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Relationship Between Leader Behavior and Subordinate Organizational Commitment in Higher Education Administrators

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Relationship Between Leader Behavior and Subordinate Organizational Commitment in

Higher Education Administrators

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requirement for the degree of Master of Arts in Leadership

AUGSBURG COLLEGE
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MASTER OF ARTS IN LEADERSHIP
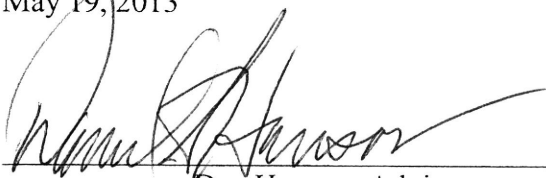
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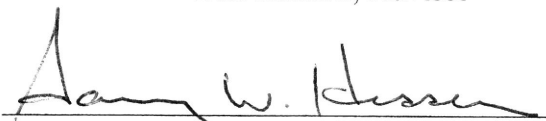This is to certify that the Non-thesis Project of

Christy L. LeDuc

has been approved by the Review Committee for the Non-thesis Project requirement for

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Abstract

Relationship between Leader Behavior and Subordinate Organizational Commitment in

Higher Education Administrators

Christy L. LeDuc

May 19, 2011

___ Thesis

___ Leadership Application Project

_X_ Non-Thesis (ML597) Project

Abstract:

Organizational commitment (OC) is the psychological link between employees and their organizations that reduces the likelihood that employees will voluntarily leave. OC is an important dimension of organization effectiveness; it has been shown to impact productivity, work performance, and turnover. It is instructive to recognize how a leader's behavior impacts the overall stress and the organizational commitment of employees. Fifty-five administrators at a private college in the Midwest completed a 56-question electronic survey to explore the relationship among leaders' behavioral scores for (1a) structure-initiation and (1b) consideration as assigned by their employees and the (2) self-reported organizational commitment levels of those employees. The hypothesis that OC was highest among employees who perceived that their supervisors exhibited higher-than-average structure-initiation *and* consideration behaviors was supported (Spearman's rho 0.416, $p = .002$). However, the strongest correlation was again present between leader Consideration behaviors and OC (Spearman's rho 0.519, $p < .001$).

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Introduction

Organizational commitment (OC), the psychological link between the employee and his or her organization that makes it less likely that the employee will voluntarily leave the organization (Allen & Meyer, 1996), can have a profound effect on the productivity of employees and the success of organizations. Many factors can positively impact OC including but not limited to leadership styles of supervisors, organizational culture, employee connection with mission, and demonstrated trust between supervisees and leaders. Conversely, there are factors that negatively impact OC, including stress, or the "weight of all the wear and tear caused by life" (Selye, 1956, p.3).

Admittedly, stress has been a part of the human experience since cave dwellers encountered their first furry carnivore. While there are a multitude of definitions of the term, Clarke (1988) identified stress as an internal state or reaction to anything we consciously or unconsciously perceive as a threat, whether real or imagined. Today's stress may look distinctly different from that of our ancestors, but it is no less prevalent and may be even more powerful. The western perception that "time is money" encourages maximum productivity and rapid response. Those furry carnivores that once triggered helpful physiological responses that our ancestors put to immediate use (fight or flight) now find little outlet. When the fight-or-flight instinct is triggered, "the very regions of the brain that are used to calmly and sensibly plan our time get switched off" (Klein, 2008, para. 9), leaving us with less cognitive resources and even less sense of control or mastery. Such loss of control further disallows the proper channeling of that arousal, which "produces an even larger physiological reaction that persists for a longer

time" (Fox, Dwyer, & Gangster, 1993, p. 290). When individuals believe they have no control, stress increases (Drabek & Hass, 1969), and feelings of helplessness and depression can ensue (Seligman, 2002).

People spend a great deal of their lives in the workplace and Americans may spend the most. More than 50 percent *more* time is spent at work by Americans than by Germans, French, or Italian workers (Prescott, 2004). Perhaps, then, it is no surprise that high levels of stress are consistently reported by one-third of employees surveyed regularly by the National Institute of Occupational Safety and Health (NIOSH, 2007) or that seventy-five percent of Americans report that they are more stressed than they think is healthy (APA, 2010). Karasek (1990) defines job stress as the result of employment demands exceeding the controls of the individual needed to interact with those demands. In fact, employee control has been found to be the key factor in negative health consequences when their level of control is incommensurate with work demands (Sauter, Hurrel & Cooper, 1989). Job stress is the most frequently cited reason people consider leaving their jobs (Towers Watson, 2008). High levels of stress pose significant threats to human health and have been linked to cancer, mental illness, burnout, malfunctions of the endocrine and immune systems (Kou, 2005, as cited in Donald et al, 2005), and cardiovascular disease (Chandola et al, 2008). The multiple and multifaceted consequences of stress make its ultimate fiscal impact difficult to determine (Goldin, 2004), but it is clear that the financial and human costs of stress are considerable.

Reducing the prevalence of job stress is not an easy task. In the current economic climate, organizations may not be inclined to invest in new employee stress-reduction programs. This researcher asserts that increasing leader understanding about how their

workplace behavior can either ameliorate or exacerbate employee stress may serve to

both inspire and equip leaders to attend to stress reduction in the workplace. While this

deduction may be intuitive, it is also supported by research that recognizes that leadership

has a direct bearing on both the prevalence of stress (Bass 1990) and the organizational

commitment of workers (Mowday, Porter and Steers, 1982; Tjosvold, 1984). Human

emotions are contagious (Hatfield, Cacioppo, & Rapson, 1994; Goleman, 1995), and

leader behavior can make a significant difference in the happiness and well-being of

followers (Bono & Ilies, 2006). In effect, subordinates "catch" the stress of their leaders

(Sy, Cote & Saavedre, 2005). While some leaders may believe that moderate amounts of

stress stimulate productivity in the workplace, research indicates that productivity is

greatest among less-stressed individuals and groups (Jacobs, Tytherleigh, Webb &

Cooper, 2007; Yeh, Lester, and Tauber, 1986). Strengthening employee organizational

commitment, or the "measure of emotional attachment to the organization" (Kath,

Stichler & Ehrhrt, 2012) may be one way leaders can reduce workplace stress.

Northouse (2007) defined leadership as "a process by which an individual

influences a group…to achieve a common goal" (p.3). Levinson (1980) determined that

one of the core functions of leadership is to anticipate, alleviate, and ameliorate follower

stress. Yet a leader is charged not only with influencing outcomes and anticipating stress,

but with raising "people's aspirations for what they can become and releasing their

energies so they will try to get there" (Gergen, n.d.). Leaders, then, bear a special

responsibility to reduce the amount of stress in the workplace and by doing so can play an

integral role in elevating organizational commitment. Steers (1977) viewed

Organizational Commitment (OC) as containing elements of both employee attitude

(desire to maintain membership of the organization) and employee behavior (willingness to exert considerable effort on behalf of the organization). Mowday, Porter & Steers (1982) defined OC as the strength of an individual's identification with the goals of an organization's multiple constituencies. OC has been demonstrated to be an important dimension of organizational effectiveness as it contributes to increased productivity (Donald et al, 2005), improved work performance, and turnover reduction (McDermott et al. 1996, Scholl, 1981; Steers 1977).

Interestingly, Yukl's (1994) study of leaders found they had higher levels of stress tolerance than the general population; however, Offermann & Hellmann (1996) found them less able to judge subordinate stress accurately. To that end, increasing leader-awareness regarding how their behaviors impact the organizational commitment of subordinates may provide leaders with substantial incentives to engage in organizationally-supportive behaviors that serve to reduce workplace stress and increase employee OC.

The purpose of this study is to explore the relationship among structure-initiation and consideration leader behaviors and the organizational commitment of administrative personnel in the higher educational environment. Initiating-structure involves *task* behaviors whereas consideration involves *relationship* behaviors (Halpin & Winer, 1957). The research hypothesis is that the organizational commitment (the dependent variable) will be highest among individuals who report leaders with higher-than-average levels of structure-initiation *and* consideration behaviors (the independent variables). Similar studies have generated mixed results; many studies have validated this hypothesis (Stogdill, Coons, 1957; Packard & Kauppi, 1999; Dale & Fox, 2008), but others have

refuted it (Nystrom, 1978; Larson, Hunt, Osborn, 1976; Schriesheim, 1982). If associations between leader behavior and subordinate organizational commitment levels are revealed in the present study, such findings will provide additional support for leader investment in behaviors that demonstrate organizational and interpersonal support of subordinates in the workplace. After all, leaders have "far more control over the degree of commitment they show subordinates than they do over the amount of commitment employees show [the] organization" (Donald et al, 2005, p.421).

