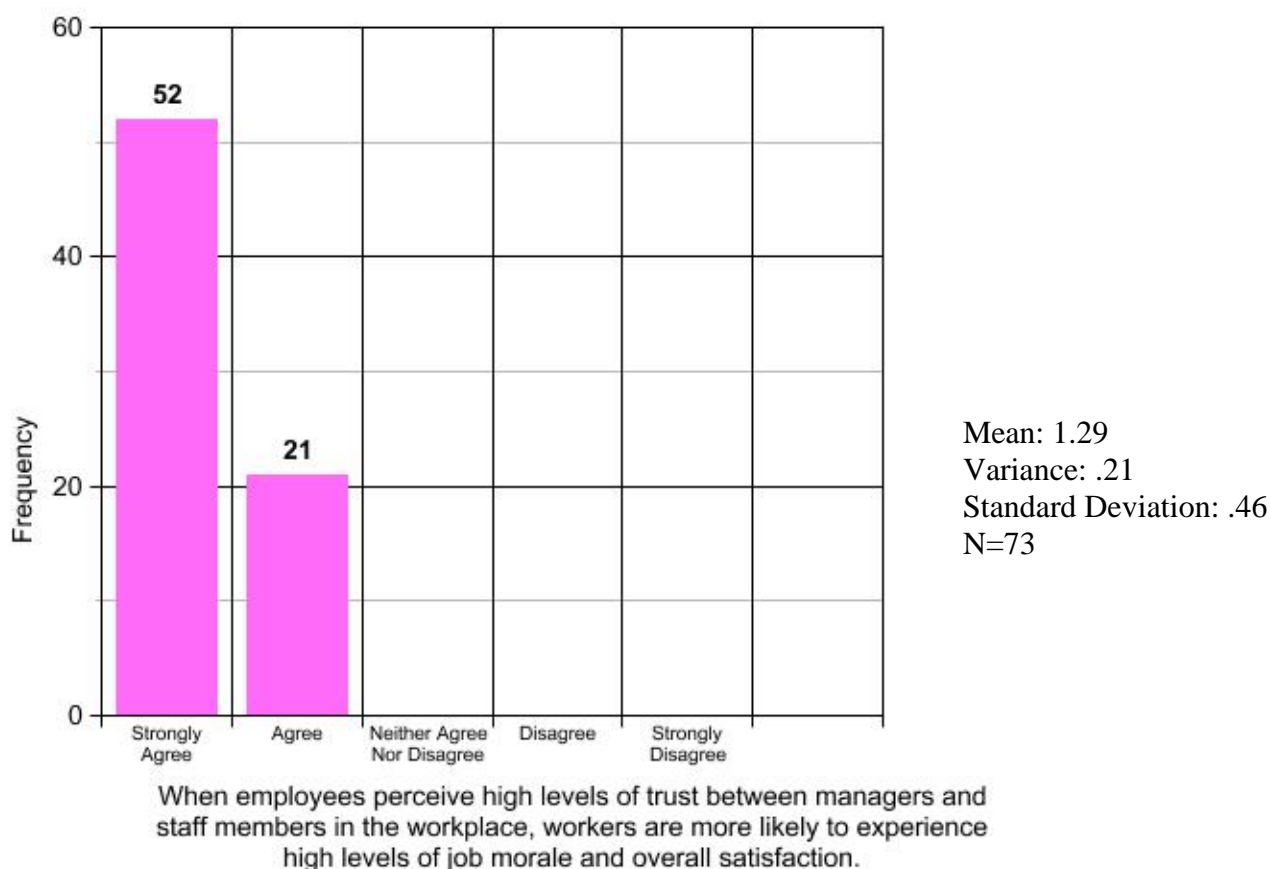
Figure 3.1: Trust in the Workplace

<u>Survey Q2:</u> When managers provide employees with learning opportunities that will

allow them to advance in their careers and transfer learning to their coworkers,

employees will feel higher levels of satisfaction.

The next question asked of the participants pertained to whether or not employees

who are granted learning opportunities to advance their careers and transfer learning to

their coworkers feel higher levels of job morale and satisfaction. The results are

illustrated in Figure 3.2 below, as well as Tables 5 and 5a in Appendix K. The majority

of the 73 participants strongly agreed or agreed with the idea that leadership techniques

that provide learning opportunities to employees to advance their careers and transfer

learning to their coworkers yield higher levels of job morale and satisfaction, while 2

participants disagreed or strongly disagreed with this assertion.

Mean: 1.34
Variance: .48
Standard Deviation: .69
N=73

Figure 3.2: Learning Opportunities and Transference of Learning

Survey Q3: When leaders provide a working environment that is both physically

and psychologically empowering (i.e. leaders provide both the physical resources

needed to complete a job task and the emotional support to do so), employees will

respond positively and maintain higher levels of satisfaction.

The next question asked of the participants pertained to whether or not employees

who experience work environments that are physically and psychologically empowering

will respond positively and maintain higher levels of job morale and satisfaction. The results are illustrated in Figure 3.3 below, as well as Tables 6 and 6a in Appendix L. The majority of the 73 participants strongly agreed or agreed with the idea that leadership techniques that empower employees, both physically and mentally, cause employees to respond positively and result in higher levels of job morale and satisfaction, while 2 participants neither agreed nor disagreed with this assertion.

Mean: 1.29
Variance: .26
Standard Deviation: .51
N=73
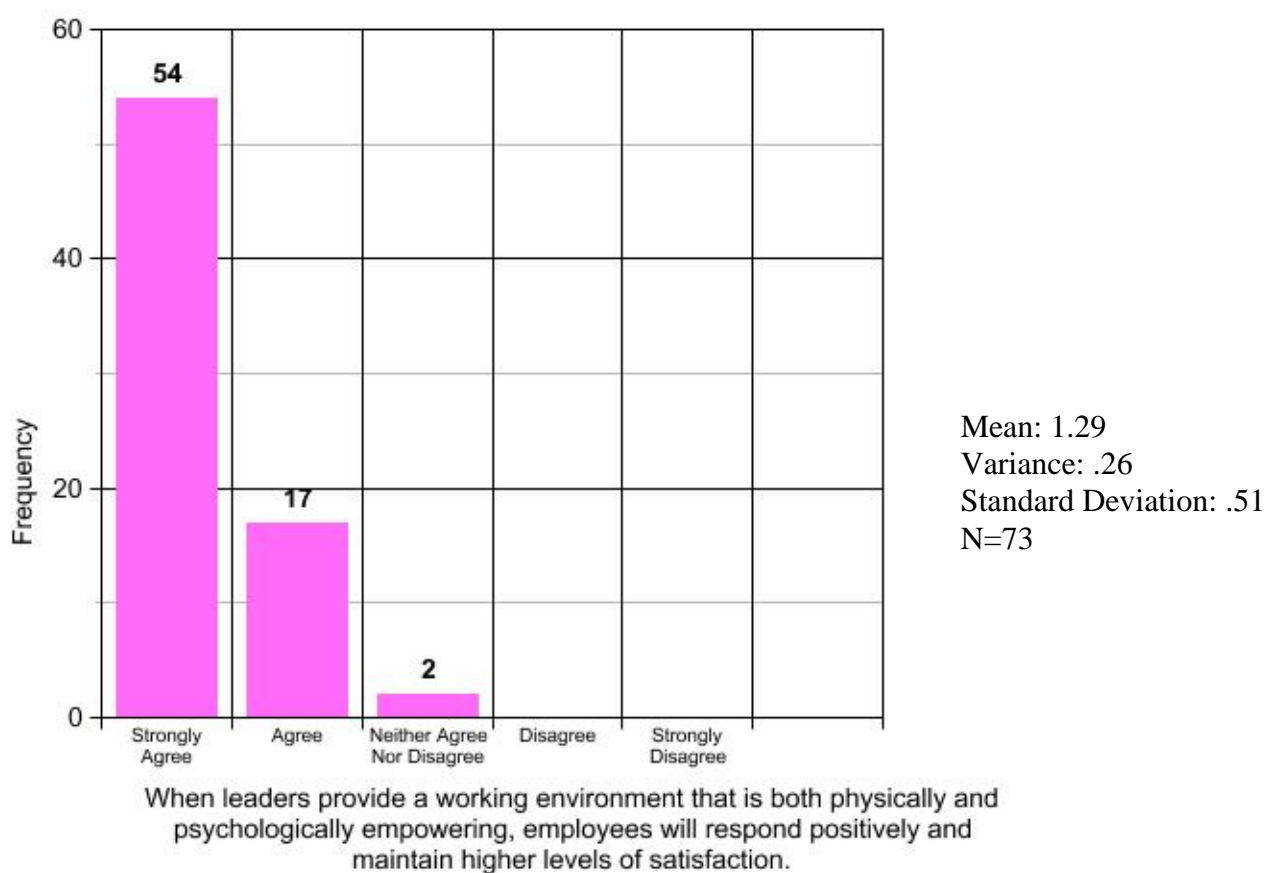
Figure 3.3: Employee Empowerment

Survey Q4: Leaders who support their employees and encourage them to seek self-verification in understanding their personal strengths and weaknesses often increase an employee's overall morale.

The next question asked of the participants pertained to whether or not leaders who support their employees and encourage them to seek self-verification in understanding their personal strengths and weaknesses often elicit higher levels of employee job morale and satisfaction. The results are illustrated in Figure 3.4 below, as well as Tables 7 and 7a in Appendix M. The majority of the 73 participants strongly agreed or agreed with the idea that leaders who support their employees and encourage them to seek self-verification in understanding their personal strengths and weaknesses often harbor higher levels of employee job morale and satisfaction, while 8 participants neither agreed nor disagreed with this assertion.

Mean: 1.63
Variance: .46
Standard Deviation: .68
N=73
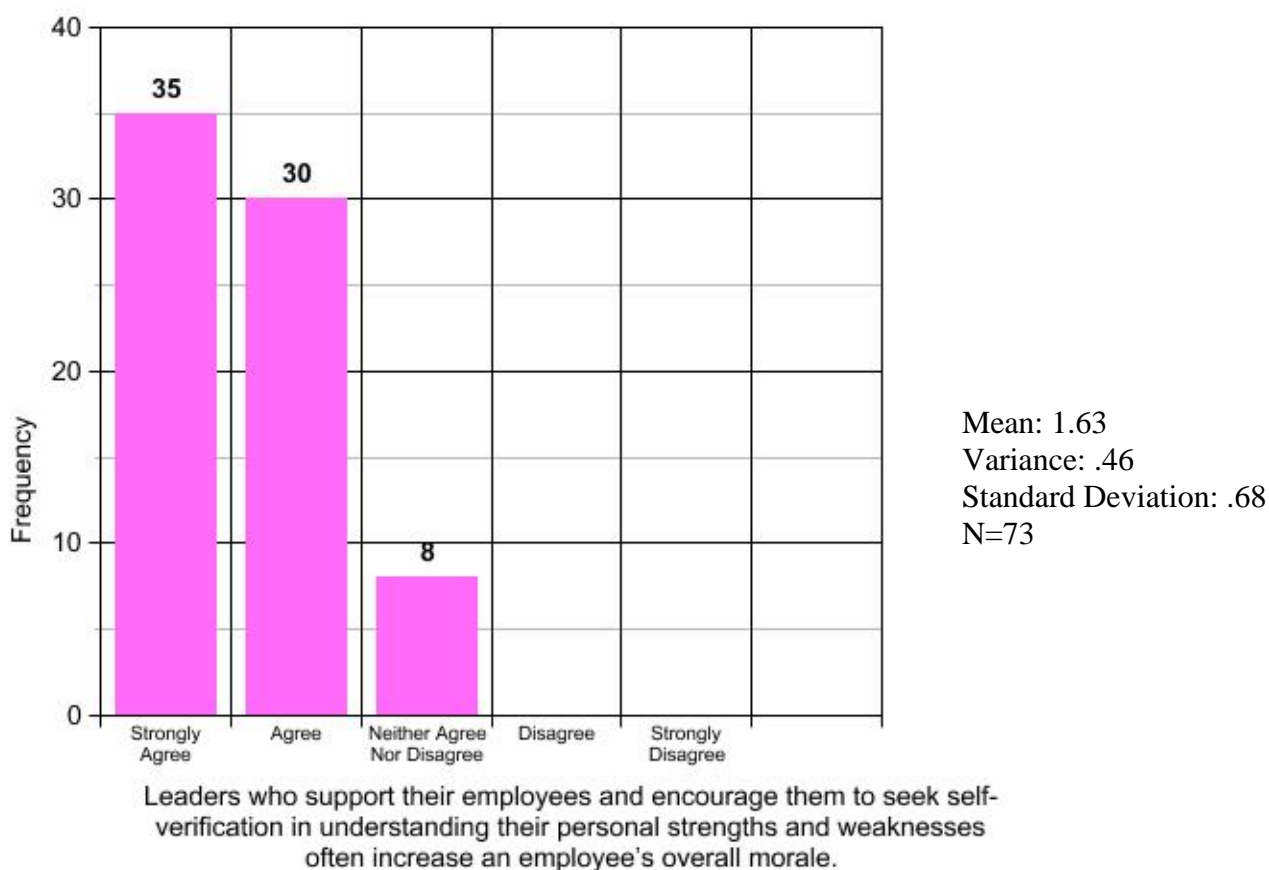
Figure 3.4: Employee Self-Verification

<u>Survey Q5:</u> Leadership techniques that operate upon the premise of "hope" in terms of employee expectations often create a supportive working environment and increase employee satisfaction.

The next question asked of the participants pertained to whether or not leadership techniques that operate upon the premise of "hope" in terms of employee expectations creates a supportive working environment and increases job satisfaction. The results are illustrated in Figure 3.5 below, as well as Tables 8 and 8a in Appendix N. There was a significant amount of differentiation present within the 73 responses collected in regards to this question. Responses ranged from strongly agreeing to disagreeing, with one response noting strong disagreement with the idea that leadership techniques that operate upon the premise of "hope" in terms of employee expectations creates a supportive working environment and increases job satisfaction.
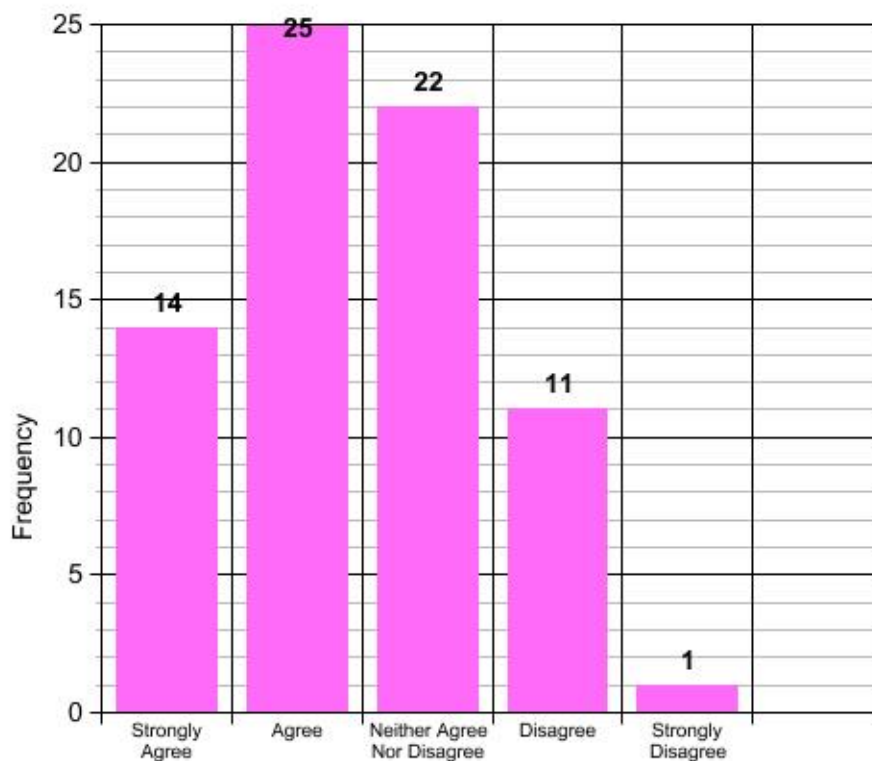
Mean: 2.45
Variance: 1.03
Standard Deviation: 1.01
N=73

Figure 3.5: The Premise of Hope

Survey Q6: Lack of managerial support during times of change often makes

employees feel uncertain about their future with the organization, resulting in

decreased feelings of satisfaction.