Literature Review

In the Dale & Fox (2008) study, researchers explored how task (structure-initiation) and relationship (consideration) leader behaviors impacted organizational commitment and role stress among subordinates. A survey that rated leaders was completed by 147 full-time industrial workers within one Midwestern company. Measurement instruments included the Organizational Commitment Questionnaire (Mowday, Steers, and Porter, 1979), the Leader Behavior Description Questionnaire (Stogdill & Coons, 1957), and the role conflict and role ambiguity scales (Rizzo et al, 1970). Results were analyzed through established measurement scales for each of the four variables (role stress, organizational commitment, leader initiating and leader structuring behavior). Scale reliability was assessed using Cronbach alpha coefficients, which were determined to be .89 (Organizational Commitment Questionnaire), .85 (role stress), .72 (consideration), and .75 (initiating structure). Dale & Fox found that organizational commitment was highest among subordinates who had leaders who engaged in both structure-initiation and consideration behaviors. One of their study's

limitations was the gender imbalance of the survey population (80% female). The fact that the survey participants worked within the same industry and the "snapshot in time" self-report survey sample included both leader and subordinate responses were additional limitations.

In their study to explore how leader behavior impacted staff stress levels and how accurately leaders perceived subordinate stress levels, Offermann & Hellmann (1996) conducted 360° surveys in a multinational bank with 343 mid-level managers, their bosses, and their subordinates. Using the Survey of Management Practices (SMP: Wilson & Wilson, 1991) that measures manager competency with managerial skills, respondents rated their perceptions of their leader's behavior and the level of stress, morale, and commitment experienced by the leader's work group on 115 items using a seven-point scale (from 1/never to 7/extremely great extent). SMP scale reliabilities were calculated for the sample and reliabilities for all scales were uniformly high, with a range of .79 to .97 (expert raters). Upward Communication-Participation and Tensions scales were also utilized. Principal components factor analysis with varimax rotation was also calculated, as were median splits and hierarchical regressions. Results indicated that leader behaviors do relate to the degree of stress experienced by their staffs, but that leaders do not perceive a relationship between their own behavior and the stress experienced by staff in areas where staff members do perceive association. Their sample population was limited by significant gender imbalance (314 men/29 women) and the well-above average educational levels (91% of respondents had degrees beyond the undergraduate level). Their study underscored the correlation between leader behavior and staff stress which they concluded strengthened the call for leaders to invest in

supportive, inclusive, encouraging behaviors with their staff because "what leaders do not know may not hurt them, but it may hurt those around them" (p.389).

It has been argued that a leader's ability to recognize how their emotional state ripples throughout the entire organization is one of the key ingredients of successful leadership today (Goleman et al, 2002). But it is not only their emotions that generate emotional rippling, but their behaviors as well. Bono, Foldes, Vinson and Muros (2007) examined the effects of leadership behaviors on employee mood throughout the day in a natural work setting in their empirical study of a large, multi-location ambulatory health care organization. One-hundred percent of management (n=56) and 73% of non-management employees (n=309) completed an organization-wide survey (total n = 365) to capture data about the leadership behaviors of immediate supervisors using the MLQ (MLQ – Form 5x: Avolio, Bass & Jung, 1995). From the completed surveys, a subset of 57 participants were quasi-randomly selected (based on office location) to provide paper survey and experience sampling data regarding stress, job satisfaction, and leadership style. The survey experience data were gathered via a personal digital assistant (PDA) that prompted participants four times a day for ten working days to respond to a static survey about the emotions and attitudes they were experiencing immediately before the PDA prompt. Multi-level modeling techniques and a variety of statistical operations were utilized on the three sets of data, including aggregation, averaging, correlation coefficients, and cross-level analysis. Limitations of this multi-faceted study were the single-organization/single-industry (health care) and Caucasian (86%), female (94%) population sample. The study found that employees who work for supervisors who rated high on transformational leadership behaviors -- characterized as empathetic, with

explicit individualized consideration as well as attentive to and supportive of follower needs – reported a greater frequency of positive emotions throughout the course of their workday than employees who worked for leaders who did not engage in such behaviors. Positive feelings reduce stress (Klein, 2002) and leaders who acknowledge the emotional needs of subordinates generate more positive feelings in the workplace.

In revisiting Northouse's definition of leadership as a "process by which an individual influences a group…to achieve a common goal" (p.3), we are reminded that one of the core purposes of leadership in the workplace is to facilitate productivity. Leaders who maintain (or develop) awareness of the importance of emotional well-being in the workplace appear to be more successful in that facilitation. Donald et al (2005) explored the relationships between productivity and subordinate psychological well-being, commitment from the organization to the employee, and resources. Donald et al (2005) had a total participant pool of 16,001, consisting of employees from fifteen different public and private sector companies in the United Kingdom. ASSET, a self-report questionnaire, was used which "incorporates individual work stressors, stress outcomes (physical and psychological wellbeing), and commitment (both to and from an organization)" (Donald et al, 2005, p. 415). The instrument is divided into four questionnaires: the first three assess the respondent's perceptions of the sources of pressure and the outcomes of work stress while the fourth collects biographical information. Internal reliabilities using Cronbach's alpha ranged between .65 and .91 (Johnson & Cooper, 2003). Researchers examined scores for outliers and fit, performed regression analysis, screened for multivariate outliers, and then conducted a two-stage procedure of model development and cross-validation. A detectable limitation of this

study was a slightly higher incidence of female respondents (62%) over male. Results suggested that organizational commitment does influence employee commitment. Data also demonstrated a correlation between employee commitment and performance.

Employee commitment was further explored by Wong, Chun & Law (1995), in their longitudinal study of graduates from a major Hong Kong University from 1986-1990. Wong et al examined the causal relationship between three attitudinal antecedents to turnover: job satisfaction (JS), organizational commitment (OC), and turnover intention (TI). Of the total population (n=485), 304 graduates did not change jobs during the course of the study. This sample received three different, mailed questionnaires over a three year period. Questionnaires included: the Organizational Commitment Questionnaire, which was modified slightly with positive re-framing of the negatively-posted questions (OCQ: Porter, Steers, Mowday, & Boulian, 1974), the Minnesota Satisfaction Questionnaire to measure job satisfaction (MSQ: Weiss, Dawis, England, & Lofquist, 1967), and the Camman, Fichman, Jenkins, and Kiesh's (1979) 3-item "measure of intention to change jobs" scale (modified so that a Likert-type response scale could be used). Both English and Chinese questionnaires were utilized as were two response scales (a 5-point scale and a 4-point scale without the neutral point). Response rates across the three mailings ranged from 39.5% to 61.8%. Reliability rates for OC ranged from .88 - .91 between the three mailings. Interestingly, the authors asserted that while previous research in turnover suggested job satisfaction as the *cause* of organizational commitment, the Wong et al study determined that organizational commitment is the more immediate predictor of turnover intention than job satisfaction.

Such results lend further support to the critical importance of employee organizational commitment.

Hypothesis

The research hypothesis for the following project is that employees who report leaders with above-average structure-initiation and high consideration behaviors will have the highest OC levels.

Methodology

This quantitative study has three variables. The independent variables are participants' experience of their direct supervisor's behavior in terms of (1) initiation of structure and (2) consideration behaviors. The dependent variable is the participant's Organizational Commitment. Leader behavior will be measured by the Leadership Behavior Description Questionnaire (LBDQ; Halpin & Winer in Stogdill & Coons, 1957) and Organizational Commitment will be measured by the Organizational Commitment Questionnaire short form (OCQ: Mowday, Steers & Porter, 1979). Both instruments are free and available for use without author permission.

Mechanics of the Study

Data for this study were gathered via electronic surveys. Prior to the formal launch of the project, an informational email with embedded survey link was sent to three contacts who agreed to serve as beta-testers to ensure that the link mechanism and survey tool were both functioning properly. No problems were reported.