The next question asked of the participants pertained to whether or not a lack of

managerial support during times of change often makes employees feel uncertain about

their future with the organization, resulting in decreased feelings of satisfaction. The

results are illustrated in Figure 3.6 below, as well as Tables 9 and 9a in Appendix O. The

majority of the 73 participants strongly agreed or agreed with the idea that a lack of

managerial support during times of change often makes employees feel uncertain about

their future with the organization, resulting in decreased feelings of satisfaction, while 4

participants neither agreed nor disagreed with this assertion, and 1 disagreed.

Mean: 1.56
Variance: .44
Standard Deviation: .67
N=73
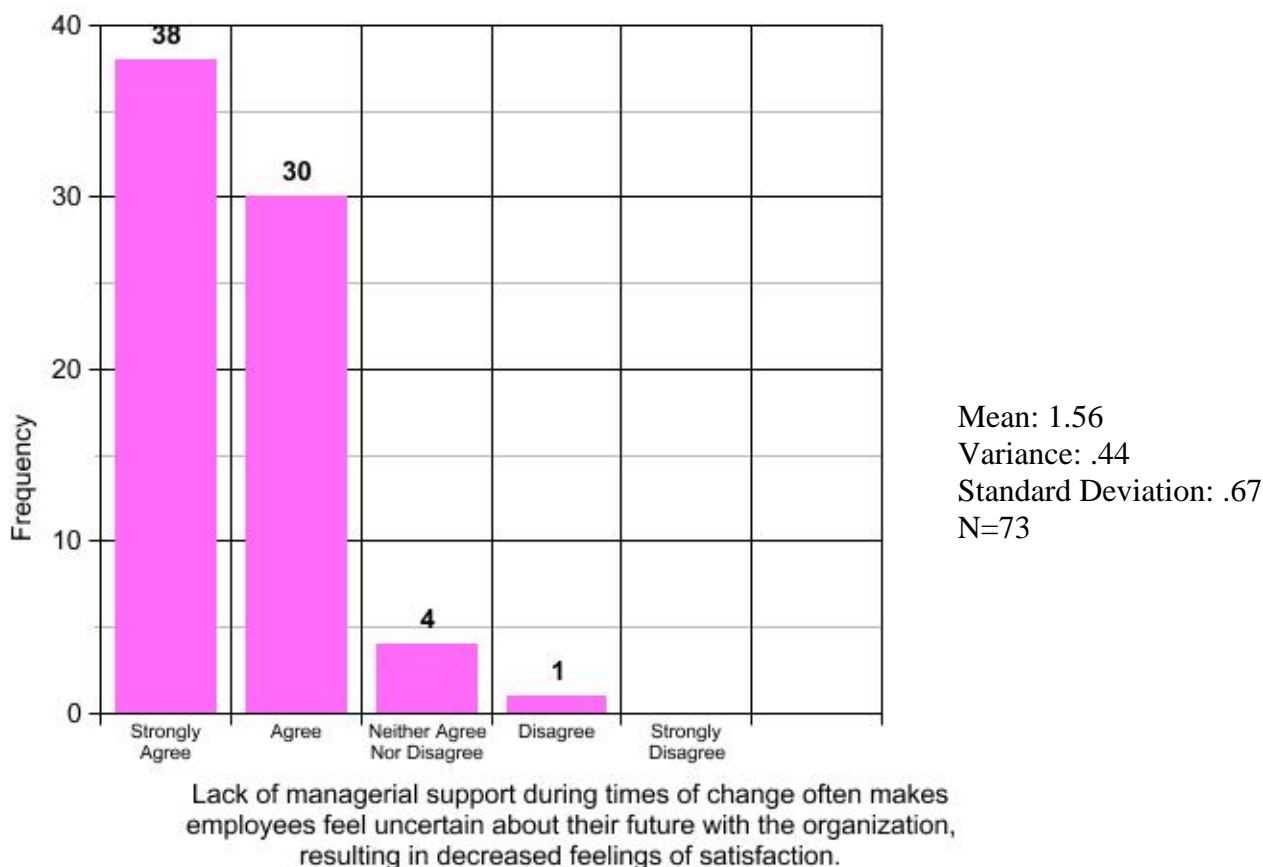
Figure 3.6: Lack of Managerial Support During Times of Change

<u>Survey Q7:</u> The presence of a poor leader causes employees to produce decreased

amounts of work output.

The next question asked of the participants pertained to whether or not the

presence of a poor leader causes employees to produce decreased amounts of work

output. The results are illustrated in Figure 3.7 below, as well as Tables 10 and 10a in

Appendix P. The majority of the 73 participants strongly agreed or agreed with the idea

that the presence of a poor leader causes employees to produce decreased amounts of

work output, while 8 participants neither agreed nor disagreed with this assertion, 4

disagreed, and 1 strongly disagreed.

Mean: 1.79
Variance: .89
Standard Deviation: .94
N=73
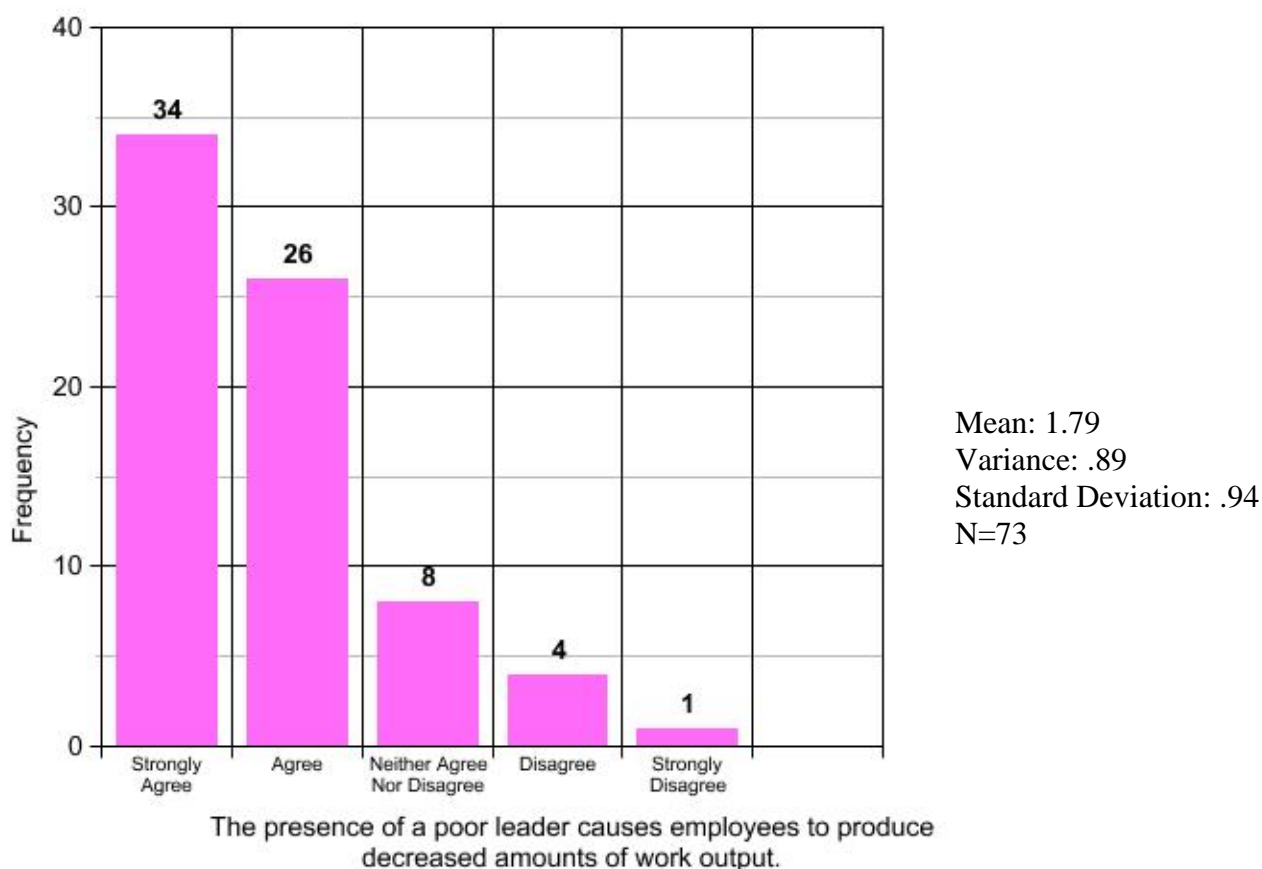
Figure 3.7: Poor Leadership and Work Output

Survey Q8: When leaders abide by and enforce the mission statement of a company,

employees will be more devoted to that organization and feel more satisfied with

their jobs.

The next question asked of the participants pertained to whether or not the ability

of a leader to abide by and enforce a mission statement would cause employees to be

more devoted to that organization and feel more satisfied with their jobs. The results are

illustrated in Figure 3.8 below, as well as Tables 11 and 11a in Appendix Q. The

majority of the 73 participants strongly agreed or agreed with the idea that the ability of a

leader to abide by and enforce a mission statement would cause employees to be more

devoted to that organization and feel more satisfied with their jobs, while 20 participants

neither agreed nor disagreed with this assertion, 4 disagreed, and 1 strongly disagreed.

Mean: 2.16
Variance: .86
Standard Deviation: .93
N=73
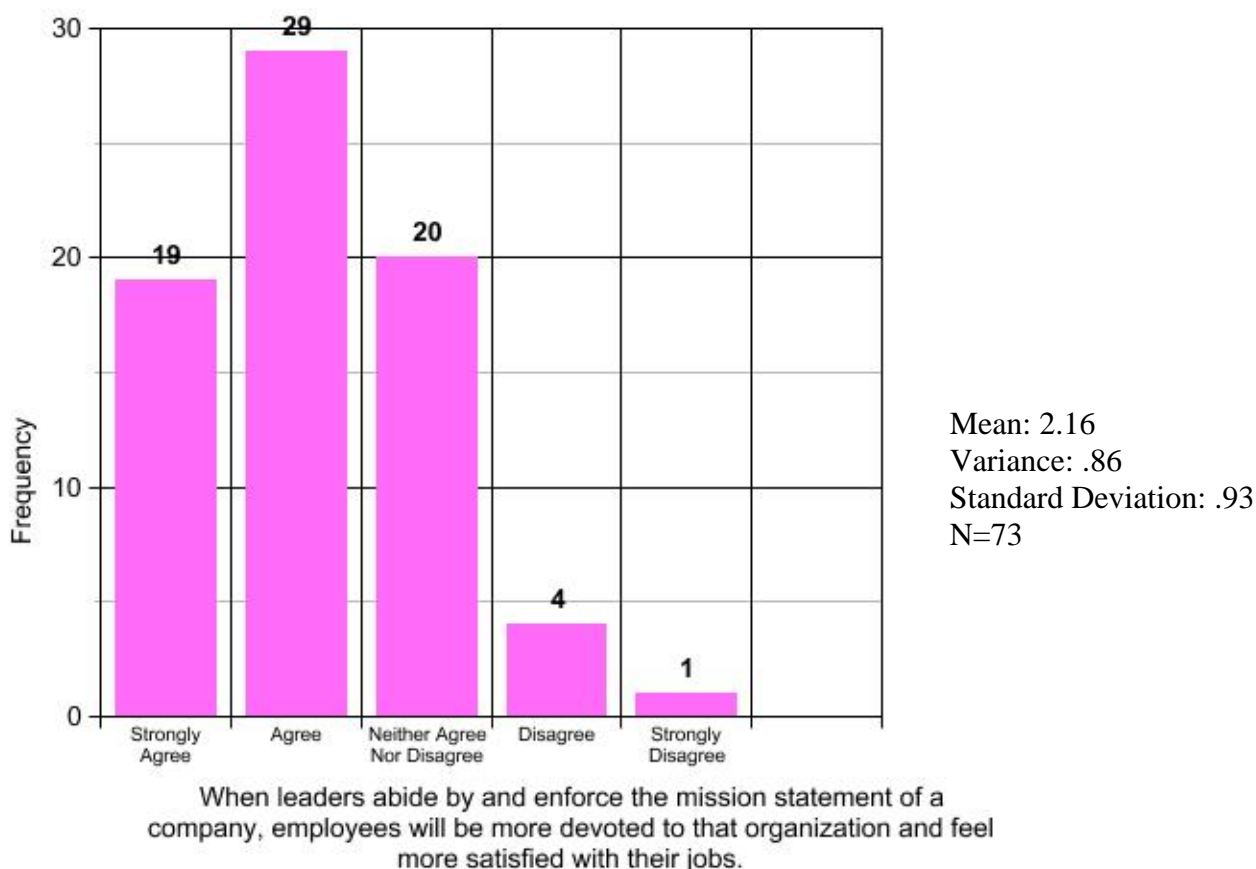
Figure 3.8: Mission Statement

Survey Q9: **Managers who implement financial incentives as a means of motivating**

their employees often experience lower rates of employee dissatisfaction.

The last question of the quantitative portion of this survey asked participants

whether or not the implementation of financial incentives as a means of motivating

employees led to lower rates of employee dissatisfaction. The results are illustrated in

figure 3.9 below, as well as Tables 12 and 12a in Appendix R. There was a significant amount of differentiation present within the 73 responses collected in regards to this question, with an adequate amount of neutral responses. Responses ranged from strongly agreeing to disagreeing, with 31 responses neither agreeing nor disagreeing with the idea that leadership techniques that implement financial incentives as a means of motivating employees led to lower rates of employee dissatisfaction.

Mean: 2.84
Variance: .72
Standard Deviation: .85
N=73
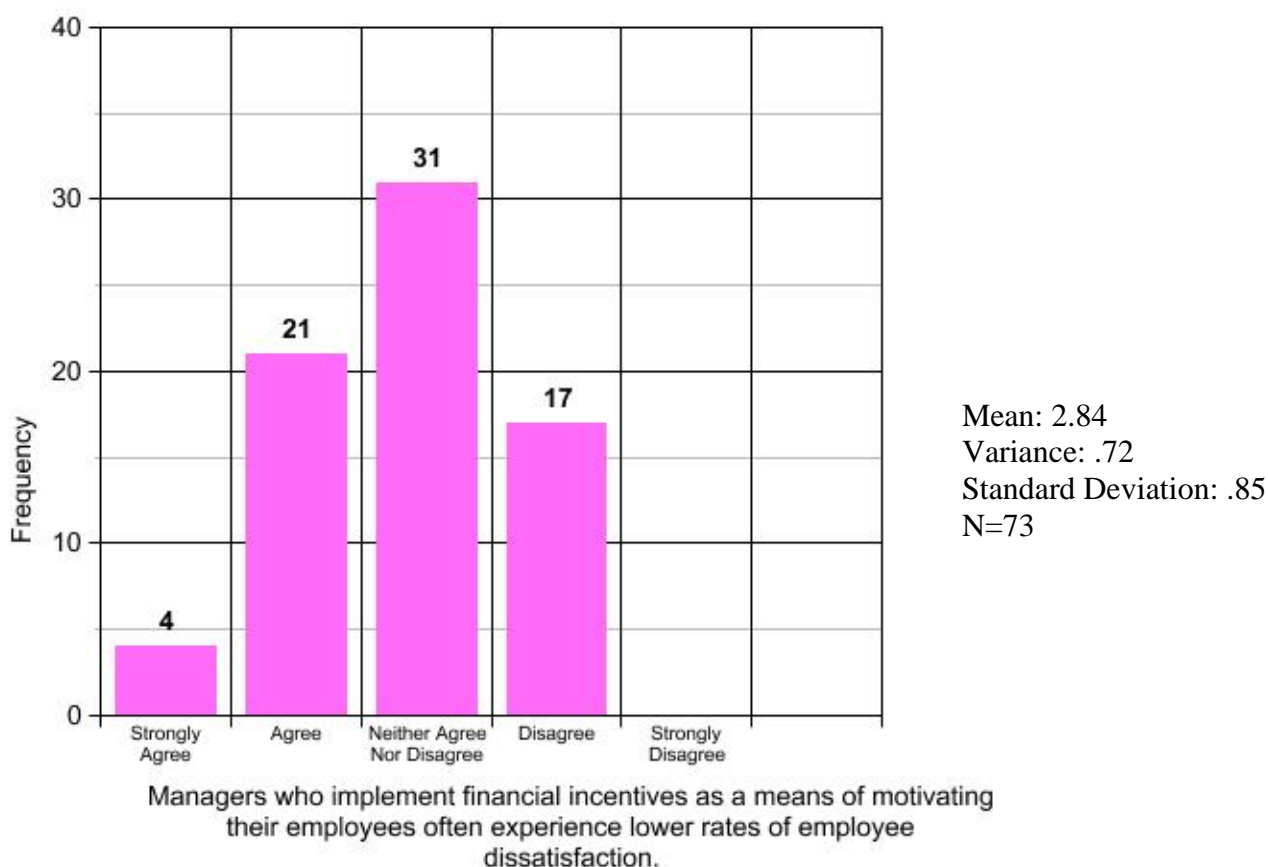
Figure 3.9: Financial Incentives

Two cross-tabulations were conducted to complete triangulation between the demographics of gender (see Table 13) and age (see Table 14) and the responses to each of the nine survey questions. The results indicated that both genders across all age ranges strongly agreed or agreed with the idea that employees who perceive high levels of trust

between managers and staff members in the workplace are more likely to experience high

levels of job morale and satisfaction (p=1.00 for age / p=0.85 for gender). These results

were mirrored regarding the positive effect of providing of learning opportunities and

transfer of learning practices (p=0.01 for age / p=0.75 for gender), as well as creating an

empowering work environment (p= 0.95 for age / p=0.68 for gender, and employing self-

verification practices (p=0.20 for age / p=0.42 for gender). However, some

differentiation occurred regarding implementing the premise of "hope" in a workplace

environment (p=0.64 for age / p=0.16 for gender). Females were more apt to appreciate

working within a "hopeful" environment than males were, while age did not appear to be

a determining factor.

The queries concerning a lack of managerial support during times of change

(p=0.13 for age / p=0.50 for gender), the presence of a poor leader creating lower work

outputs for employees (p=0.01 for age / p=0.95 for gender), and the presence of

supporting and implementing a mission statement (p=0.81 for age / p=0.05 for gender) all

generated similar responses from both genders and all age groups. The results indicated

that lack of managerial support and the presence of a poor leader led to decreased

employee satisfaction, while the presence and implementation of a mission statement

seemed to display responses of agreement or indifference across the board. Regarding

the implementation of financial incentives (p=0.00 for age / p=0.82 for gender), females

appeared to be more apt to see them as tools to enhance employee productivity, more so

than male. However, the age groups between 18-29 and 30-45 were either indifferent, or

disagreed with the idea that financial incentives could decrease employee productivity.

Table 13

Cross Tabulation of Gender & Survey Questions 1 - 9

		SEX		
		Male	**Female**	**Total**
Age **(Chi Square = 7.52)** **(p-value = 0.02)**	**18 - 29**	4	40	44
	30-45	8	14	22
	46 or Older	1	6	7
	Total	13	60	73
When employees perceive high levels of trust between managers and staff members in the workplace, workers are more likely to experience high levels of job morale and overall satisfaction. **(Chi Square = 1.38)** **(p-value = 0.85)**	**Strongly Agree**	11	41	52
	Agree	2	19	21
	Neither Agree nor Disagree	0	0	0
	Disagree	0	0	0
	Strongly Disagree	0	0	0
	Total	13	60	73
When managers provide employees with learning opportunities that will allow them to advance in their careers and transfer learning to their coworkers, employees will feel higher levels of satisfaction. **(Chi Square = 1.92)** **(p-value = 0.75)**	**Strongly Agree**	8	45	53
	Agree	5	13	18
	Neither Agree nor Disagree	0	0	0
	Disagree	0	1	1
	Strongly Disagree	0	1	1
	Total	13	60	73
When leaders provide a working environment that is both physically and psychologically empowering (i.e. leaders provide both the physical resources needed to complete a job task and the emotional support to do so), employees will respond positively and maintain higher levels of satisfaction. **(Chi Square = 2.33)** **(p-value = 0.68)**	**Strongly Agree**	8	46	54
	Agree	5	12	17
	Neither Agree nor Disagree	0	2	2
	Disagree	0	0	0
	Strongly Disagree	0	0	0
	Total	13	60	73

|				
Leaders who support their employees and encourage them to seek self-verification in understanding their personal strengths and weaknesses often increase an employee's overall satisfaction. (Chi Square = 3.93) (p-value = 0.42)	**Strongly Agree**	3	32	35
	Agree	8	22	30
	Neither Agree nor Disagree	2	6	8
	Disagree	0	0	0
	Strongly Disagree	0	0	0
	Total	13	60	73
Leadership techniques that operate upon the premise of "hope" in terms of employee expectations often create a supportive working environment and increase employee satisfaction. (Chi Square = 6.57) (p-value = 0.16)	**Strongly Agree**	1	13	14
	Agree	2	23	25
	Neither Agree nor Disagree	7	15	22
	Disagree	3	8	11
	Strongly Disagree	0	1	1
	Total	13	60	73
Lack of managerial support during times of change often makes employees feel uncertain about their future with the organization, resulting in decreased feelings of satisfaction. (Chi Square = 3.34) (p-value =0 .50)	**Strongly Agree**	4	34	38
	Agree	8	22	30
	Neither Agree nor Disagree	1	3	4
	Disagree	0	1	1
	Strongly Disagree	0	0	0
	Total	13	60	73
The presence of a poor leader causes employees to produce decreased amounts of work output. (Chi Square = 0.75) (p-value = 0.95)	**Strongly Agree**	6	28	34
	Agree	4	22	26
	Neither Agree nor Disagree	2	6	8
	Disagree	1	3	4
	Strongly Disagree	0	1	1
	Total	13	60	73

When leaders abide by and enforce the mission statement of a company, employees will be more devoted to that organization and feel more satisfied with their jobs. (Chi Square = 9.56) (p-value = .05)	Strongly Agree	1	18	19
	Agree	5	24	29
	Neither Agree nor Disagree	6	14	20
	Disagree	0	4	4
	Strongly Disagree	1	0	1
	Total	13	60	73
Managers who implement financial incentives as a means of motivating their employees often experience lower rates of employee dissatisfaction. (Chi Square = 1.56) (p-value = 0.82)	Strongly Agree	1	3	4
	Agree	2	19	21
	Neither Agree nor Disagree	6	25	31
	Disagree	4	13	17
	Strongly Disagree	0	0	0
	Total	13	60	73

Table 14

Cross Tabulation of Age & Survey Questions 1 - 9

		Age			
		18 - 29	30 - 45	46 or Older	Total
When employees perceive high levels of trust between managers and staff members in the workplace, workers are more likely to experience high levels of job morale and overall satisfaction. (Chi Square = 0.92) (p-value = 1.00)	Strongly Agree	33	14	5	52
	Agree	11	8	2	21
	Neither Agree nor Disagree	0	0	0	0
	Disagree	0	0	0	0
	Strongly Disagree	0	0	0	0
	Total	44	22	7	73
When managers provide employees with learning opportunities that will allow them to advance in their careers and transfer learning to their coworkers, employees will feel higher levels of satisfaction. (Chi Square = 19.61) (p-value = 0.01)	Strongly Agree	32	17	4	53
	Agree	12	5	1	18
	Neither Agree nor Disagree	0	0	0	0
	Disagree	0	0	1	1
	Strongly Disagree	0	0	1	1
	Total	44	22	7	73

When leaders provide a working environment that is both physically and psychologically empowering (i.e. leaders provide both the physical resources needed to complete a job task and the emotional support to do so), employees will respond positively and maintain higher levels of satisfaction. (Chi Square = 2.75) (p-value = 0.95)	Strongly Agree	34	15	5	54
	Agree	8	7	2	17
	Neither Agree nor Disagree	2	0	0	2
	Disagree	0	0	0	0
	Strongly Disagree	0	0	0	0
	Total	44	22	7	73

Leaders who support their employees and encourage them to seek self-verification in understanding their personal strengths and weaknesses often increase an employee's overall satisfaction. (Chi Square = 10.99) (p-value = 0.20)	Strongly Agree	22	9	4	35
	Agree	19	11	0	30
	Neither Agree nor Disagree	3	2	3	8
	Disagree	0	0	0	0
	Strongly Disagree	0	0	0	0
	Total	44	22	7	73

Leadership techniques that operate upon the premise of "hope" in terms of employee expectations often create a supportive working environment and increase employee satisfaction. (Chi Square = 6.06) (p-value = 0.64)	Strongly Agree	9	4	1	14
	Agree	16	5	4	25
	Neither Agree nor Disagree	12	8	2	22
	Disagree	7	4	0	11
	Strongly Disagree	0	1	0	1
	Total	44	22	7	73

Lack of managerial support during times of change often makes employees feel uncertain about their future with the organization, resulting in decreased feelings of satisfaction. (Chi Square = 12.43) (p-value = 0.13)	Strongly Agree	22	13	3	38
	Agree	18	9	3	30
	Neither Agree nor Disagree	4	0	0	4
	Disagree	0	0	1	1
	Strongly Disagree	0	0	0	0
	Total	44	22	7	73

The presence of a poor leader causes employees to produce decreased amounts of work output. **(Chi Square = 21.65)** **(p-value = 0.01)**	**Strongly Agree**	16	14	4	34
	Agree	22	3	1	26
	Neither Agree nor Disagree	5	3	0	8
	Disagree	1	2	1	4
	Strongly Disagree	0	0	1	1
	Total	44	22	7	73
When leaders abide by and enforce the mission statement of a company, employees will be more devoted to that organization and feel more satisfied with their jobs. **(Chi Square = 4.49)** **(p-value = 0.81)**	**Strongly Agree**	11	5	3	19
	Agree	19	9	1	29
	Neither Agree nor Disagree	10	7	3	20
	Disagree	3	1	0	4
	Strongly Disagree	1	0	0	1
	Total	44	22	7	73
Managers who implement financial incentives as a means of motivating their employees often experience lower rates of employee dissatisfaction. **(Chi Square = 22.83)** **(p-value = 0.00)**	**Strongly Agree**	1	0	3	4
	Agree	14	5	2	21
	Neither Agree nor Disagree	20	10	1	31
	Disagree	9	7	1	17
	Strongly Disagree	0	0	0	0
	Total	44	22	7	73

Qualitative Findings

A total of forty four usable qualitative responses were recorded from the optional question provided within the survey. While there was no statistically significant means by which to analyze the qualitative results of this research, a trend analysis was conducted to remedy this issue to help determine the elements that graduate students with workforce experience felt could increase or decrease satisfaction and morale. A table was also created to illustrate these findings (see Table 15).

Appealing Leadership Attributes. In terms of leadership attributes that appeal to graduate students in a positive manner, it appeared that maintaining effective and open communication, displaying integrity, being hands-on, showing mutual respect, and fostering employee empowerment were mentioned as pros of leadership styles on multiple occasions.   One subject stated, "Offering freedom and use of best judgment for employees to complete job task (is considered a good trait)". Another asserted that "I appreciate a leader who isn't afraid to get "hands on" and help with something that needs to get done. This provides a model of the best way to perform a task, as well as increases morale by having a leader who will do the same work he/she asks of inferiors". Consequently, a third subject stated that "Mafia style management seems to provide stronger, more trustworthy teams. Distrust in leadership or fear of blame tends to lower morale. Leaders who engage their team seem to be more effective than those who remain distant. Likewise, leaders who become too close seem to become ineffective as well creating a line to walk between the two for effectiveness", thus fostering the ideas of utilizing transference of learning techniques through team engagement. Each of these affirmations strongly support the theoretical framework of Maslow's (1954) hierarchy of needs in that satisfaction and higher levels of morale appear to be influenced by leaders who meet the basic and higher-order needs of their workers. These qualitative findings support the assertions made in hypotheses one, three, and four, whereas positive leadership techniques, trust-building, and transference of learning practices all foster higher levels of satisfaction and employee morale.

Negative Leadership Attributes. Negative leadership attributes were also commented on by the graduate student survey participants. Specifically, leaders who are distant, distrustful, micromanagers, and bad listeners are judged to have a negative impact on job morale and employee satisfaction. A survey participant stated that "A leader who takes on a servant leader style and creates leaders inside the organization to develop the same type of leader ship skills promotes a healthy, trusting, and very productive environment for their employees. A leader who uses micromanagement as his/her leadership style creates an environment of stress and tension. Giving a sense of piling on their work to their employees who are already struggling to keep up with their responsibilities creates an unpleasant and unmotivated work environment". Another subject asserted that "Leadership where the individual must have all control is not conducive to a workplace where I would experience job satisfaction". These proclamations support the ideals of Portoghese et. al. (2012), whereas poor communication can often lead to negative expectations regarding leaders, thus leading to change-oriented compliance based solely on an intrinsic fear of potential consequences.

When compared to each of this study's hypotheses, the opinions of negative leadership techniques portrayed in the responses support hypotheses one, three, and four, whereas negative leadership traits, inability to build trust, and inefficient transference of learning techniques lead to decreased levels of satisfaction and employee morale. Interestingly, none of the responses provided in survey question ten addressed the issue of financial incentives. While one participant stated that positive reinforcement increases job satisfaction, nothing was mentioned in terms of financial benefits. The whole of the opinions expressed in this study indicated that non-tangible reinforcement such as

empowerment and positive reinforcement were significant, but hypothesis two was not

supported by the qualitative findings, due to the fact that there was no mention of

monetary gains being viewed as positive reinforcements.

Survey Q10: In your experience, what types of leadership techniques increase or

decrease job satisfaction in the workplace?