The actual survey link was sent by the email account of the Office of Institutional Research (OIR) to the administrative employees of a private college (College) in Minnesota on May 5, 2011. The OIR served as the agent of the researcher so as to ensure that employee privacy was maintained at all times. The total sample population at the College that met the selection criteria was 200. Seven days following the initial email to eligible employees, the OIR sent a reminder email to non-respondents. One additional electronic reminder was sent from the OIR fourteen days after the initial launch. The survey was to remain open until a minimum of 50 participants had completed the survey or until May 27, 2011, whichever came first. Fifty five (n=55) respondents completed the survey as of May 20, 2011, at which time the survey was closed.

Instrument Specifics: Questions and Reliability

The LBDQ instrument contains forty questions with a 5-point Likert scale (0-4) that reflects the respondent's level of agreement, ranging from "always" to "never," to questions regarding the behavior of their immediate supervisor represented by the constructs of initiating structure (task) and consideration (relating) (House 1971). This instrument was selected because the LBDQ was found to be the most reliable (for consideration and initiation, reliabilities were .93 and .81: Judge et al, 2004) and valid measure of task and relationship-focused leadership behavior (reliability by the split-half method is .83 for Initiating Structure and .92 for Consideration: Halpin & Winer, 1957).

The Organizational Commitment Questionnaire short form (OCQ: Mowday, Steers & Porter, 1979) contains nine questions that utilize a 7-point Likert scale (0-6) that reflects the respondent's level of agreement, ranging from "strongly disagree" to "strongly agree." The OCQ has been well-tested and has fared well in terms of both

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reliability (ranging between 0.84 and 0.90 using the Cronbach alpha formula) and validity (ranging between .63 and .74) (Mowday, Steers & Porter, 1979). Correlation testing has also proven the test to be well-correlated with others that measure similar states, including job involvement, career satisfaction, and job satisfaction (job involvement: ranged from $r = .30$ to $r = .56$ across four samples; a three-item measure of career satisfaction were .39 and .40 for two samples; and across four studies and 35 data points, correlations between organizational commitment and scales of the Job Descriptive Index ranged from .01 to .68, with a median correlation of .41) (Mowday et al, 1982). The instrument was not copy-written so as to encourage its widespread use (R. Mowday, personal communications, March 8, 2011).

In addition to the variable questions in the survey, participants were asked five demographic questions to determine the general characteristics of the sample population. These questions included respondent (1) age, (2) gender, (3) term of employment (in years), (4) employment level (contributor without direct reports/team leader with direct reports/Executive), and (5) the highest educational degree the participant had earned (High School Diploma, Associate, Bachelor's, Master's, PhD, other). The College requested that two untested questions be included in the survey that asked participants to rate on a four-point scale (excellent to poor) the respondent's overall workplace experience and the quality of the relationship with their supervisor.

Participant Rights, Selection Criteria & Rationale

Study participants were asked to respond to 55 questions in an electronic survey embedded within an email they received from the College's OIR. The body of the email explained that the goal of the survey was to gather knowledge about the current

leadership practices and perceptions of employees at the College. Participants were informed that they were under no obligation to complete the survey, that the survey would take between 10-15 minutes to complete, and that participant identities would not be in any way connected to responses or to individual supervisors. The principal researcher was identified by name and associated institution (Augsburg College) and contact information was provided (see Appendix A for the initial email). Respondents were also given information for contacting a local counseling center in the event that completing the survey created emotional discomfort.

The Human Resource Office at the College generated an employee list for the OIR that included the names and email addresses of employees who met selection criteria relating to (1) length of employment, (2) job type, (3) email account status, and (4) employee supervisory status. The specifics and rationale for the criteria are below as is the randomization strategy for the study:

Length of Employment. The participant population included individuals who have been employed in their current position for at least twelve months. The rationale was that those participants would be more established in their positions than recently hired employees, whose relative newness could result in greater task structuring from their direct supervisor (Vecchio, 1987). Such a tendency could have skewed results of leader behavior.

Job Type. The participant population included administrative employees of the College who were not assigned full-time teaching responsibilities. Faculty members typically do not have traditional supervisor/supervisee relationships with

their superiors. In addition, they are often are accountable to multiple stakeholders, including but not limited to student evaluators, department chairs, deans, provosts, and presidents. Excluding full-time faculty was an attempt to collect sample data free from such supervisory complexity.

Email Account Status. In order to conduct an electronic survey, this researcher sought to survey administrative employees who had an active account provided for their exclusive, professional use by the institution. This selection criterion provided the means of contacting the total participant population with the survey itself.

Employee Supervisory Status. In some instances, employees may report to more than one direct supervisor. For the purposes of this study, the participant population included only those employees who report to one supervisor. This criterion reduced potentially inaccurate data collection (e.g., a respondent reporting observations regarding more than one supervisor in his/her survey).

Randomization Strategy. Due to the small final participant population anticipated, randomization of survey respondents was not anticipated. Had an overwhelming response rate (exceeding 75%) occurred, the researcher would have applied a simple random sampling by omitting every third survey.

Survey Tool, Data Gathering and Participant Privacy

Data was collected in a survey tool created by IVDesk, Inc. (an information technology solutions company operating out of Minneapolis, MN). Use of the tool was arranged through The Buzz Company, a business that offers client-centered on-line and

focus group research that operates out of St. Joseph, MN. The instrument questions were inputted into the survey tool by the researcher. While the OCQ 7-point Likert scale was designed to have values from 0-6, this researcher used values 1-7.

No intentional means of participant identification occurred throughout the survey process. Individuals received an email with a survey link embedded, and the survey site did not record email information.

During the data analysis period, all data was stored on the survey site located on a server in Minneapolis, MN. This server was protected by leading security products and encryption methods. Accessing the data required password-protected administrative rights and such access was conducted at the researcher's home office. Statistical analysis of the raw data was conducted by Adam T. Whitten, PhD., a statistician who was not the researcher, using Predictive Analytics Software for Windows (PASW, formerly Statistical Package for the Social Sciences). Whitten generated the figures and tables contained herein. Finally, Whitten signed an ethical consideration consent form guaranteeing confidentiality for all matters relating to the study (see Appendix G).

All raw and analytical data from this project were saved on a jump drive to be stored in a safety deposit box at the researcher's bank. Raw data will remain in storage for three years, after which time it will be deleted.

Identified Risks to Participants

No information was collected or stored that would have allowed either the College or the researcher to connect specific survey responses with specific study participants or their leaders. Therefore privacy risks were minimal.

In responding to questions regarding their leader's behavior and their perceptions of the employment relationship, there was a slight possibility that survey respondents could experience psychological discomfort. The initial email sent to potential respondents served as the Consent to Participate form and contained contact information for a local counseling center that agreed to provide follow-up counseling, should any participant have required such consultation. Participants were told that it was the participant's responsibility to cover expenses associated with such consultation.

Measuring Results & Final Analysis

Simple analysis was conducted to determine the general demographics of the participant sample, including the distributions of age, tenure, educational level, and position level of respondents. Non-gender questions were posed in ranges, so as to further safeguard participant privacy.

Non-demographical survey data was scored according to their scoring keys (provided in Appendix C). There were three sets of scoring data (structure-initiation/consideration/OC) for analysis. Statistics and demographics were computed using PASW.

Definitions

The terms *employee, direct report, subordinate, staff member,* and *follower* are used interchangeably in this research project and are intended to identify individuals who report to a leader who is above them in the organizational hierarchy. *Organizational commitment* (OC) is the psychological link between the employee and the organization that reduces the likelihood that the employee will voluntarily leave (Allen & Meyer, 1996). *Leader Score* (LS) reflects a leader's combined numerical *Structure-Initiation* and

Consideration scores as reported by their direct reports. *Structure-Initiation* refers to leader behaviors centered on *task*, whereas *Consideration* was centered on *relationship* leader behaviors (Halpin & Winer, 1957).

Sample

Of the total population (200) that received the electronic invitation to take the survey, 68 non-faculty administrative employees at a private college in Minnesota began the instrument and 55 completed it (81% completion rate), resulting in a total sample represented 27% of the population (55 out of 200). Respondents were 73% female (n=40) and 13% male (n=15); sixty-seven percent (67%) were between the ages of 40-59 (n=37), and 47% had served the College between six and fifteen years (n=26). The respondent sample consisted primarily of Individual Contributors (those without direct reports; n=26, 47%) and middle-managers (identified as People Leaders; n=27, 49%). Executive Leaders (n=2) represented 4% of respondents. The educational levels among the participant pool varied: 43% had a high school or high school equivalency diploma (24), 53% possessed either a Bachelor's or a Master's Degree (29), and 4% possessed a PhD (2). (See Appendix E for graphic representation of demographics).

Results

Parametric and Non-Parametric Correlation Data

Figure 1 depicts the distribution data for OC and LS. Figure 2 shows the scatterplot for OC as a function of LS. Figure 3 illustrates the distribution data for Consideration and Structure-Initiation scores. The descriptive statistics are listed in Table 1. The figures and the descriptive statistics suggest that the sample is skewed to high values. The population *could be* normally distributed allowing the use of parametric
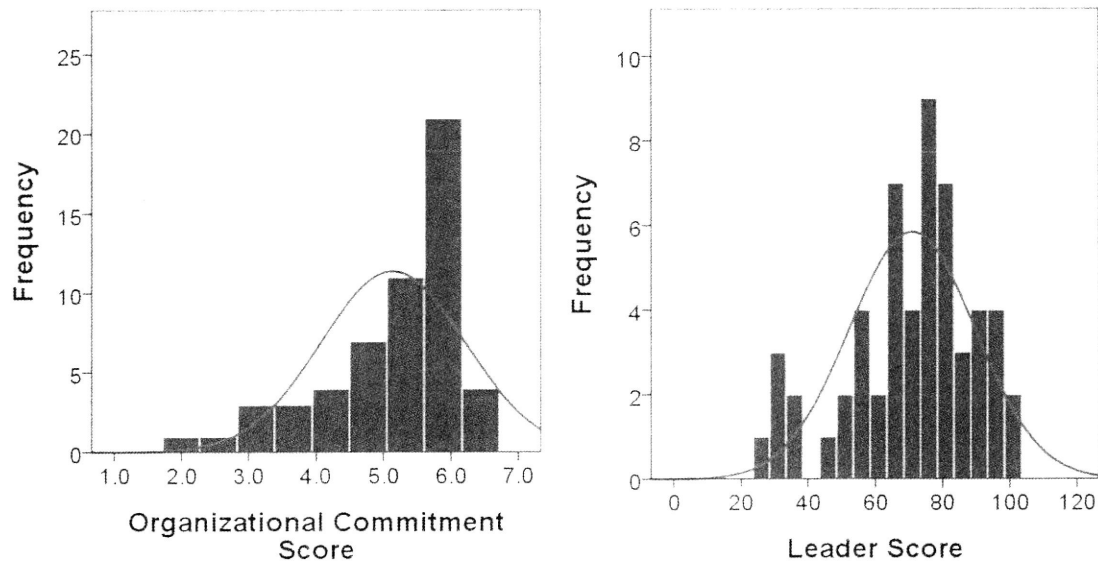
Figure 1: Distributions of Organizational Commitment and Leader Score (skewed). The blue line represents the best fit normal distribution generated by PASW.

statistics. Skewness may be due to sampling bias from participant self-selection. However, it is safest to assume that the skewed sample is representative of a skewed population, meaning that non-parametric statistical analysis is most appropriate.

Both parametric and non-parametric analysis was conducted on Leader Scores (LS) and Organizational Commitment (OC), as well as on the individual Structure-Initiation and Consideration leader behavior scores (Table 2). Parametric analysis revealed correlation (Pearson 0.506, p < .001) between LS and OC, which supported the research hypothesis, although the strongest correlation (Pearson 0.533, p < .001) was between leader Consideration behaviors and OC. There was weak correlation between Structure-Initiation and OC scores (Pearson 0.353, p = .008).

Though the non-parametric results revealed slightly less correlation, there remained statistical support for the hypothesis (LS and OC: Spearman's rho 0.416, p = .002). However, the strongest correlation was again present between leader
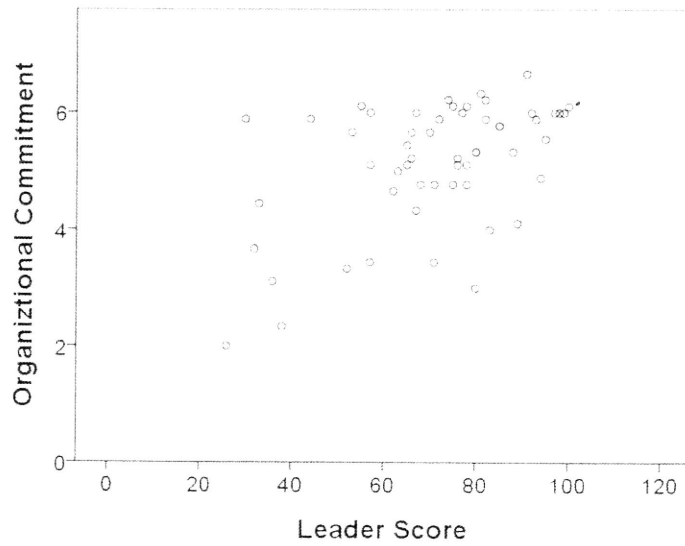
Figure 2: Scatterplot of Organizational Commitment and Leader Score. The amount of scatter is reflected in the value of the Pearson correlation coefficient (Pearson = 0.506).

Consideration behaviors and OC (Spearman's rho 0.519, $p < .001$). Finally, no

correlation was detected between leader Structure-Initiation behaviors and subordinate

OC (Spearman's rho 0.220, $p = .106$) at the 5% significance level.
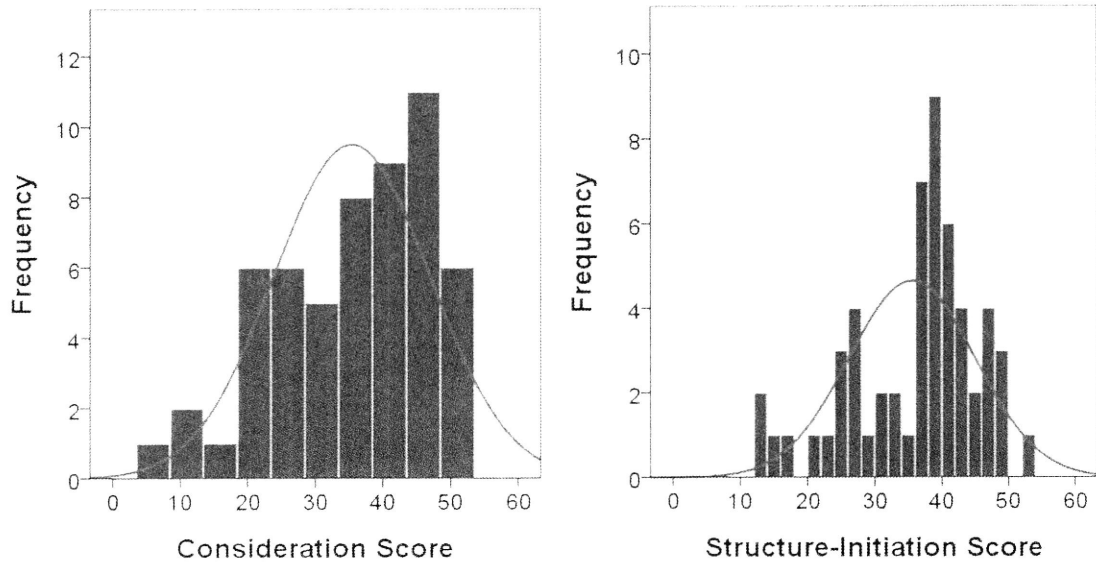
Figure 3: Distributions of Consideration and Structure-Initiation Scores. The blue line represents the best fit normal distribution generated by PASW.

Table 1: Descriptive Statistics for Research Variables. The descriptive statistics reveal a skewed distribution because in each case the median is greater than the mean.

Descriptive Statistics for Research Variables						
Variable	N	Mean	Std. Deviation	Median	Q1	Q3
OC	55	5.1	1.1	5.3	4.8	6.0
Leader Score	55	69	15	75	62	83
Consideration	55	35	12	37	28	45
Structure	55	36	9	38	29	42

Table 2: Parametric and Non-parametric Analysis of Correlation and Significance Levels for Organizational Commitment as related to combined Leader Scores, Structure-Initiation leader behaviors and Consideration leader behaviors.