Table 15

Leadership Traits that Increase or Decrease Job Satisfaction

INCREASE JOB SATISFACTION	DECREASE JOB SATISFACTION
Effective communicator, consistency, positive reinforcement	Gossiper, inconsistent judgment, frequent absenteeism
Mission-focused leadership	Selfish leadership
Professional development activities (i.e. lunches and picnics)	Fear; threat
Relaxed, easy-going, but sets goals to finish a job	Display of incompetency or ineffectiveness
Encourage worker to feel a sense of ownership	Trying too hard (appearing insensitive)
Display of integrity	Distrust & fear of blame
Having an open-door policy & sharing personal information	Distant leaders
Mafia-style management builds trust	Leaders who become too close to employees
Leaders who engage their team	Leaders who do not follow employee rules
Trust, support, and being genuine	Leaders who do not value employee opinions and contributions
Optimism, support, and advocacy for employees	Lack of a vision
Lead by example	Inability to communicate new (and big) changes
Keeping a sense of humor	Showing of favoritism
Positive, friendly, encouraging, and competent	"Biding time until retirement"
Set specific goals while allowing autonomy for employees	Not listening, and interrupting employees
Mutual respect	Not including employees in important decisions
Explanation of job tasks and their necessity	Frequently over-ruling employees'

	decisions
Delegation of tasks without excessive overseeing	Asking employees to do things that they will not do themselves
Leaders who comprehend work processes	Inconsistency in actions and words
Prompt responses to concerns (with a supportive attitude)	Leadership where the leader must have full control
Providing feedback	Micromanagement
Providing training/mentoring opportunities	Creation of a stressful environment
Resources available to complete tasks	Leaders who "pile their work" on employees
Regular check-ins	
Issuance of complements for a job well done	
Offering the employee freedom to use their judgment (minimal management)	
Understanding what motivates employees	
Showing respect to everyone and working as a team	
Provide recognition, and opportunities for advancement and personal growth	
Transparency with constituents	
Employee empowerment	
Take the time to get to know employees (personal approach)	
Strong work ethic, sincere interactions, competitive pay, and appreciation of work	
Collaborative environment between employees and employers	
Professionalism and confidentiality	
Fair treatment; hold everyone to the same expectations and rules	
Servant-style leadership; Creation of leaders within the organization	
Not afraid to be "hands on" to get a task accomplished (will do the same work as their inferiors)	

Each of the leadership traits explored within this research were considered to be

individual entities that were aimed at supporting multiple hypotheses, and the results

were analyzed based on interpretation of the means of responses provided to each

question. The following hypotheses were posed:

H$_1$: In the opinion of graduate students with minimal to high degrees of workforce experience, the implementation of positive leadership techniques will increase levels of employee morale, while negative leadership techniques will decrease employee morale among graduate students in the workforce.

H$_2$: In the opinion of graduate students with minimal to high degrees of workforce experience, leadership techniques that involve financial incentives will increase work productivity.

H$_3$: In the opinion of graduate students with minimal to high degrees of workforce experience, leadership techniques that build trust between supervisors and employees will increase employee morale.

H$_4$: In the opinion of graduate students with minimal to high degrees of workforce experience, leadership techniques that foster transference of learning between staff members will increase employee morale.

After reviewing the results of this study, the researcher accepts H$_1$, H$_3$, and H$_4$. The basis for this acceptance comes from the responses elicited in survey questions. Hypothesis 1 was stated in general terms, indicating that the implementation of positive and negative leadership techniques would affect job morale and satisfaction respectively, while hypothesis 3 and 4 focused on building trust and fostering transference of learning. The means of each of the survey questions indicate that the majority of the subjects agreed with the statements made in each of the research questions, except for question

numbers eight and nine, which dealt with mission statements and incentives (See Tables 4 – 12). Mission statements did not appear to produce particularly strong opinions regarding their implementation, and a considerable portion of the participants neither agreed nor disagreed with the assertion regarding their effects on morale. With respect to the incentive-based question, a fair degree of the participants either disagreed or were indifferent regarding the implementation of financial incentives to improve employee productivity and satisfaction. Therefore, the researcher rejects H2.

The findings gathered from the open-ended, qualitative portion of this survey also support the assertions made in H1, H3, and H4. In this summation, the subject pool participants noted key aspects of successful and successful leaders. Positive attributes included being supportive and relaxed, knowledgeable regarding their work, and empowering in a way that allows the employee to excel, without being too overbearing. Negative attributes consisted of being inconsistent and non-communicable, piling work on employees, not advocating for workers, and not paying attention to employee concerns. This input complemented the data gathered in the quantitative analysis by reaffirming the effects of leadership techniques on job morale and employee satisfaction.

Internal/External Validity and Reliability

The internal validity of this study can be challenged by two arguments. The first surrounds the attitudes of the survey takers. Specifically, the only differentiation that is made regarding workforce experience is whether or not the subjects have had any experience in a formal work setting whatsoever. Novice workers with very little experience may have limited capability to accurately gauge positive and negative leadership habits because they have not had enough time and investment in a long-term

career to see these situations in a broader scope. More experienced participants who have been in the workforce for a longer period of time may have a better idea of what appeals to them in terms of positive leadership tendencies.

The second argument against internal validity is that there is no guarantee that each of the participants was completely honest in their responses. They may have been rushed to complete the survey, or could have questioned the level of confidentiality guaranteed in terms of their survey responses, particularly in the open-ended question where their own opinions were being conveyed without the initiation of leading questions. Since there is no true way to determine the willingness or apprehension that occurs in the minds of the survey participant, the only way to control for validity issues is to create a study that entails the utmost anonymity regarding responses, to the extent that it does not interfere with the data collection and analysis.

In terms of external validity, the timing of the survey may have impacted survey takers in that many of them were likely working on their own survey and thesis research. With that said, some survey takers may have felt that they did not have enough time to adequately answer the open-ended question because they were preoccupied with other tasks. While many of them supplied brief responses, there is no way to tell what could have been recorded if the survey was issued at a more opportune time in the semester.

Despite the threats to internal and external validity, the reliability of the study does not appear to be threatened to a great extent. Being that it was directed towards only graduate students with workforce experience, and skip-logic was used to remove any individuals who did not meet these qualifications, it can be assumed that the responses all came from appropriate subjects. This would enable other researchers to conduct a study

similar in nature at other universities, and replicate its findings accordingly. The only limitation to this reliability is that the study was only conducted at one college in Virginia, and the results may be unique to the area of the country where the university is located.

This section of the research study analyzed and recorded the quantitative and qualitative findings gathered from the web-based survey issued regarding leadership traits and their effects on employee morale and satisfaction. It was determined that the majority of the participants were females aged from 18 – 29, and that all participants were graduate students who had some degree of workforce experience. The data triangulation techniques exerted in this study revealed that gender and age did not have a hugely significant impact on the results, with the exception of the incentive-based question where males and subjects aged 30 – 45 did not feel that incentives were a determinant of productivity, as well as the fact that females were more apt to appeal to the idea of instilling "hope' within the workplace as a means to increase employee satisfaction and morale. Utilizing the means and percentages of response rates, it was gathered that leadership traits such as enabling trust between managers and staff and fostering transference of learning led to higher levels of morale and satisfaction. However, the presence of abiding by mission statements did not yield significant results. Financial incentives were also not considered to be incredibly noteworthy in terms of fostering higher levels of employee satisfaction. These assertions were complemented by the opinion-based findings that culminate the qualitative portion of this study. The next portion of this study will discuss the effects that the results of this research may have on

the overall field of leadership studies and human resource development, as well as

implications for practice and potential future research.

CHAPTER 5: CONCLUSION

The purpose of this study was to explore the effect of leadership traits and techniques on job morale for graduate students from a Virginia university with some degree of workforce experience. Defining positive and negative leadership traits, and exploring their effects on job morale and employee satisfaction, has the potential to be incredibly beneficial to organizations in today's corporate world because it can educate current leaders as to how to appeal to their employees in a way that will empower them. This may elicit higher levels of productivity, and potentially lower levels of turnover. In the realm of adult education and human resource development, these traits and techniques may theoretically make or break a workforce, as they act as catalysts for positive and negative employee behaviors and reactions. This study used a mixed method triangulation approach to gather and analyze data, issuing a questionnaire with a five point Likert-type response scale, and a supplementary open-ended question regarding leadership traits and techniques. The findings, recommendations, and implications for future research are described in this portion of the study.

Research Questions and Hypotheses Revisited

The research questions of the study were as follows:

RQ1: Which leadership techniques are more or less effective in terms of yielding higher levels of satisfaction and morale, as viewed by graduate students who have experience within the workforce?

RQ2: What traits are considered to be positive or negative in terms of leadership techniques for graduate students who have participated in the workforce?

The hypotheses were as follows:

HQ1: In the opinion of graduate students with minimal to high degrees of workforce experience, the implementation of positive leadership techniques will increase levels of employee morale, while negative leadership techniques will decrease employee morale among graduate students in the workforce.

HQ2: In the opinion of graduate students with minimal to high degrees of workforce experience, leadership techniques that involve financial incentives will increase work productivity.

HQ3: In the opinion of graduate students with minimal to high degrees of workforce experience, leadership techniques that build trust between supervisors and employees will increase employee morale.

HQ4: In the opinion of graduate students with minimal to high degrees of workforce experience, leadership techniques that foster transference of learning between staff members will increase employee morale.

Quantitative data analysis of the web-based survey responses elicited the following results:

A1: In the opinion of graduate students with minimal to high degrees of workforce experience, the implementation of positive leadership techniques increases levels of

employee morale, while negative leadership techniques decreases employee morale among graduate students in the workforce.

A2: In the opinion of graduate students with minimal to high degrees of workforce experience, leadership techniques that involve financial incentives do not always increase work productivity and morale.

A3: In the opinion of graduate students with minimal to high degrees of workforce experience, leadership techniques that build trust between supervisors and employees increase employee morale.

A4: In the opinion of graduate students with minimal to high degrees of workforce experience, leadership techniques that foster transference of learning between staff members increase employee morale.

The researcher was unable to locate any studies that were specifically geared to the graduate student population. However, the majority of these findings support the ideals set forth in leadership studies conducted by Maslow (1954), Burns (1978), Bass (1985), and Leavy (2013), in that employees must feel that their psychological and emotional needs are being met in an empowering and opportunistic fashion in order to maintain optimal levels of satisfaction and morale. Contrary to the findings of Deckop et al. (2006) and Galanou et. al. (2011), this study portrayed the idea that financial incentives may not be directly impactful on employee productivity. The results directly correlated with the ideals stated within the conceptual and theoretical frameworks, but

did not fully address their content validity. Consequently, they supported all but one aspect of these frameworks, whereas financial incentives were not viewed to be beneficial in terms of increasing employee productivity (contrary to the transactional leadership theory of Bass,1997), thus rejecting H_2.

Limitations

This research does possess some degree of limitations. Since the subject pool was limited to the confines of one university in Virginia, the results may not be entirely applicable to graduate students in other areas of the nation or world. Moreover, all of the data collected in this research study were self-reported. While some studies assert that self-reporting results often parallel the findings of observation-based studies (Dhont, Van Hiel, De Bolle, & Roets, 2012), there is no way to determine the true reliability of these results. Based on this premise, it could be theorized that a participant may have had one bad work experience over the course of many years, which may have completely skewed the interpretation of the questions being asked. There are no viable options to entirely avoid this occurrence.

Another limitation is evident in that no demographical questions were asked pertaining to the ethnicity of each survey participant, which makes it difficult for the researcher to determine any trends based on race. This could limit the ability to generalize the results to a population of individuals. Lastly, the majority of participants in this study were female, mirroring the gender ratio present within the university's graduate school during the fall semester of 2013. It may be advantageous to utilize a more balanced pool in terms of gender in the future.

Interpretation of Results

Through the course of this study, the researcher has considered reasons as to why the displayed results parallel the theories supported by Maslow (1954), Burns (1978), and Bass (1985) in such a reinforced fashion. The fact that the subjects all had some degree of workforce experience enabled them to witness first-hand what it feels like to work for positive and negative leaders. Despite the potential variation in total career experience, the positive and negative traits attributed to morale must have had some sort of impact on the survey taker for them to answer the questions as they did, and further expand on the queries in the open-ended portion of the web-based survey. Additionally, the age range associated with the demographical aspects of this study is wide, beginning at eighteen years of age with no upper limitation. The majority of studies conducted by the seminal theorists listed above also culminated a wide array of age groups, allowing for broader implications.

In terms of the positive attributes that enhance employee morale and satisfaction, it was not surprising to the researcher that elements such as transference of learning, empowerment, and perceived supervisory support were correlated with moderate to strong agreement when relating to morale. Each of these facets supports Maslow's (1954) hierarchy of needs by catering to the psychological requirements employees need to excel in their careers, while simultaneously paralleling the findings of Dupre & Day (2007) by displaying that the presence of supervisory support enhances an employees' workforce experiences. Leaders who embrace these types of traits and techniques, while complementing their strategies with a willingness to help and communicate with their

employees, will therefore maintain a workforce that is both satisfied and productive (Pecujlija et al., 2011).

Conversely, the researcher was surprised that the results revealed that graduate students did not necessarily feel as though financial incentives were influential regarding employee productivity. Whereas Danish and Usman (2010) and Deckop et. al. (2006) concluded that financial incentives played some role in determining productivity and satisfaction, the majority of males and participants aged 30 – 45 were either indecisive or in disagreement with this assertion. This can be because we all have an intrinsic need to be appreciated and cared for in a way that supports our emotional needs while simultaneously seeking to fulfill our higher-order needs of empowerment and accomplishment (Maslow, 1954). Meeting these needs may be beyond a materialistic reach, meaning that we as human beings may be more apt to appeal to careers that offer psychological benefits, as opposed to tangible incentives.

Implications for Practice

The researcher has spoken about the reasons why the majority of the hypotheses posed in this study regarding leadership techniques and their effects on employee morale were supported, as well as the potential reasons as to why the hypothesis regarding financial incentives was discredited. The implications that this presents for practice are far-reaching. The expansion and formulation of current and future leadership theories can be applied to any organizational setting in both public and private sectors. The demand for highly-educated, motivated employees is constantly on the rise, and the ability to implement these practices my enable organizations to obtain these types of

workers, while potentially increasing their ability to retain them for a long period of time, thus reducing turnover rates.

The fact that the hypothesis regarding financial incentives and employee productivity was discredited may be of benefit to the organizational world as well, in that it may motivate current leaders to find new and innovative ways to appeal to their employees in a dynamic manner. Particularly in a time when the economy is on the rebound, monetary incentives may not always be a viable solution. With that said, taking into account the qualitative results indicated in the survey results, leaders would be wise to take these findings and apply them to their own organizational settings in terms of increasing empowerment and employee self-verification, while simultaneously fostering a productive and pioneering knowledge transfer.

Recommendations for Future Research

This study has illustrated results that suggest that there are multiple means by which to foster employee morale and satisfaction in an organizational environment. As previously stated, this was not surprising, based on the earlier iterated theories of Maslow (1954), Burns (1978), and Bass (1985). However, the data portrayed in this research are geared more towards the positive attributes associated with leadership and employee morale. It may be of benefit in the future to conduct a study based on negative organizational consequences that occur when negative leadership techniques are exerted, similar to studies conducted by Thoroughgood (2011) and Toor and Ogunlana (2009).

This study was also relatively brief, and not longitudinal in nature. The survey used to gather data was only available over a five week period, allowing for little time to gather a large amount of data. Future studies may aim to choose certain large

organizations to conduct more in-depth research over a longer period of time. In doing so, researchers may want to conduct face-to-face interviews to gain a broader, more accurate interpretative perspective of how leadership traits to mentally affect employees in terms of morale and satisfaction.