Organizational Commitment Correlations		
Variable	Parametric	Non-Parametric
Leader Score	Pearson 0.506, $p < .001$	Spearman's rho 0.416., $p = .002$
Consideration	Pearson 0.533 , $p < .001$	Spearman's rho 0.519 , $p < .001$
Structure-Initiation	Pearson 0.353 , $p = .008$	Spearman's rho 0.220 , $p = .106$

Individual Contributors (IC) made up nearly half of the respondent sample (n=26, 47%). Having no supervisory responsibilities and frequently required to perform repetitive work, it was considered that ICs as a group may assign greater value to interpersonal interactions in the workplace, perhaps especially interactions with their leader. To determine how significantly positional status impacted OC and LS/C/SI correlations, the data was filtered to separate out the ICs from those with supervisory responsibilities (People Leaders and Executive). The IC group revealed stronger non-parametric correlations between both OC and LS (Spearman's rho = 0.539, p = .004) and OC and Consideration (Spearman's rho = 0.591, p = .005). OC and SI remained uncorrelated (Spearman's rho = 0.301, p = .135) at the 5% significance level (Table 3).

People Leaders and Executives (n=27) represented the 53% of respondents. For this group, non-parametric analysis revealed no correlation between OC and LS (Spearman's rho = 0.354, p = 0.059) at the 5% significance level (Table 4). Analysis revealed significant correlations *only* between OC and Consideration leader behaviors (Spearman's rho = 0.466, p = 0.011). While correlation significance was maintained between OC and Consideration, it was somewhat decreased compared to the combined sample (0.466 versus 0.519).

Table 3: Parametric and Non-parametric Analysis of Correlation and Significance levels for Organizational Commitment for Individual Contributors as related to combined Leader Scores, Structure-Initiation leader behaviors and Consideration leader behaviors.

Individual Contributor Results: Organizational Commitment Correlations		
Variable	Parametric	Non-Parametric
Leader Score	Pearson = 0.586, p = 0.002	Spearman's rho = 0.539, p = 0.004
Consideration	Pearson = 0.529, p = 0.005	Spearman's rho = 0.591, p = 0.001
Structure-Initiation	Pearson = 0.537, p = 0.005	Spearman's rho = 0.301, p = 0.135
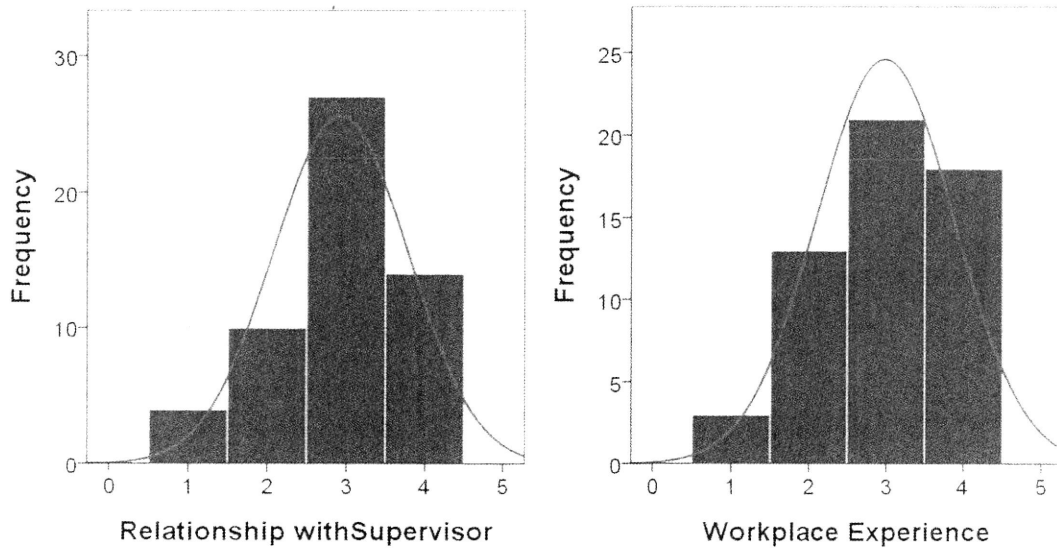
Figure 4: Response Distributions for Overall Workplace Experience and Relationship with Supervisor (4-point Likert scale).

Table 4: Parametric and Non-parametric Analysis of Correlation and Significance Levels for Organizational Commitment for People Leaders and Executives as related to combined Leader Scores, Structure-Initiation leader behaviors and Consideration leader behaviors.

People Leaders and Executive Results: Organizational Commitment Correlations		
Variable	**Parametric**	**Non-Parametric**
Leader Score	Pearson = 0.510, p = 0.005	Spearman's rho = 0.354, p = 0.059
Consideration	Pearson = 0.568, p = 0.001	Spearman's rho = 0.466, p = 0.011
Structure-Initiation	Pearson = 0.331, p = 0.079	Spearman's rho = 0.230, p = 0.231

Untested Questions

Two untested questions were included at the request of the Vice President of

Institutional Research that explored the quality of the respondent's (1)

supervisory/supervisee relationship and (2) overall employment experience. The

questions were scored on a four-point Likert scale, where 4 was Excellent and 1 was

Poor. Response distributions are depicted in Figure 4; descriptive statistics are presented

in Table 5, while Tables 6 and 7 display correlation results.

Table 5: Descriptive Statistics for Untested Questions.

Untested Questions Descriptive Statistics						
Variable	N	Mean	Std. Deviation	Median	Q1	Q3
Workplace Experience	55	3.0	0.9	3	2	4
Relationship with Supervisor	55	2.9	0.9	3	2	4

Table 6: Workplace Experience Correlations and Significance Levels.

Workplace Experience Correlations		
Variable	Parametric	Non-Parametric
OC	Pearson = 0.716, p < 0.001	Spearman's rho = 0.673, p < 0.001
Leader Score	Pearson = 0.554, p < 0.001	Spearman's rho = 0.508, p < 0.001
Consideration	Pearson = 0.560, p < 0.001	Spearman's rho = 0.551, p < 0.001
Structure-Initiation	Pearson = 0.416, p = 0.002	Spearman's rho = 0.396, p = 0.003

Table 7: Relationship with Supervisor Correlations and Significance Levels.

Relationship with Supervisor Correlations		
Variable	Parametric	Non-Parametric
OC	Pearson = 0.473, p < 0.001	Spearman's rho = 0.571, p < 0.001
Leader Score	Pearson = 0.588, p < 0.001	Spearman's rho = 0.578, p < 0.001
Consideration	Pearson = 0.727, p < 0.001	Spearman's rho = 0.729, p < 0.001
Structure-Initiation	Pearson = 0.279, p = 0.039	Spearman's rho = 0.267, p = 0.049

Discussion

According to the designers of the OCQ instrument, standard OC scores are typically slightly above the midpoint of the 7-pt Likert scale (e.g., 4.6). The respondents in this study had a mean score of 5.14, which is atypically high. Only 12 respondents (22%) scored at or below 4.6 on the instrument. One explanation for this level of OC is that only the most committed employees were willing to take the 55-question survey that explored their personal experience of leadership (they were never told that OC data was being gathered).

While support existed for the research hypothesis, correlation was most significant between OC and leader Consideration behaviors. Such correlation suggests that a leader's emotional and social intelligence (or EQ) (Goleman, 1995) impacts the OC of subordinates even more substantially than this researcher anticipated. The lack of correlation for either group (Individual Contributors or People Leaders/Executives) between OC and leader Structure-Initiation was surprising on the surface, but further analysis revealed that "seeing to it that group members are working up to capacity" – a Structure-Initiation behavior – had significant correlations with OC for *both* groups (Individual Contributors and People Leaders/Executives) (Table 9). This data may be especially helpful for those leaders who do not tend to operate out of the Structure-Initiation behavioral quadrant with any frequency as it can give them one specific structuring behavior to focus on with subordinates.

Unsurprisingly, the two untested questions included on behalf of the institution were highly correlated with OC as they were intended to measure relational and overall workplace satisfaction (relations with supervisor correlation; Spearman's rho = 0.571, $p <$ .001 at the 1% significance level; workplace experience correlation; Spearman's rho = 0.673, $p <$ .001 at the 2% significance level) which could be considered a precursor to an employee's OC.

The field of leadership study is rich with theories and prescriptions that seek to identify those elements and behaviors that are most associated with sustainable leader excellence. A review of the individual leader Consideration and the Structure-Initiation behaviors identified as most strongly correlating with overall employee OC provided some prescriptive guidance for leaders (Tables 8, 9).

When respondents with supervisory responsibilities were filtered from those that do not, OC correlation differences were detected. While one must exercise caution when filtering sub-groups from such a small data set (n=55), it was interesting to see dissimilarities between the two groups. However, it is intuitive that *subordinates who supervise others* may seek slightly different Consideration behaviors from their leaders than those who don't (see Appendix F).

Table 8: Key Consideration Leader Behaviors Associated with OC.

Key Consideration Behaviors	Parametric		Non-parametric	
	Pearson	p	Spearman's rho	p
Treats all group members as his/her equals.	0.543	0.000	0.550	0.000*
Looks out for the personal welfare of individual group members.	0.544	0.000	0.524	0.000*
Does little things to make it pleasant to be a member of the group.	0.531	0.000	0.523	0.000*
Puts suggestions made by the group into operation.	0.526	0.000	0.493	0.000*
Makes group members feel at ease when talking with them.	0.370	0.005	0.459	0.000*
Gets group approval in important matters before going ahead.	0.439	0.001	0.399	0.000*
Is friendly and approachable.	0.341	0.011	0.436	0.001*

*Significance level is 1%

Table 9: Key Structure-Initiation Leader Behaviors Associated with OC.

Key Structure-Initiation Behaviors	Parametric		Non-parametric	
	Pearson	p	Spearman's rho	p
Sees to it that group members are working up to capacity.	0.476	0.000	0.414	0.002*
Lets group members know what is expected of them.	0.387	0.003	0.304	0.024**

*Significance level is 1%
**Significance level is 5%

Limitations

Females were overrepresented in this study (3:1) and the sample represented a single snapshot in time, rather than over an extended period. The sample represented just 27% of the entire, non-faculty pool at the College, which was located in the heart of a state with a reputation for courteous, gracious behaviors ("Minnesota nice"). It could be surmised that in this context, the significantly-higher-than-average OC scores are unremarkable.

While executives were not well-represented in the sample, there was a near-even mix of respondents who supervised others (53%) and those that did not (47%), which was ideal. Future research into LS and OC at the College could include full-time faculty members within the institution. In this study, they were excluded because it was determined that they experienced different hiring and promotional processes (tenure) and had multiple and non-traditional supervisory relationships (e.g., responsible to the department chairperson, dean, and provost, etc.). However, including their OC data would have given the institution a more comprehensive picture of the overall OC for their non-student community members as a whole.

Conclusion

An analysis of results from the OCQ and LBDQ shows there was correlation between leader behaviors and the Organizational Commitment of followers (Spearman's rho 0.416, p = .002). However, the strongest correlation existed between OC and leader Consideration behaviors, regardless of the subordinate's positional status, within a private

college in Minnesota (Spearman's rho = 0.519, p < .001). No correlation existed between Structure-Initiation leader behaviors and subordinate Organizational Commitment overall, however one particular Structure-Initiation leader behavior (*seeing to it that group members are working up to capacity*) was correlated with subordinate Organizational Commitment (0.414, p = .002) at the 1% significance level.

Findings from this study suggest that a leader's investment in behavior that communicates genuine concern for staff members is worthwhile because it is a principle means of inspiring the organizational commitment of employees. Such an investment is not only wise because the literature acknowledges that leaders who are considerate of their subordinates have workplaces with reduced stress and anxiety, but because higher levels of OC have been shown to increase productivity (Donald et al, 2005), enhance work performance and reduce turnover rates (McDermott et al. 1996; Scholl, 1981; Steers 1977). Furthermore, leaders have power over others. Awareness about how one's behavior as a leader impacts followers increases the likelihood that leaders will be able to make the workplace an environment where everyone can shine – where "each individual is confirmed as a special person capable of making a unique and significant contribution to the whole in the presence of others who care" (Hanson, 1996, p. 31).

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Appendix A: Introductory Email to Survey Population

Greetings!

My name is Chris LeDuc and I am a student in the Master's of Leadership Program at Augsburg College.

As part of my Masters project, I am conducting a study to explore the impact that supervisors have on employees. Below is a link to a 56-question electronic survey that invites you to rate your supervisor's behavior, your relationship with the College, and to share basic demographic information about yourself. <u>There are no open-ended questions in this survey, so it will take no more than 10-15 minutes to complete.</u>

Having served as both a direct report and a supervisor at ▮▮▮▮▮▮ for five years (2000-2005), I have great respect for the staff at this institution. In fact, the College came immediately to mind when it came time to do my Master's project. I have a great interest in studying how supervisors impact their employees and in order to better understand this dynamic, your input is necessary. I hope you will participate!

Chris LeDuc

Please carefully review the informed consent information below prior to clicking on the survey link. http://buzzsurvey.ivdesk.com/TakeSurvey.aspx?SurveyID=n2KHnm2

Confidentiality

YOUR LEADER WILL NOT HAVE ACCESS TO THIS DATA. When you click the link below, you will be taken to an off-site survey tool that will not collect any personally-identifying information. Survey responses will be stored on an external server (not accessible by the College) and no names or email addresses will be collected at any time. The survey responses will themselves be kept confidential. All data will be stored in a password protected file accessible only by me, the researcher, and a statistician. Again, results will contain no information about your identity or means of relating your responses *to* your identity. If the research is terminated for any reason, all raw data will be destroyed. Otherwise, raw data will be downloaded to jump drives and stored in a safety deposit box until September 1, 2014, when it will be deleted.

Why Were You Chosen to Participate?

You were selected to participate because you have been an employee of ▮ for at least one year, have a dedicated email account, and report to only one supervisor. Please read the information below before agreeing to be in the study. If you have any questions now or later, you may contact me, Chris LeDuc, at leduc@augsburg.edu or (320) 248-8004. You may also contact my advisor, Professor Dan Hanson, at Hansond@augsburg.edu or 612 330-1540.

What are the Risks of Participation?

There are minimal risks to participation. However, in the event your participation in this study generates distressful or unpleasant feelings, please contact Kay Defries at Processus Counseling and Consulting Services at 320) 252-2976 to schedule a counseling session at your expense.

What are the Benefits of Participation?

There are no direct benefits to participants. Due to the complete anonymity of data collection, no incentives are being offered. Indirect benefits include contributing to the knowledge of both the researcher and the educational community.

Who Will See the Results?

No individual responses will be presented at any time and the survey participants as a collective group will be referred to only as "administrative employees at a private college in Minnesota" in all printed and presented materials. Comprehensive analysis of this survey will be evaluated and printed, bound, and shelved at the Lindell Library at Augsburg College in Minneapolis, Minnesota. An electronic copy of the final report will also be provided to the ▮ Office of Institutional Research.

Participant Rights/Informed Consent
By choosing to take this survey, you agree to and understand the procedures, risks, and benefits involved in this study. You are free to refuse to participate or to leave the survey incomplete once you begin it without penalty or prejudice. Your decision whether or not to participate will not affect your current or future relations with Augsburg College, ▮▮▮▮▮▮▮, or the researcher. You may make a copy of this e-mail for your records. Consent to participate in this study is implied by clicking on the link below and completing the survey.

Thank you again for your assistance with this important research!

http://buzzsurvey.ivdesk.com/TakeSurvey.aspx?SurveyID=n2KHnm2

Appendix B: Survey

Survey Section I: Supervisor Behavior Questions (40)

DIRECTIONS: Read each item carefully and think about how frequently your supervisor engages in the behavior described by the item. Decide whether he/she (A) **Always** (B) **Often**, (C) **Occasionally**, (D) **Seldom** or (E) **Never** acts as described by the item and **select** one of the five letters (A B C D or E) that corresponds to your response.