Future researchers may aim to seek a more balanced group of participants, as the subject pool used for this study was made up predominantly of women. As illustrated in this study's results surrounding females and the value they place on the premise of "hope", males and females may have differing views of what they consider to be positive and negative leadership traits. Christman and McClellan (2012) found that women are often drawn to leadership techniques that foster relationships, valuing people, and having a voice, whereas men were more responsive to internal leadership styles that exuded flexibility, adaptability, and exercise. Based on this premise, the subject pool of this research endeavor was somewhat limited, and may need to be expanded to get a more accurate picture of leadership techniques and their effects on morale and satisfaction.

Lastly, future studies may want to attempt to gather more data from the graduate population, as there is very little research available pertaining to this population. Graduate students can be considered the new leaders of the world, as they are working towards completion of an advanced degree that will enable them to go far in any corporate setting. Researching this population may provide greater insight into what appeals to this particular population, so as to build a greater understanding about the long term effects of good and bad leadership techniques.

The results of this study highlight the basic concepts of leadership techniques and traits, illustrating the idea that the exertion of positive tactics yields optimistic results in

terms of employee satisfaction. Furthermore, the exploration of incentives other than financial offerings may be crucial in appealing to a higher-order, motivated workforce. While past and current studies support the ideas of transference of learning, employee empowerment, and trust-building to enhance morale and satisfaction, future studies should be geared towards building upon these theoretical constructs, as well as finding new ways to appeal to employee contentment. It is through these studies that we can enhance the leaders of today, and build the new leaders of tomorrow.

Appendices

Appendix A: Site Approval Letter

Site Coordinator Letter of Permission

September 19, 2013

Institutional Review Board
James Madison University
MSC 5738
601 University Boulevard
Harrisonburg, VA 22807
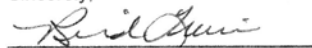
Dear Institutional Review Board,

I hereby agree to allow Nicole R. Terrell, a graduate student from James Madison University, to conduct her research through the use of the James Madison University Graduate Program's graduate student roster via JMU's "Bulk Email" system. I understand that the purpose of the study is to research the effect of leadership on job morale for graduate students.

By signing this letter of permission, I am agreeing to the following:
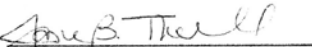
☒ JMU researcher(s) have permission to be on James Madison University premise.

☒ JMU researcher(s) have access to the data collected to perform the data analysis both for presentation to the AHRD Graduate School program and/or for publication purposes.

☒ JMU researcher(s) will be allowed to utilize James Madison University's graduate student database via bulk email to issue a graduate-school research survey to each of the enrolled students, as part of her Reading and Research Project for AHRD 680.

☒ JMU researcher(s), if necessary, may utilize this bulk email system to contact graduate assistants a second time via email, in the event that an acceptable number of participants in the subject pool are not reached.

☒ JMU researcher(s) will be allowed to utilize email for all future communications between the researcher(s) and myself regarding this subject matter.

Sincerely,

Date: 9/19/13

Dr. Reid Linn
Dean of the Graduate School
James Madison University

Date: 9/21/13

Dr. Jane Thall
AHRD/LTLE Program Director

Appendix B: IRB Application and Approval

James Madison University
Human Research Review Request

FOR IRB USE ONLY:

Exempt:	Protocol Number:	1st Review: _____	Reviewer: _____
Expedited:	IRB: _____	2nd Review: _____	Reviewer: _____
Full Board:	Received: _____	3rd Review: _____	

Project Title:	The Effect of Leadership on Job Morale for Graduate Students with Workforce Experience
Project Dates: (Not to exceed 1 year minus 1 day)	From: 9/25/13 To: 5/9/14 MM/DD/YY MM/DD/YY

Minimum # of Participants: 35

Maximum # of Participants: 300

External Funding: Yes: ☐ No: ☒   **Internal Funding:** Yes: ☐ No: ☒

If yes, Sponsor: _____

Will monetary incentives be offered with funding? Yes: ☐ No: ☒

If yes: How much per recipient? $0.00 In what form?_____

Must follow JMU Financial Policy: http://www.jmu.edu/finprocedures/4000/4205.shtml#_Toc460225002

Responsible Researcher(s):	Nicole R. Terrell
E-mail Address:	dichianr@dukes.jmu.edu
Telephone:	540-442-0833
Department:	Graduate Program AHRD/LTLE
Address (MSC):	6913
Please Select:	☐ Faculty ☐ Undergraduate Student
	☐ Administrator/Staff Member ☒ Graduate Student

(if Applicable):

Research Advisor:	Dr. Noorjehan Kelsey Brantmeier
E-mail Address:	brantmnk@jmu.edu
Telephone:	540-568-4530
Department:	AHRD/LTLE
Address (MSC):	6913

Investigator: Please respond to the questions below. The IRB will utilize your responses to evaluate your protocol submission.

1. ☒ YES ☐ NO Does the James Madison University Institutional Review Board define the project as *research?*

The James Madison University IRB defines "research" as a "*systematic* investigation designed to develop or contribute to *generalizable knowledge.*" All research involving human participants conducted by James Madison University faculty and staff and students is subject to IRB review.

2. ☒ YES ☐ NO Are the human participants in your study *living* individuals?

"Individuals whose physiologic or behavioral characteristics and responses are the object of study in a research project. Under the federal regulations, human subjects are defined as: living individual(s) about whom an investigator conducting research obtains: (1) data through intervention or interaction with the individual; or (2) identifiable private information."

3. ☒ YES ☐ NO Will you obtain data through *intervention* or *interaction* with these individuals?

3. ☒ YES ☐ NO Will you obtain data through *intervention* or *interaction* with these individuals?

"Intervention" includes both physical procedures by which data are gathered (*e.g.*, measurement of heart rate or venipuncture) and manipulations of the participant or the participant's environment that are performed for research purposes. "Interaction" includes communication or interpersonal contact between the investigator and participant (*e.g.*, surveying or interviewing).

4. ☐ YES ☒ NO Will you obtain *identifiable private information* about these individuals?

"Private information" includes information about behavior that occurs in a context in which an individual can reasonably expect that no observation or recording is taking place, or information provided for specific purposes which the individual can reasonably expect will not be made public (*e.g.*, a medical record or student record). "Identifiable" means that the identity of the participant may be ascertained by the investigator or associated with the information (*e.g.*, by name, code number, pattern of answers, etc.).

5. ☐ YES ☒ NO Does the study present *more than minimal risk* to the participants?

"Minimal risk" means that the risks of harm or discomfort anticipated in the proposed research are not greater, considering probability and magnitude, than those ordinarily encountered in daily life or during performance of routine physical or psychological examinations or tests. Note that the concept of risk goes beyond physical risk and includes psychological, emotional, or behavioral risk as well as risks to employability, economic well being, social standing, and risks of civil and criminal liability.

CERTIFICATIONS:
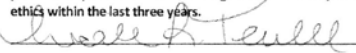
For James Madison University to obtain a Federal Wide Assurance (FWA) with the Office of Human Research Protection (OHRP), U.S. Department of Health & Human Services, all research staff working with human participants must sign this form and receive training in ethical guidelines and regulations. "Research staff" is defined as persons who have direct and substantive involvement in proposing, performing, reviewing, or reporting research and includes students fulfilling these roles as well as their faculty advisors. The Office of Research Integrity maintains a roster of all researchers who have completed training within the past three years.

Test module **at ORI website** http://www.jmu.edu/researchintegrity/irb/irbtraining.shtml

Name of Researcher(s)	Training Completion Date
Nicole R. Terrell	September 8, 2013
Dr. Noorjehan Kelsey Brantmeier	September 19, 2013
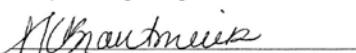
For additional training interests, or to access a Spanish version, visit the National Institutes of Health Protecting Human Research Participants (PHRP) Course at: http://phrp.nihtraining.com/users/login.php.

By signing below, the Responsible Researcher(s), and the Faculty Advisor (if applicable), certifies that he/she is familiar with the ethical guidelines and regulations regarding the protection of human research participants from research risks. In addition, he/she agrees to abide by all sponsor and university policies and procedures in conducting the research. He/she further certifies that he/she has completed training regarding human participant research ethics within the last three years.

_____   9/27/13
Principal Investigator Signature   Date

_____   _____
Principal Investigator Signature   Date

_____   _____
Principal Investigator Signature   Date

_____   9/25/13
Faculty Advisor Signature   Date

Purpose and Objectives

Leadership in the workplace and the degree to which it is perceived as being positive or negative has a vast effect on job morale for employees. This is particularly true for graduate students who have some experience in the workforce, but are still working towards a higher career goal. In any work setting, poor leadership techniques often lead to feelings of diminished self-worth and lack of desire to be productive, many times leading an individual to explore other career opportunities. Alternately, leadership situations that involve positive reinforcement and rewards systems for achievement usually increase employee satisfaction and improve job morale. From a corporate standpoint, the key to success in a competitive global atmosphere is ensuring that the workers are content and driven to provide productive output for the company. This is especially important for graduate students who are gaining new opportunities in the corporate sector as they work towards and complete their degrees. Utilizing positive leadership techniques as opposed to negative ones will foster this process, and ultimately elevate a company to a higher level of success.

This study will involve the following inquiries:

- How are positive and negative leadership techniques defined by graduate students who have experience within the workforce?
- What are the effects of positive and negative leadership techniques on job morale for graduate students who have participated in the work force?

The nature of the research problem revolves around the question of what type of leadership tendencies do graduate students feel yield certain responses from employees in terms of their overall morale. Specifically, the data collection techniques will aim to discover what brings about positive and negative responses while employees tend to their specified job duties, and how these responses affect the employee's desire to be productive within their line of work. The following hypotheses will be tested:

Hypothesis 1: In the opinion of graduate students with some degree of workforce experience, the implementation of positive leadership techniques will increase levels of employee morale and overall productivity, while negative leadership techniques will decrease employee morale and overall productivity among graduate students in the workforce.

Hypothesis 2: In the opinion of graduate students with some degree of workforce experience, leadership techniques that involve financial incentives will increase work productivity.

Hypothesis 3: In the opinion of graduate students with some degree of workforce experience, leadership techniques that build trust between supervisors and employees will increase employee morale.

Hypothesis 4: In the opinion of graduate students with some degree of workforce experience, leadership techniques that foster transference of learning between staff members will increase employee morale.

Procedures/Research Design/Methodology/Timeframe
Data Analysis

The time frame of this study ranges from the time of pending IRB approval through May 9, 2014. It is anticipated that the research will be begin and the survey will be issued via "bulk email" no later than October 20, 2013, so as to ensure ample time for the collection of data from a sufficient subject pool.

The participants for this study will be compiled of James Madison University students enrolled in any graduate program at the university. There is no age limitation associated with this study. The only requirement will be that they are an actively enrolled graduate student at JMU. After receiving a letter of permission from the Dean of the Graduate School to gain access to all graduate student email addresses (see attached), the researcher will receive a roster of all graduate students enrolled at James Madison University, and subsequently issue a bulk email anonymous survey request to each of these students, with permission to send this bulk email being granted by the James Madison University Computing Department (see attached).

This research will be conducted over the course of the fall 2013 and spring 2014 semesters, through the implementation of an anonymous, web-based Qualtrics survey distributed to graduate students currently enrolled at James Madison University through the use of the university's bulk email system. It is anticipated that the survey should take five to ten minutes to complete. The email will include a consent form with a cover letter requesting voluntary consent to participate in the survey, as well as a direct link to the Qualtrics survey. This survey will contain two methodologies to collect data, yielding both quantitative and qualitative responses.

There will be four demographic questions asked at the beginning of the survey, indicating the sex and age of each participant, as well as whether or not they are a current JMU graduate student, and whether or not they have experience in the workforce. If they are not currently a JMU graduate student, or have not participated in the workforce on either a full-time or part-time basis, they will be directed to the end of the survey. Otherwise, they will be prompted to begin the survey questions.

The first portion of this anonymous survey will consist of a questionnaire containing nine closed-ended inquiries that will be answered and assessed quantitatively, utilizing a five point Likert-type scale, with the intentions of accurately depicting subject's opinions towards leadership techniques through the evaluation of this attitude scale. Each response to the first nine questions will be coded in terms of agreement, ranging from "Strongly Agree" to "Strongly Disagree. The following questions will be asked of the subjects:

1. *When employees perceive high levels of trust between managers and staff members in the workplace, workers are more likely to experience high levels of job morale and overall satisfaction.*
2. *When managers provide employees with learning opportunities that will allow them to advance in their careers and transfer learning to their coworkers, employees will feel higher levels of satisfaction.*
3. *When leaders provide a working environment that is both physically and psychologically empowering (i.e. leaders provide both the physical resources needed to complete a job task and the emotional support to do so), employees will respond positively and maintain higher levels of satisfaction.*
4. *Leaders who support their employees and encourage them to seek self-verification in understanding their personal strengths and weaknesses often increase an employee's overall morale.*
5. *Leadership techniques that operate upon the premise of "hope" in terms of employee expectations often create a supportive working environment and increase employee satisfaction.*
6. *Lack of managerial support during times of change often makes employees feel uncertain about their future with the organization, resulting in decreased feelings of satisfaction.*
7. *The presence of a poor leader causes employees to produce decreased amounts of work output.*
8. *When leaders abide by and enforce the mission statement of a company, employees will be more devoted to that organization and feel more satisfied with their jobs.*
9. *Managers who implement financial incentives as a means of motivating their employees often experience lower rates of employee dissatisfaction.*

After the configuration of the results, two graphs will be created for each individual question to visually depict the results. The first table will represent a simple bar graph, illustrating the frequency of responses in terms of agreement for that particular question. This is useful in that seeing higher or lower levels of agreement in regards to each question can provide the researcher with insight into whether or not graduate students feel that a particular leadership trait has an effect on job morale. The second table will provide information similar to the bar graph in that the frequency of responses in terms of agreement is graphically represented. However, this graph will provide percentages of responses, helping to create a clearer mental picture of the effect of the noted leadership trait on job satisfaction and employee morale.

In terms of statistical testing, the mean, variance, and standard deviation for each question will be calculated to help decipher between levels of agreement, thus representing a full range of graduate students' views in regards to the effects of leadership techniques in organizational settings. Based on these numerical averages and results, a simple bell curve can then be devised to illustrate the normal distribution of percentage scores, as well as the differences between the average and raw scores. This can be accomplished through the utilization of a z-score for each question, illustrating the distance between raw scores and the average of the results in terms of standard deviations (Fraenkel & Wallen, 2009). These scores can help to identify outliers in data, as well as indicate how many responses fall somewhat parallel to the overall average.

The second portion of the anonymous survey will include one optional open-ended question that aims to yield a greater depth of insight that may not be attainable through the first section of the survey. The following (optional) question will be asked of the survey participants:

1. *In your experience, what types of leadership techniques increase or decrease job satisfaction in the workplace?*

The response will be in an optional, brief essay format, with no requirements pertaining to the amount of input expected. Due to the fact that these questions represent data in a qualitative format, rather than quantitatively, there is not a feasible statistical method that can be used to analyze the results. Rather, the insight gained from this question can be distributed and analyzed through coding and in text format, representing an essay of results that depict the effects of leadership techniques on job morale for graduate students with experience in the workforce.

The degree of risk to subjects who choose to participate in this study is minimal. No questions will be asked that may elicit answers that could be detrimental to the physical, mental, emotional, or career-based well-being of each participant, and no deception techniques will be used. Due to the fact that the subject pool will be generated from the James Madison University graduate school roster of students, there is no testing of an at-risk population involved in this study. Answering any of the questions contained in the survey is anonymous, and is not anticipated to put the participant at any risk. They will be directed to an anonymous online-based Qualtrics survey, and can opt out at any time. Furthermore the researcher's contact information will be listed at the bottom of the initial email request to participate in the survey, allowing the participant to contact the researcher with any questions or concerns. Lastly, the open-ended qualitative question is optional, giving the participant full control over their desire to participate.

Data will be stored, analyzed, and coded within Qualtrics, the online survey instrument being utilized for this research project. The survey being issued will be anonymous, in that there will be no identifying information attached to any of the research questions being asked, thus protecting the participants. The researcher will not be present while the survey is being completed. Furthermore, any statistical information being analyzed for reporting purposes will be stored on a personal laptop computer that is password protected, with any statistical documents being password protected as well. A back-up copy of these documents may be kept on a portable hard drive, which will also be password protected. The researcher will be the only individual who will have any access to this data, which will remain within a password-protected electronic file once the research has been completed. At the end of the study, all

records will be destroyed.

Data will not be collected from any of the following populations:

      _____ Minors (under 18 years of age); Specify Age: _____
      _____ Prisoners
      _____ Pregnant Women
      _____ Fetuses
      _____ Cognitively impaired persons
      _____ Other protected or potentially vulnerable population
      ____X____ Not Applicable

Research will be conducted at/through:

James Madison University
Graduate Program
17 West Grace Street
MSC 6702
Harrisonburg, VA 22801

Data Analysis (Confidentiality)

Data will be stored and analyzed within Qualtrics, the online survey instrument being utilized for this research project. The survey being issued will be anonymous, in that there will be no identifying information attached to any of the research questions being asked. The researcher will not be present while the survey is being completed. Furthermore, any statistical information being analyzed for reporting purposes will be stored on a personal laptop computer that is password protected, with any statistical documents being password protected as well. A back-up copy of these documents may be kept on a portable hard drive, which will also be password protected. The researcher will be the only individual who will have any access to this data, which will remain within a password-protected electronic file once the research has been completed. At the end of the study, all records will be destroyed.

Reporting Procedures

The audience to be reached in the report of this study is the researcher's committee members, which consists of three graduate faculty members within the AHRD/LTLE graduate school. These members are as follows:

Dr. Noorjehan Kelsey Brantmeier – Committee Chair
Dr. Jane Thall – Committee Member / Program Director
Dr. Diane Wilcox – Committee Member / Program Coordinator

The results of this research will be presented to a Research Review Committee in a formalized classroom to the committee members listed above through a "defense" of the research and the resulting findings.

Within the consent form contained in the bulk email being sent to the survey participants, the researcher's email address will be printed, so as to allow the participants to contact the researcher with feedback, questions or concerns regarding the study, as well as to give them the opportunity to learn about the results of the study, if they choose to inquire.

Experience of the Researcher (and advisor, *if student*):

The researcher, Nicole R. Terrell, received an undergraduate degree from James Madison University in psychology, with a minor in criminal justice in 2005, and enrolled in the graduate program for AHRD/LTLE in the spring on 2008. She has continued her graduate education on a part-time basis over the course of six years, and is anticipated to receive her master's degree in Adult Education and Human Resource Development in May of 2014. The following graduate courses have been completed:

AHRD 520 - Foundations of Adult Education/Human Resource Development
AHRD 630 - Research Methods and Inquiry in Adult/Education Human Resource Development
AHRD 600 - Performance Analysis and Needs Assessment in Adult Education/Human Resource
          Development
AHRD 580 – Learning in Adulthood
AHRD 590 – Digital Media
AHRD 620 – Consulting
AHRD 640 – Program Evaluation and Measurement in Adult Education/Human Resource
          Development
AHRD 540 – Leadership and Facilitation
PUAD 625 – Public Sector Organizational Behavior

Dr. Noorie Kelsey Brantmeier has a Ph.D. in Adult Education and Human Resource Studies with a specialization in research methods from Colorado State University. She has a master's degree in social work from Washington University in St. Louis where she conducted research on social and economic development in Native American communities. Dr. Brantmeier has been a principal investigator, co-principal investigator, and/or research coordinator on studies related to the measurement of student attitudes regarding diversity in higher education; youth civic engagement; and adolescent attitudes toward violence. She holds the rank of Graduate Faculty at JMU and teaches research methods courses at both the master's and doctoral levels. Dr. Noorie Brantmeier will help guide me through my research.

Past and current research methods courses taught include:
PSY 840: Qualitative and Mixed Research Methods
AHRD/EDUC 630: Research Methods & Inquiry
AHRD 680/700: Reading & Research/Thesis

The Effect of Leadership on Job Morale for Graduate Students with Workforce Experience

"Web" / "Email" Consent to Participate in Research (anonymous research)

Identification of Investigators & Purpose of Study

You are being asked to participate in a research study conducted by Nicole R. Terrell from James Madison University. The purpose of this study is to determine the effect of leadership on job morale for graduate students with workforce experience. This study will contribute to the student's completion of her master's research in the Adult Education/Human Resource Development program.

Research Procedures

This study consists of an anonymous online survey that that will be administered to individual participants through Qualtrics software. You will be asked to provide answers to a series of questions related to your experiences regarding leaders in the workplace.

Time Required

Participation in this study will require 5 - 10 minutes of your time.

Risks

The investigator does not perceive more than minimal risks from your involvement in this study (that is, no risks beyond the risks associated with everyday life).

Benefits

While there are no direct benefits from your participation in this anonymous online research study, your input will be utilized to help determine how positive and negative leadership tendencies affect the overall job morale of graduate students who have some degree of experience within the workforce.

Confidentiality

The results of this research will be presented to a Research Review Committee comprised of graduate faculty members from the Adult Education/Human Resource Development program. While individual responses are anonymously obtained and recorded online through the online Qualtrics software, data is kept in the strictest confidence. No identifiable information will be collected from the participant and no identifiable responses will be presented in the final form of this study. All data will be stored in a secure location only accessible to the researcher. The results of this project will be coded in such a way that the respondent's identity will not be attached to the final form of this study. All data will be stored in a secure location only accessible to the researcher. The researcher retains the right to use and publish non-identifiable data. At the end of the study, all records will be destroyed. Final aggregate results will be made available to participants upon request.

Participation & Withdrawal

Your participation is entirely voluntary. You are free to choose not to participate. Should you choose to participate, you can withdraw at any time without consequences of any kind. However, once your responses have been submitted and anonymously recorded you will not be able to withdraw from the study.

Questions about the Study

If you have questions or concerns during the time of your participation in this study, or after its completion or you would like to receive a copy of the final aggregate results of this study, please contact:

Nicole R. Terrell   Dr. Noorie Kelsey Brantmeier
Adult Education/HR Development   Adult Education/HR Development
James Madison University   James Madison University
dichianr@dukes.jmu.edu   (540) 568-4530
                                                            brantmnk@jmu.edu

Questions about Your Rights as a Research Subject
Dr. David Cockley
Chair, Institutional Review Board
James Madison University
(540) 568-2834
cocklede@jmu.edu

Giving of Consent

I have been given the opportunity to ask questions about this study. I have read this consent and I understand what is being requested of me as a participant in this study. I certify that I am at least 18 years of age. By clicking on the link below, and completing and submitting this anonymous survey, I am consenting to participate in this research.

    Click Below to begin the survey:
    http://jmu.qualtrics.com/SE/?SID=SV_eXM3gRMH9d7yshn

Nicole R. Terrell   September 25, 2013
Name of Researcher (Printed)   Date

This study has been approved by the IRB, protocol # _____.

Survey Questions & Questionnaire Link

Nine Quantitative Questions with 5-point Likert-type responses

1.) *When employees perceive high levels of trust between managers and staff members in the workplace, workers are more likely to experience high levels of job morale and overall satisfaction.*
2.) *When managers provide employees with learning opportunities that will allow them to advance in their careers and transfer learning to their coworkers, employees will feel higher levels of satisfaction.*
3.) *When leaders provide a working environment that is both physically and psychologically empowering (i.e. leaders provide both the physical resources needed to complete a job task and the emotional support to do so), employees will respond positively and maintain higher levels of satisfaction.*
4.) *Leaders who support their employees and encourage them to seek self-verification in understanding their personal strengths and weaknesses often increase an employee's overall morale.*
5.) *Leadership techniques that operate upon the premise of "hope" in terms of employee expectations often create a supportive working environment and increase employee satisfaction.*
6.) *Lack of managerial support during times of change often makes employees feel uncertain about their future with the organization, resulting in decreased feelings of satisfaction.*
7.) *The presence of a poor leader causes employees to produce decreased amounts of work output.*
8.) *When leaders abide by and enforce the mission statement of a company, employees will be more devoted to that organization and feel more satisfied with their jobs.*
9.) *Managers who implement financial incentives as a means of motivating their employees often experience lower rates of employee dissatisfaction.*

One Qualitative Question (optional), with brief Essay-type response

1.) *In your experience, what types of leadership techniques increase or decrease job satisfaction in the workplace?*

Qualtrics Survey Link

http://jmu.qualtrics.com/SE/?SID=SV_eXM3gRMH9d7yshn

**Letter of Approval to utilize JMU's "Bulk email" for Survey Distribution
With attached Request to JMU Computing Services**

Gmail
by Google

Nicole Terrell< dichianr@gmail.com>

IRB- Protocol Approval
3 messages

Tillman, Carrie Elizabeth - tillmace < tillmace@jmu.edu>   Tue, Oct 8, 2013 at 1:49 PM
To: "Terrell, Nicole Rose - dichianr" <dichianr@dukes.jmu.edu>
Cc: "Brantmeier, Noorie - brantmnk" <brantmnk@jmu.edu>

Dear Nicole,

I want to let you know that your IRB protocol entitled, "*The Effect of Leadership on Job Morale for Graduate Students with Workforce Experience*" has been approved for you to begin your study. The signed action of the board form, approval memo, and close-out form will be sent to your advisor via campus mail. Your protocol has been assigned No. 14-0127. Thank you again for working with us to get your protocol approved.

As a condition of the IRB approval, your protocol is subject to annual review. Therefore, you are required to complete a Close-Out form before your project end date. You *must* complete the close-out form unless you intend to continue the project for another year. An electronic copy of the close-out form can be found on the Office of Research Integrity web site at the following
URL: http://www.jmu.edu/researchintegrity/irb/forms/index.shtml.

If you wish to continue your study past the approved project end date, you must submit an Extension Request Form indicating an extension request, along with supporting information. Although the IRB office sends reminders, it is ultimately ***your responsibility*** to submit the continuing review report in a timely fashion to ensure there is no lapse in IRB approval.

If you have any questions, please do not hesitate to contact me.

Best Wishes,

Carrie

****

Appendix C: Bulk Email Request

JMU Email and Label Request   Page 1 of 5

For **student** mail, fill out this request (including Student Selection) and send to the Office of the Registrar on the fifth floor of Warren Hall at MSC 3528 or fax to 568-5615.   For **employee** mail, fill out ONLY the first two pages of this request (including Employee Selection) and send to Human Resources at MSC 7009 or fax to 568-7916. For a **combined** mailing, do both. Please allow **9 working days** for mailing, approval and processing.

Request

Department: AHRD/LTLE   MSC: 6912   Date of Request: 9/19/13

Requestor / Contact: Nicole R. Terrell   Phone: 540-442-0832

Date Required: Not before: ___/___/___   At least by: 10/10/13

Department Head or   Dr. Noorie Brantmeier   NCBrantmeier   9/25/13
Student Group Advisor: Printed Name   Signature   Date

Finance: _____   _____   _____
   Printed Name   Signature   Date

Data Approval: ☐ Human Resources   _____
   ☐ Registrar's Office   Signature(s)   Date

Output

Employee Output Options (choose one or more):
   ☐ File to mailservice@jmu.edu
   ☐ Email Distribution
   ☐ Email Distribution to Ids   For this, you must send a file of fully-qualified email ids to request-bulkmail@jmu.edu

Student Output Options (choose one or more):
   ☐ Labels   # of copies _____
   Please fill out items 1-7 under Student Selection.
   ☐ File (JMU Mail Services)   Send the file to _____ @jmu.edu
   ☐ Listing   # of copies _____
   ☑ Email Distribution
   ☐ Email Distribution to Ids   For this, you must send a file of fully-qualified email ids to request-bulkmail@jmu.edu

*** NOTE: For all requests (email, and file), a hardcopy of the text must be attached <u>and</u> the text must be sent to request-bulkmail@jmu.edu. If this is not done the request will be delayed. ***

How many students/employees do you expect to be selected (based on the criteria you chose below): All graduate students
If Email, complete ALL 4 steps below (see FAQ for guidelines). Choose either @jmu or @dukes for each: @ jmu
   1. Email the text of your message to **request-bulkmail@jmu.edu**, (Each line 60 characters or less)

   The message was sent on 10/3/13, by dichianr   ☐@jmu.edu
   ☑@dukes.jmu.edu

   2. Attach a printed copy of the text to this form
   3. Define the email addresses (use ONLY your Official JMU e-ID) and subject
      You may use the same or different mailboxes for the 2 addresses below. Frequent senders may request a departmental mailbox from http://www.jmu.edu/computing/email/.

   From dichianr   ☐@jmu.edu   Reply-To dichianr   ☐@jmu.edu
      ☑@dukes.jmu.edu   ☑@dukes.jmu.edu

   Subject AHRD Leadership Survey Research Request

   4. If the request is for a survey that requires IRB approval, please list that number: 14-0127
   5. Choose which option best describes your email: ☑ Informational
      (see FAQ for details on criteria)   ☐ Official

Employee Selection

Note: Please call Human Resources at 568-3593 with status questions.

1. **Employee Population**

   ❑ Full-time & Part-time Employees (112100, 112300, 112600, 112700, 112800, 112810, 112820, 114100, 114500, 114530,
        (includes ALL JMU Faculty & Staff)   114900, 114910, 114920)
   ❑ All Full-time Faculty ONLY   (112100, 112600, 112810, 112820)
   ❑ All Full-time Employees ONLY (112100, 112300, 112600, 112700, 112800, 112810, 112820)
   ❑ A/P Faculty ONLY   (112100, 112820)
   ❑ Classified ONLY   (112300, 112700, 112800)
   ❑ Instructional Faculty ONLY   (112600, 112810)
   ❑ All Faculty ONLY   (112100, 112600, 112810, 112820, 114500, 114910, 114920)
   ❑ All Part-time Employees ONLY(114100, 114500, 114530, 114900, 114910, 114920)
   ❑ Wage ONLY   (114100, 114900)
   ❑ PT Faculty ONLY   (114500)
   ❑ PT Non-Teaching ONLY   (114530)
   ❑ Department Heads, Associate Vice Presidents, Deans, and Vice Presidents ONLY
   ❑ Affiliates   (113600)

2. **Division** - specify one or more, (only necessary if you wish to send information to a specific division)
   ❑ Select employees working in these Divisions
   _____,_____,_____,_____,_____,_____

3. **Department** - specify one or more, (only necessary if you wish to send information to a specific department)

   ❑ Select employees working in these Org Codes
   _____,_____,_____,_____,_____,_____

Student Selection

Note: E-mail addresses are available only for those students eligible to enroll or enrolled. Students who have graduated or have withdrawn cannot be emailed via this process. Please call Operations at 568-3502 with status questions.