1. Does personal favors for group members.

2. Makes his/her attitudes clear to the group

3. Does little things to make it pleasant to be a member of the group.

4. Tries out his/her new ideas with the group.

5. Acts as the real leader of the group.

6. Is easy to understand.

7. Rules with an iron hand.

8. Finds time to listen to group members.

9. Criticizes poor work.

10. Gives advance notice of changes.

11. Speaks in a manner not to be questioned.

12. Keeps to himself/herself.

13. Looks out for the personal welfare of individual group members.

14. Assigns group members to particular tasks.

15. Is the spokesperson of the group.

16. Schedules the work to be done.

17. Maintains definite standards of performance.

18. Refuses to explain his/her action.

19. Keeps the group informed.

20. Acts without consulting the group.

21. Backs up the members in their actions.

22. Emphasizes the meeting of deadlines.

23. Treats all group members as his/her equals.

24. Encourages the use of uniform procedures.

25. Gets what he/she asks for from his/her superiors.

26. Is willing to make changes.

27. Makes sure that his/her part in the organization is understood by group members.

28. Is friendly and approachable.

29. Asks that group members follow standard rules and regulations.

30. Fails to take necessary action.

31. Makes group members feel at ease when talking with them.

32. Lets group members know what is expected of them.

33. Speaks as the representative of the group.

34. Puts suggestions made by the group into operation.

35. Sees to it that group members are working up to capacity.

36. Lets other people take away his/her leadership in the group

37. Gets his/her superiors to act for the welfare of the group members.

38. Gets group approval in important matters before going ahead.

39. Sees to it that the work of group members is coordinated.

40. Keeps the group working together as a team.

(Fisher College of Business, Ohio State University, 1957*)*

Section 2: Employee Organizational Commitment Questions (9)

Directions: Listed below are a series of statements that represent possible feelings that individuals might have about the organization for which they work. With respect to your own feelings about █████████████████████████ , please indicate the degree of your agreement or disagreement with each statement by selecting one of the alternatives that follows each statement.

Statements:

Strongly Moderately Slightly Neither Disagree Disagree Slightly Moderately
Agree   Agree   Agree   nor Agree   Agree   Agree   Agree

41. I am willing to put in a great deal of effort beyond that normally expected in order to help this organization be successful.
42. I talk up this organization to my friends as a great organization to work for.
43. I would accept almost any type of job assignment in order to keep working for this organization.
44. I find that my values and the organization's values are very similar.
45. I am proud to tell others that I am part of this organization.
46. This organization really inspires the very best in me in the way of job performance.
47. I am extremely glad that I chose this organization to work for over others I was considering at the time I joined.
48. I really care about the fate of this organization.
49. For me this is the best of all possible organizations for which to work.

(Mowday, Steers, and Porter. *Journal of Vocational Behavior*, 1979, 14, p. 224-247)

Additional Questions (included at the request of the College; excluded from Leader Score):

50. I would rate my workplace experience as: Excellent   Good   Fair   Poor

51. I would rate my relationship with my supervisor as: Excellent   Good   Fair   Poor

Section 3: Demographic Questions (5)

52. Please indicate your gender (drop down selection).

53. Please indicate your age (given in ranges) (drop down selection).

54. Please indicate your length of service at the institution (five year periods) (drop down selection).

55. What is the highest level of education you have completed (drop down selection)?

56. Which statement best describes your current position (Individual Contributor without direct reports/People-Leader (direct reports)/Executive Leader (e.g., Executive Director, AVP, VP, etc.)

Appendix C: Scoring Keys

To obtain Leader Scores, questions that reflected Consideration and Structure-Initiation values were totaled for each respondent. The nine values that reflected Organizational Commitment were also combined for a total score. Scoring Key for <u>Consideration</u>:

Question:	Always/Often/Occasionally/Seldom/Never
1.)	4 3 2 1 0
2.)	4 3 2 1 0
6.)	4 3 2 1 0
8.)	4 3 2 1 0
12.)	**0 1 2 3 4***
13.)	4 3 2 1 0
18.)	**0 1 2 3 4***
20.)	**0 1 2 3 4***
21.)	4 3 2 1 0
23.)	4 3 2 1 0
26.)	4 3 2 1 0
28.)	4 3 2 1 0
31.)	4 3 2 1 0
34.)	4 3 2 1 0
38.)	4 3 2 1 0

*Three questions appear in reverse order.

Scoring Key for <u>Structure-Initiation</u>:

Question:	Always /Often/Occasionally/Seldom/Never
3.)	4 3 2 1 0
4.)	4 3 2 1 0
7.)	4 3 2 1 0
9.)	4 3 2 1 0
11.)	4 3 2 1 0
14.)	4 3 2 1 0
16.)	4 3 2 1 0
17.)	4 3 2 1 0
22.)	4 3 2 1 0
24.)	4 3 2 1 0
27.)	4 3 2 1 0
29.)	4 3 2 1 0
32.)	4 3 2 1 0
35.)	4 3 2 1 0
39.)	4 3 2 1 0

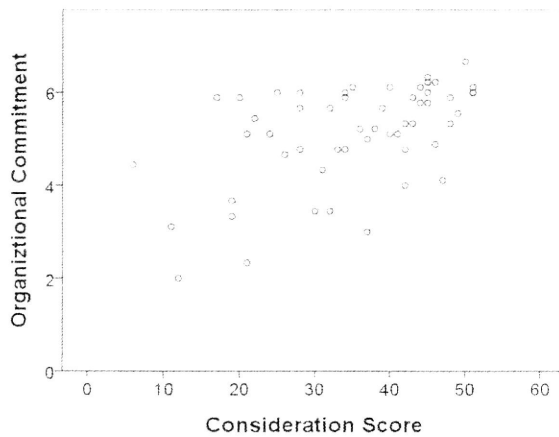# Appendix D: Results Scatterplots

Figure 5: Scatterplot of Organizational Commitment versus Consideration Score for the full sample (n=55). The overall upward trend in indicates a positive correlation and the amount of scatter is reflected in the Pearson correlation coefficient = 0.533.
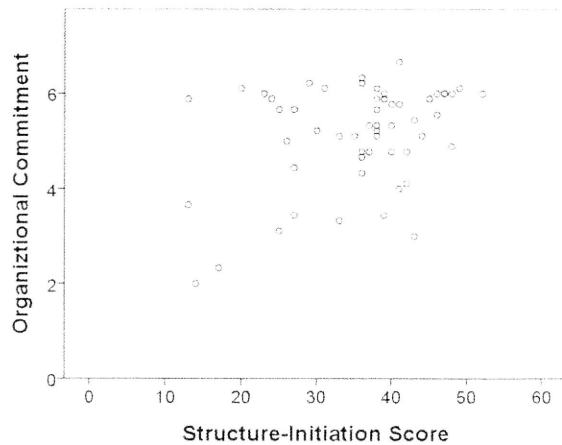

Figure 6: Scatterplot of Organizational Commitment versus Structure-Initiation Score for the full sample (n=55). The overall upward trend indicates a positive correlation and the amount of scatter is reflected in the Pearson correlation coefficient = 0.353.

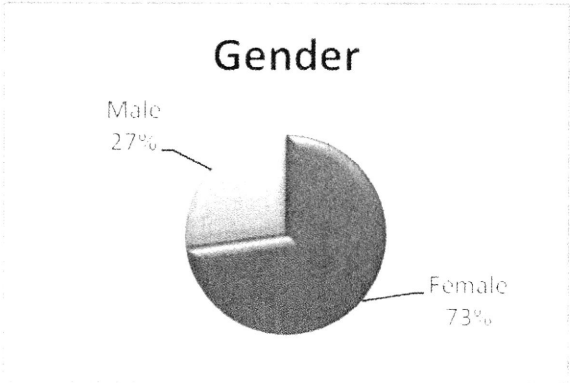# Appendix E: Graphic Representation of Respondent Demographics
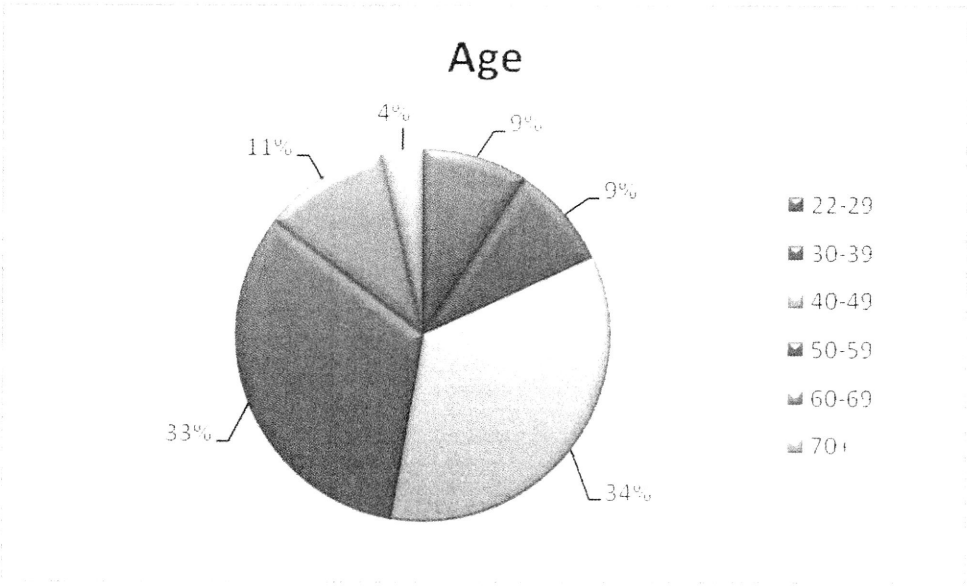

Figure 7: Respondent Gender Demographics.