Check boxes as directed – these are Required:

1. **Term*** (choose one)
   - ☑ Fall   Year _2013_
   - ☐ Spring   Year _____
   - ☐ Summer   Year _____
   The term you choose will be used for the criteria below

2. **Population** (choose one)
   - ☑ Students
   - ☐ Instructors of Record (Email Distribution is the only output choice available)

If you chose the Instructors of Record population, this is Required:

3. **Academic Organization**
   - ☐ Select instructors of record who work in this Academic Organization—specify <u>one</u> college or department— or specify UNIV for all: _____

If you chose Student population, this is Required:

4. **Type of Student** (choose one)
   - ☑ Enrolled   *(Already enrolled)*
   - ☐ Eligible to Enroll   *(Already enrolled or approved to enroll)*

If you chose Labels for a Student population, these are Required:

5. **Sequence** (choose one)   *Sequence will be vertical on each page*
   - ☐ Name
   - ☐ Zip, Then Name
   - ☐ JMU Mail Box

6. **Name to Print** (choose one)
   - ☑ Primary Full Name   ☐ Preferred Full Name

7. **Address Usage** (choose one)   *Cascades until it finds an active address:*
   - ☐ Home   *Home*
   - ☐ Mailing   *Mailing (includes JMU box), Home*
   - ☐ Bill-Here   *Billing, Mailing (includes JMU box), Home*
   - ☐ Bill-Away   *Billing, Home*

8. **Add "To" Line**   *Printed on first line of label*
   - ☐ To The Parents/Guardians Of
   - ☐ To The Family Of

If you chose Student population, these criteria limit the population further, and are <u>Optional</u>:
Fill out needed criteria only. Each criterion is an <u>additional</u> limit of the population.

9. **Use Random Sampling**
   - ❑ Yes, Number of students to select is _____

10. **Resident Type** (choose one)
    - ❑ Residents assigned to housing
    - ❑ Residents with a housing contract   *(In spring before Housing assignments are complete)*
    - ❑ Commuters

11. **Residence Hall** (specify one or more):
    - ❑ Select students in these Residence Hall(s):   _____,_____,_____

12. **Residence Area, such as Village** (specify one or more)
    - ❑ Select students in these Residence Areas: _____,_____,_____

13. **Gender** (choose one)
    - ❑ Female   ❑ Male

14. **Ethnic Group** (choose one or more)
    - ❑ White   ❑ Asian
    - ❑ Black/African American   ❑ American Indian/Alaskan Native
    - ❑ Hispanic/Latino   ❑ Native Hawaiian/Other Pacific Island

    "Native Hawaiian/Other Pacific Island" and "Asian" are new effective March 2005. All students who applied to JMU prior to March 2005 as "Asian/Pacific Islander" will now be found as "Asian". For official and most other purposes, choose both values.

15. **Admit Type** (choose one or more)
    - ❑ First Year Freshman   ❑ Continuing Education
    - ❑ Transfer   ☑ Graduate
    - ❑ Re-entry   ❑ Doctoral

16. **Residency** (choose one)
    - ❑ In-State   ❑ Out-Of-State

17. **Graduating Students** (choose one)   *Must also choose Academic Career(s)*
    - ❑ Expected to Graduate
    - ❑ Applied (Planning to Graduate)   *Data is available 2-3 weeks before graduation*
    - ❑ Graduated

18. **Academic Career** (choose one or more)
    - ❑ Undergraduate   ❑ Continuing Ed   ☑ Graduate   ❑ Doctoral
    - Operator: If more than one career is chosen, and criteria below #18 are chosen, see operator instructions.

19. **Undergraduate Academic Level** (choose one or more)
    - ❑ Freshman   ❑ Junior
    - ❑ Sophomore   ❑ Senior

20. **Academic Program** (specify one or more)
    - ❑ Select students in these Academic Program(s)—i.e., for undergraduates, specify UGEN; for graduate students, specify major;   for continuing education, specify level: _____,
      _____,_____,_____,_____,_____,_____

21*. **Academic Plan** (specify one or more)
    - ❑ Select students in these Academic Plan(s), i.e., majors, minors, and pre-professional:
      _____,_____,_____,_____,_____,_____,
      _____,_____,_____,_____,_____,_____

22. **Academic Subplan** (specify one or more)
    ❏ Select students in these Academic Subplan(s), i.e., concentrations:
    _____,_____,_____,_____,_____

23. **Restrict by Cumulative Credit Hours Earned**
    ❏ Yes, Range _____ to _____

24. **Restrict by Cumulative GPA**
    ❏ Yes, Range _____ to _____

25. **Academic Standing** (choose one or more)   *Data is only available after final grades are posted for the term you chose above.*

    ❏ Academic Suspension   ❏ Academic Warning
    ❏ Academic Probation   ❏ Good Standing

26. **Honors** (choose one or more)
    Undergraduate Honors: *High School Honors:*
    ❏ Dean's List   ❏ Valedictorian   ❏ National Merit Finalist Sclr
    ❏ President's List   ❏ National Merit Commended Sclr   ❏ National Merit Semi-Finalist

27*. **Academic Organization**
    ❏ Select students whose major academic plan is in this Academic Organization—specify <u>one</u> college:
    _____

28*. **Instructor of Record** (specify one)
    ❏ Select students who are enrolled in classes of this Instructor of Record:
    _____   _____
    Name   Student Admin emplid

29*. **Course Id** (specify one or more)
    ❏ Select students who are enrolled in these Course Id's, i.e., *all* sections:
    _____,_____,_____,_____,_____

30*. **Advisor** (specify one)
    ❏ Select students who are advised by this Advisor: _____   _____
                                                         Name   Student Admin emplid

Appendix D: Cover Letter/Consent Letter (Email)

Email Text

The Effect of Leadership on Job Morale for Graduate Students with Workforce Experience

"Web" / "Email" Consent to Participate in Research (anonymous research)

Identification of Investigators & Purpose of Study

You are being asked to participate in a research study conducted by Nicole R. Terrell from James Madison University. The purpose of this study is to determine the effect of leadership on job morale for graduate students with workforce experience. This study will contribute to the student's completion of her master's research in the Adult Education/Human Resource Development program.

Research Procedures

This study consists of an anonymous online survey that that will be administered to individual participants through Qualtrics software. You will be asked to provide answers to a series of questions related to your experiences regarding leaders in the workplace.

Time Required

Participation in this study will require 5 - 10 minutes of your time.

Risks

The investigator does not perceive more than minimal risks from your involvement in this study (that is, no risks beyond the risks associated with everyday life).

Benefits

While there are no direct benefits from your participation in this anonymous online research study, your input will be utilized to help determine how positive and negative leadership tendencies affect the overall job morale of graduate students who have some degree of experience within the workforce.

Furthermore, if you are interested, participation in this study may enter you in a raffle to receive one (1) $20.00 VISA Giftcard. If you are interested in being entered into this raffle, please see below for more information about contacting the researcher.

Confidentiality

The results of this research will be presented to a Research Review Committee comprised of graduate faculty members from the Adult Education/Human Resource Development program. While individual responses are anonymously obtained and recorded online through the online Qualtrics software, data is kept in the strictest confidence. No identifiable information will be collected from the participant and no identifiable responses will be presented in the final form of this study. All data will be stored in a secure location only accessible to the researcher. The results of this project will be coded in such a way that the respondent's identity will not be attached to the final form of this study. All data will be stored in a secure location only accessible to the researcher. The researcher retains the right to use and publish non-identifiable data. At the end of the study, all records will be destroyed. Final aggregate results will be made available to participants upon request.

Participation & Withdrawal

Your participation is entirely voluntary. You are free to choose not to participate. Should you choose to participate, you can withdraw at any time without consequences of any kind. However, once your responses have been submitted and anonymously recorded you will not be able to withdraw from the study.

Questions about the Study

If you have questions or concerns during the time of your participation in this study, or after its completion or you would like to receive a copy of the final aggregate results of this study, please contact:

Nicole R. Terrell
Adult Education/HR Development
James Madison University
dichianr@dukes.jmu.edu

Dr. Noorie Kelsey Brantmeier
Adult Education/HR Development
James Madison University
(540) 568-4530
brantmnk@jmu.edu

If you are interested in entering a raffle to receive one (1) $20.00 Visa Giftcard for participating in this survey, please email the researcher directly at dichianr@dukes.jmu.edu, and your email will be added to the raffle. This will not affect your ability to participate in the research study, and will not have any effect on the researcher's ability to keep your responses confidential.

Questions about Your Rights as a Research Subject

Dr. David Cockley
Chair, Institutional Review Board
James Madison University
(540) 568-2834
cocklede@jmu.edu

Giving of Consent

I have been given the opportunity to ask questions about this study. I have read this consent and I understand what is being requested of me as a participant in this study. I certify that I am at least 18 years of age. By clicking on the link below, and completing and submitting this anonymous survey, I am consenting to participate in this research.

Click Below to begin the survey:
http://jmu.qualtrics.com/SE/?SID=SV_eXM3gRMH9d7yshn

Nicole R. Terrell
Name of Researcher (Printed)

September 25, 2013
Date

This study has been approved by the IRB, protocol # 14-0127

Appendix E: Survey Questionnaire

The Effect of Leadership on Job Morale for Graduate Students with Workforce Experience

The following anonymous online survey questions have been designed to determine the effect of leadership techniques on job morale for graduate students with workforce experience. The survey will take five to ten minutes of your time to complete. As researchers, we thank you for taking the time to participate in this study, as your participation will help to generate valuable knowledge regarding leadership in the workplace.

Q1 Sex
❍ Male (1)
❍ Female (2)

Q2 Age
❍ 18 - 29 (1)
❍ 30 - 45 (2)
❍ 46 or Older (3)

Q3 Are you a graduate student currently enrolled at James Madison University?
❍ Yes (1)
❍ No (2)
If Yes Is Not Selected, Then Skip To End of Survey

Q4 Have you had previous experience in any type of workforce setting, either on a full-time or part-time basis?
❍ Yes (1)
❍ No (2)
If Yes Is Not Selected, Then Skip To End of Survey

Q5 When employees perceive high levels of trust between managers and staff members in the workplace, workers are more likely to experience high levels of job morale and overall satisfaction.
❍ Strongly Agree (1)
❍ Agree (2)
❍ Neither Agree nor Disagree (3)
❍ Disagree (4)
❍ Strongly Disagree (5)

Q6 When managers provide employees with learning opportunities that will allow them to advance in their careers and transfer learning to their coworkers, employees will feel higher levels of satisfaction.
○ Strongly Agree (1)
○ Agree (2)
○ Neither Agree nor Disagree (3)
○ Disagree (4)
○ Strongly Disagree (5)

Q7 When leaders provide a working environment that is both physically and psychologically empowering (i.e. leaders provide both the physical resources needed to complete a job task and the emotional support to do so), employees will respond positively and maintain higher levels of satisfaction.
○ Strongly Agree (1)
○ Agree (2)
○ Neither Agree nor Disagree (3)
○ Disagree (4)
○ Strongly Disagree (5)

Q8 Leaders who support their employees and encourage them to seek self-verification in understanding their personal strengths and weaknesses often increase an employee's overall morale.
○ Strongly Agree (1)
○ Agree (2)
○ Neither Agree nor Disagree (3)
○ Disagree (4)
○ Strongly Disagree (5)

Q9 Leadership techniques that operate upon the premise of "hope" in terms of employee expectations often create a supportive working environment and increase employee satisfaction.
○ Strongly Agree (1)
○ Agree (2)
○ Neither Agree nor Disagree (3)
○ Disagree (4)
○ Strongly Disagree (5)

Q10 Lack of managerial support during times of change often makes employees feel uncertain about their future with the organization, resulting in decreased feelings of satisfaction.
○ Strongly Agree (1)
○ Agree (2)
○ Neither Agree nor Disagree (3)
○ Disagree (4)
○ Strongly Disagree (5)

Q11 The presence of a poor leader causes employees to produce decreased amounts of work output.
○ Strongly Agree (1)
○ Agree (2)
○ Neither Agree nor Disagree (3)
○ Disagree (4)
○ Strongly Disagree (5)

Q12 When leaders abide by and enforce the mission statement of a company, employees will be more devoted to that organization and feel more satisfied with their jobs.
○ Strongly Agree (1)
○ Agree (2)
○ Neither Agree nor Disagree (3)
○ Disagree (4)
○ Strongly Disagree (5)

Q13 Managers who implement financial incentives as a means of motivating their employees often experience lower rates of employee dissatisfaction.
○ Strongly Agree (1)
○ Agree (2)
○ Neither Agree nor Disagree (3)
○ Disagree (4)
○ Strongly Disagree (5)

Q14 (Optional) In your experience, what types of leadership techniques increase or decrease job satisfaction in the workplace?

Appendix F: Participant Gender Bar Graph

Mean: 1.82
Variance: 0.15
Standard Deviation: 0.39
N=73
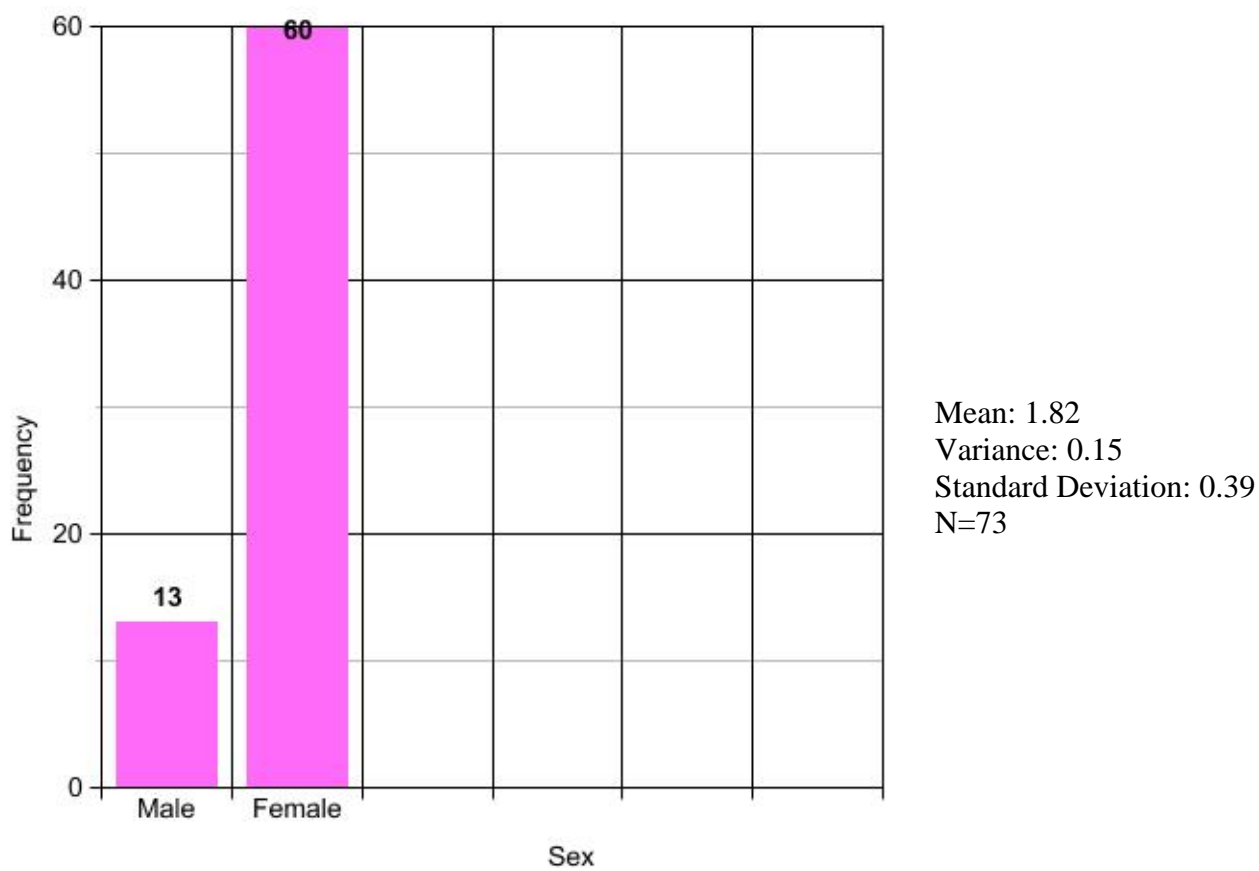
Figure 4.1: Participant Gender Bar Graph

Appendix G: Participant Age Bar Graph
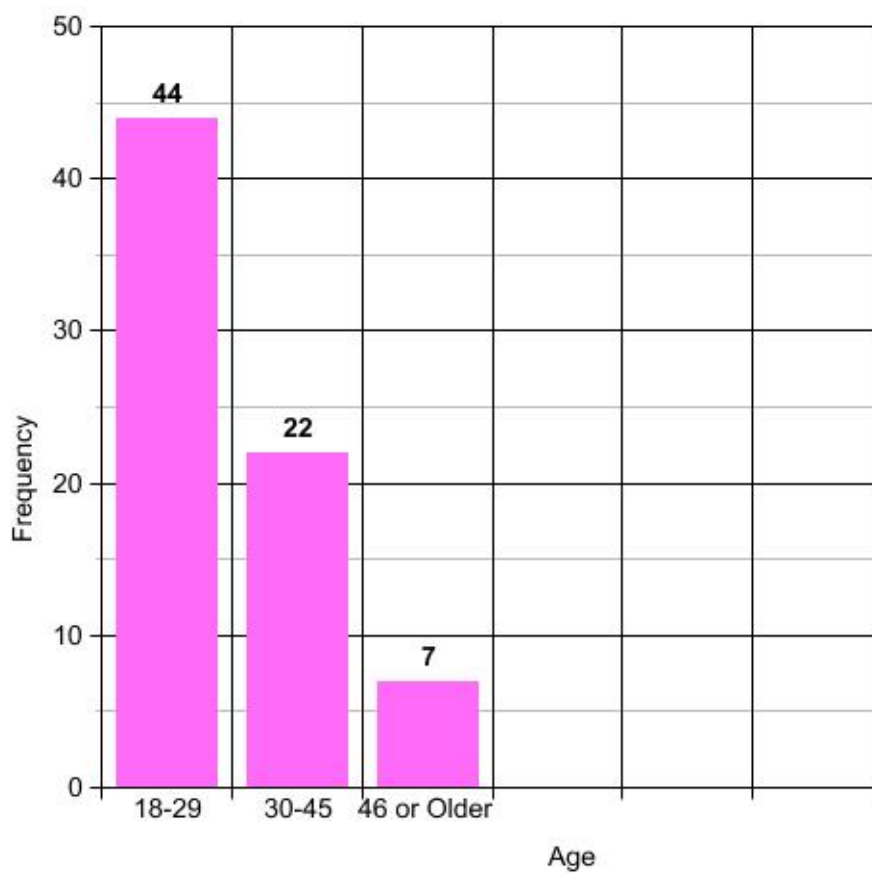
Mean: 1.49
Variance: 0.45
Standard Deviation: 0.67
N=73

Figure 4.2: Participant Age Bar Graph

Appendix H: Pursued Degree Bar Graph

Mean: 1.00
Variance: 0.00
Standard Deviation: 0.00
N=73
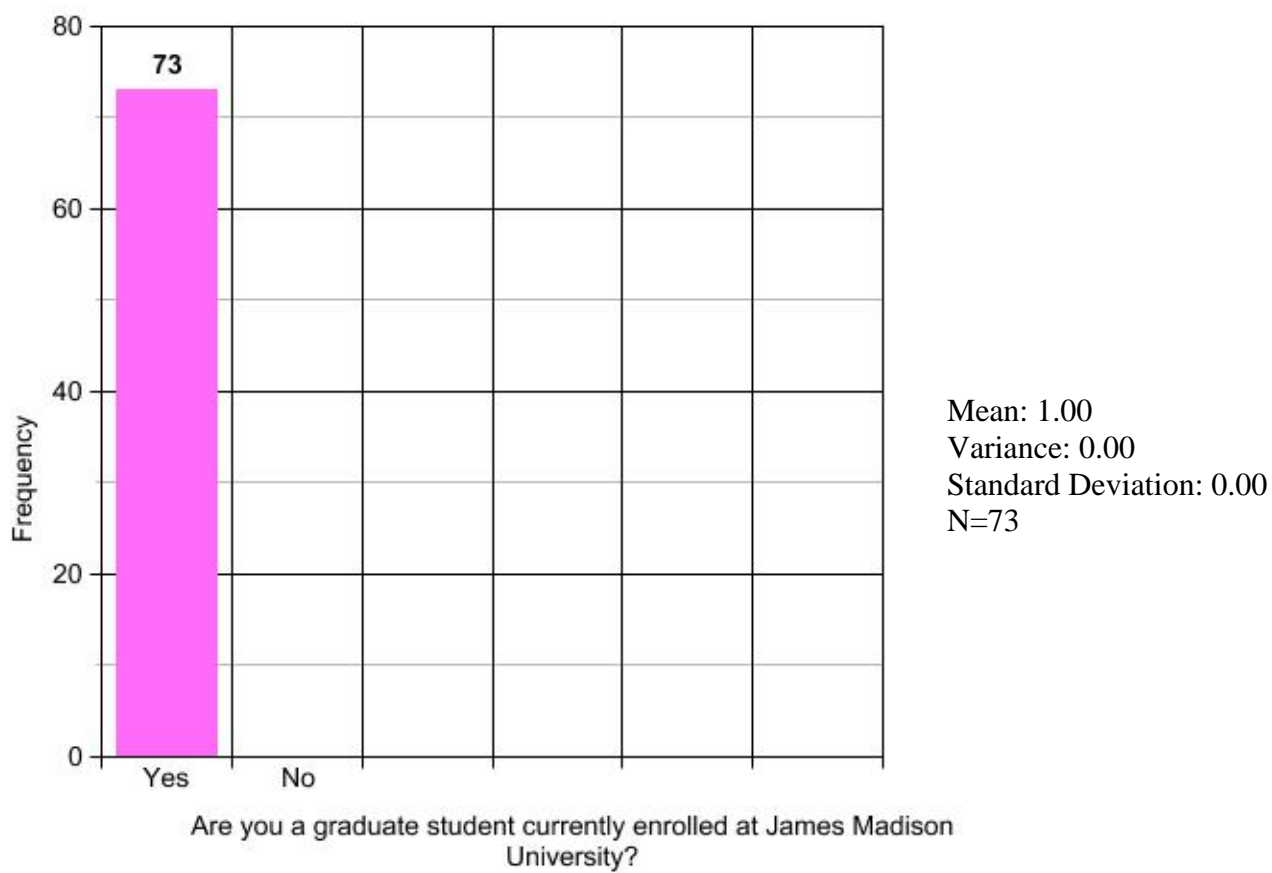
Figure 4.3: Pursued Degree Bar Graph

Appendix I: Work Experience Bar Graph

Mean: 1.00
Variance: 0.00
Standard Deviation: 0.00
N=73
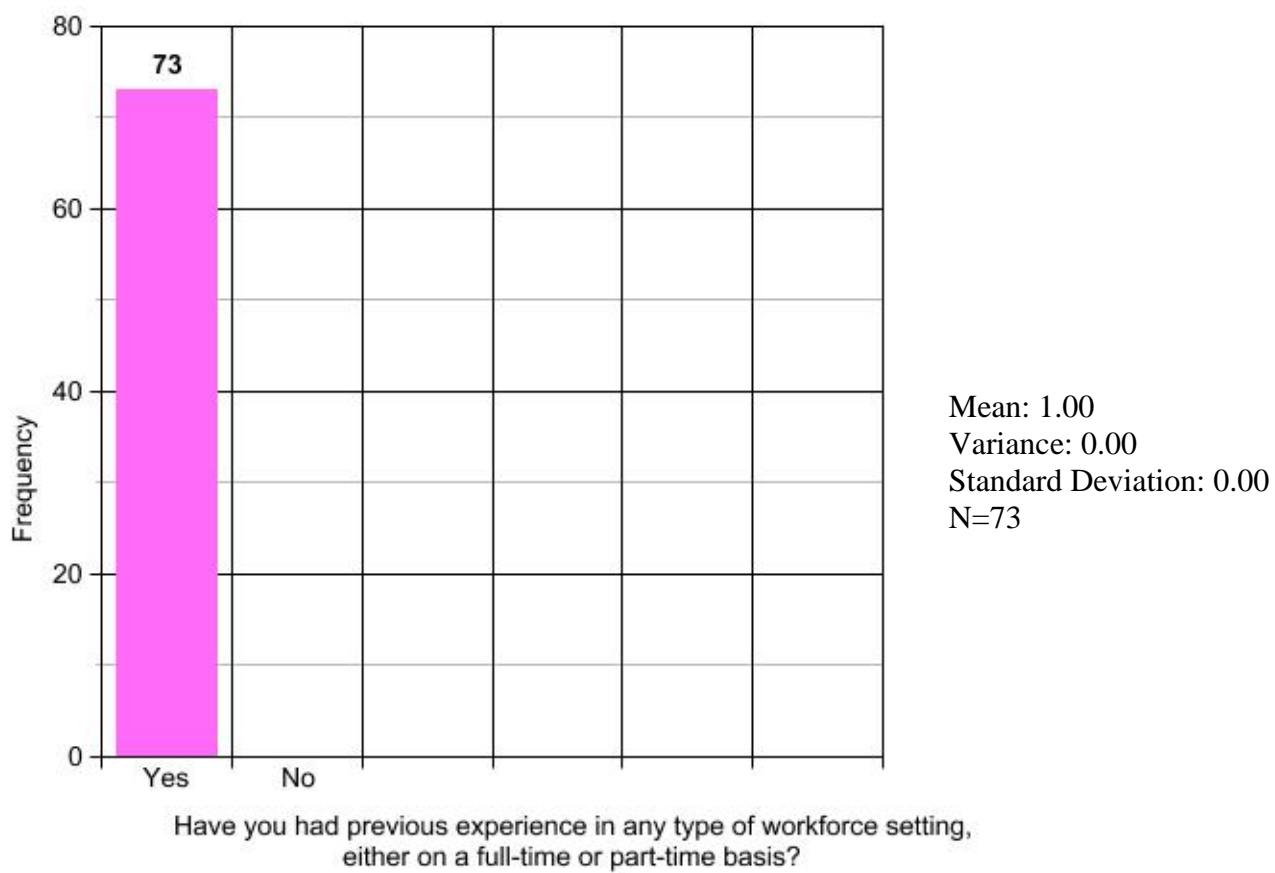
Figure 4.4: Work Experience Bar Graph

Appendix J: Tables 4 and 4a (Trust in the Workplace)

Table 4

Trust in the Workplace

	Frequency	Percent	Valid Percent
1 - Strongly Agree	52	71.23	71.23
2 - Agree	21	28.77	28.77
3 - Neither Agree Nor Disagree	0	0	0
4 - Disagree	0	0	0
5 – Strongly Disagree	0	0	0
Total	73	100.0	100.0

Table 4a

Mean Values for Trust in the Workplace

N	Min	Max	Mean
73	1	2	1.29

Table 4a Mean Values for Trust in the Workplace

Appendix K: Tables 5 and 5a (Learning Opportunities and Transference of Learning)

Table 5

Learning Opportunities & Transference of Learning

	Frequency	Percent	Valid Percent
1 - Strongly Agree	53	72.60	72.60
2 - Agree	18	24.66	24.66
3 - Neither Agree Nor Disagree	0	0	0
4 - Disagree	1	1.37	1.37
5 – Strongly Disagree	1	1.37	1.37
Total	73	100.0	100.0

Table 5a

Mean Values for Learning Opportunities & Transference of Learning

N	Min	Max	Mean
73	1	5	1.34

Appendix L: Tables 6 and 6a (Employee Empowerment)

Table 6

Employee Empowerment

	Frequency	Percent	Valid Percent
1 - Strongly Agree	54	73.97	73.97
2 - Agree	17	23.29	23.29
3 - Neither Agree Nor Disagree	2	2.74	2.74
4 - Disagree	0	0	0
5 - Strongly Disagree	0	0	0
Total	73	100.0	100.0

Table 6a

Mean Values for Employee Empowerment

N	Min	Max	Mean
73	1	3	1.29

Appendix M: Tables 7 and 7a (Employee Self-Verification)

Table 7

Employee Self-Verification

	Frequency	Percent	Valid Percent
1 - Strongly Agree	35	47.95	47.95
2 - Agree	30	41.10	41.10
3 - Neither Agree Nor Disagree	8	10.96	10.96
4 - Disagree	0	0	0
5 - Strongly Disagree	0	0	0
Total	73	100.0	100.0

Table 7a

Mean Values for Employee Self-Verification

N	Min	Max	Mean
73	1	3	1.63

Appendix N: Tables 8 and 8a (The Premise of Hope)

Table 8

The Premise of Hope

	Frequency	Percent	Valid Percent
1 - Strongly Agree	14	19.18	19.18
2 - Agree	25	34.25	34.25
3 - Neither Agree Nor Disagree	22	30.14	30.14
4 - Disagree	11	15.07	15.07
5 - Strongly Disagree	1	1.37	1.37
Total	73	100.0	100.0

Table 8a

Mean Values for The Premise of Hope

N	Min	Max	Mean
73	1	5	2.45

Appendix O: Tables 9 and 9a (Lack of Managerial Support During Times of Change)

Table 9

Lack of Managerial Support During Times of Change

	Frequency	Percent	Valid Percent
1 - Strongly Agree	38	52.05	52.05
2 - Agree	30	41.10	41.10
3 - Neither Agree Nor Disagree	4	5.48	5.48
4 - Disagree	1	1.37	1.37
5 - Strongly Disagree	0	0	0
Total	73	100.0	100.0

Table 9a

Mean Values for Lack of Managerial Support During Times of Change

N	Min	Max	Mean
73	1	4	1.56

Appendix P: Tables 10 and 10a (Poor Leadership and Work Output)

Table 10

Poor Leadership & Work Output

	Frequency	Percent	Valid Percent
1 - Strongly Agree	34	46.58	46.58
2 - Agree	26	35.62	35.62
3 - Neither Agree Nor Disagree	8	10.96	10.96
4 - Disagree	4	5.48	5.48
5 - Strongly Disagree	1	1.37	1.37
Total	73	100.0	100.0

Table 10a

Mean Values for Poor Leadership & Work Output

N	Min	Max	Mean
73	1	5	1.79

Appendix Q: Tables 11 and 11a (Mission Statement)

Table 11

Mission Statement

	Frequency	Percent	Valid Percent
1 - Strongly Agree	19	26.03	26.03
2 -Agree	29	39.73	39.73
3 - Neither Agree Nor Disagree	20	27.40	27.40
4 - Disagree	4	5.48	5.48
5 - Strongly Disagree	1	1.37	1.37
Total	73	100.0	100.0

Table 11a

Mean Values for Mission Statement

N	Min	Max	Mean
73	1	5	2.16

Appendix R: Tables 12 and 12a (Financial Incentives)

Table 12

Financial Incentives

	Frequency	Percent	Valid Percent
1 - Strongly Agree	4	5.48	5.48
2 - Agree	21	28.77	28.77
3 - Neither Agree Nor Disagree	31	42.47	42.47
4 - Disagree	17	23.29	23.29
5 - Strongly Disagree	0	0	0
Total	73	100.0	100.0

Table 12a

Mean Values for Financial Incentives

N	Min	Max	Mean
73	1	4	2.84

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