Figure 8: Respondent Age Demographics.

Years of Service

Legend:
- < 5
- 6-10
- 11-15
- 16-20
- 21-25
- 26+

11%
5%
4%
33%
22%
25%
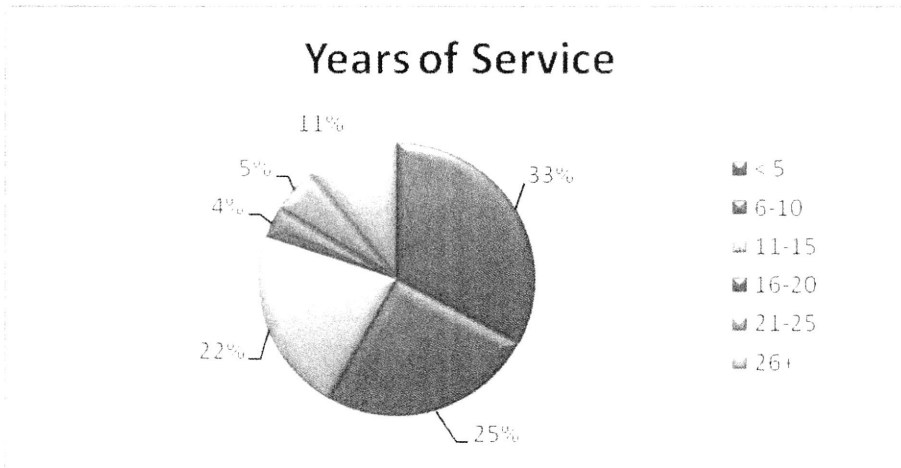
Figure 9: Respondent Years of Service Demographics.

Education Level

4%
29%
43%
24%

Legend:
- High School or GED
- Bachelor's Degree
- Master's Degree
- Ph.D.
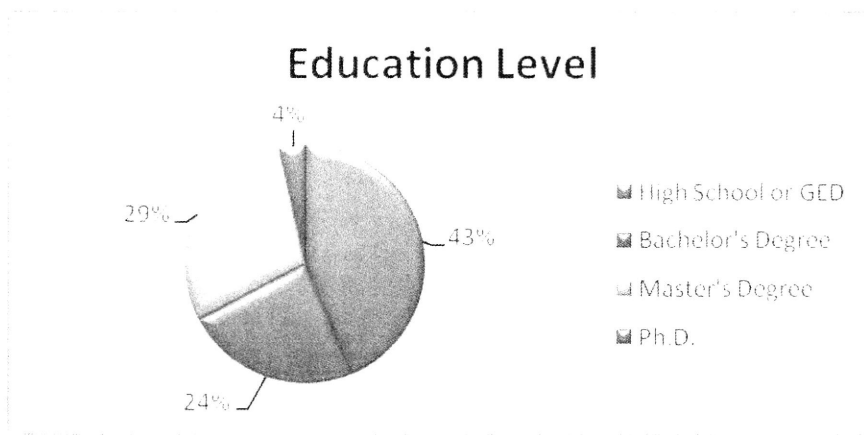
Figure 10: Respondent Education Level Demographics.

Current Position

4%
47%
49%

Legend:
- Individual Contributor
- People Leader
- Executive Leader

Figure 11: Respondent Current Position Demographics.

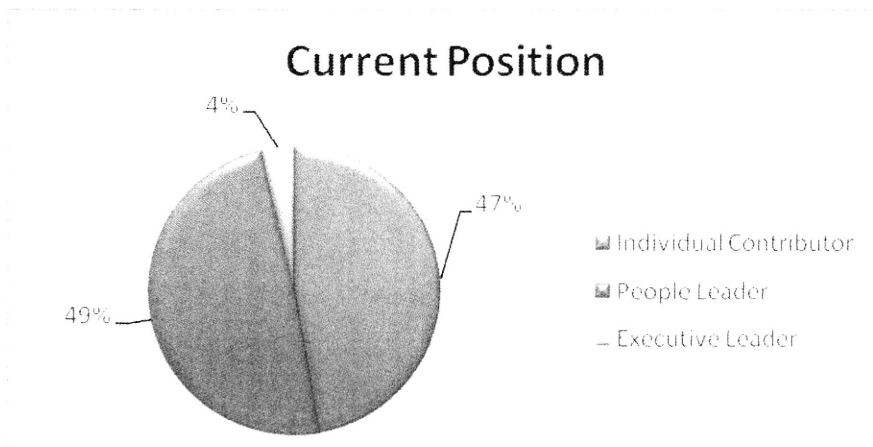# Appendix F: Leader Behaviors Significantly Correlated with Employee OC for Individual Contributors & People Leaders/Executives

Table 10: Consideration Leader Behaviors Correlated with OC for Individual Contributors.

Leader Behavior	Pearson	p	Spearman's rho	p
Puts suggestions made by the group into operation.	0.595	0.001	0.626	0.001
Gets group approval in important matters before going ahead.	0.576	0.002	0.577	0.002
Treats all group members as his/her equals.	0.525	0.006	0.573	0.002
Does little things to make it pleasant to be a member of the group.	0.538	0.005	0.550	0.004
Looks out for the personal welfare of individual group members.	0.525	0.006	0.521	0.006
Is friendly and approachable.	0.362	0.069	0.509	0.008
Backs up the members in their actions.	0.566	0.003	0.480	0.013
Finds time to listen to group members.	0.407	0.039	0.419	0.033

Table 11: Structure-Initiation Leader Behaviors Correlated with OC for Individual Contributors.

Leader Behavior	Pearson	p	Spearman's rho	p
Makes sure that his/her part in the organization is understood by group members.	0.613	0.001	0.561	0.003
Sees to it that group members are working up to capacity.	0.551	0.004	0.543	0.004
Maintains definite standards of performance.	0.523	0.006	0.433	0.027
Encourages the use of uniform procedures.	0.474	0.014	0.423	0.031

Table 12: Consideration Leader Behaviors Correlated with OC for People Leaders and Executives.

Leader Behavior	Pearson	p	Spearman's rho	p
Does little things to make it pleasant to be a member of the group.	0.596	0.005	0.593	0.001
Looks out for the personal welfare of individual group members.	0.581	0.001	0.526	0.003
Makes group members feel at ease when talking with them.	0.452	0.014	0.512	0.004
Treats all group members as his/her equals.	0.570	0.001	0.474	0.009
Keeps to himself/herself.	0.500	0.006	0.463	0.011
Does personal favors for group members.	0.508	0.005	0.429	0.020
Puts suggestions made by the group into operation.	0.507	0.005	0.402	0.030

Table 13: Structure-Initiation Leader Behaviors Correlated with OC for People Leaders and Executives.

Leader Behavior	Pearson	p	Spearman's rho	p
Lets group members know what is expected of them.	0.469	0.010	0.444	0.016
Sees to it that group members are working up to capacity.	0.494	0.006	0.385	0.039

Appendix G: Statistician Ethics Statement

AUGSBURG
COLLEGE

STATISTICIAN STATEMENT OF CONFIDENTIALITY

I, Dr. Adam T. Whitten, a full-time assistant professor at Saint John's University in Collegeville, MN, will be participating in the statistical evaluation of respondent results in the Plan B Survey Project of master's candidate Christy L. LeDuc that will be conducted at the College ██████ ██████.

Within the limits of the law, I hereby swear to keep confidential all results I observe during and after the project concludes, including the site at which this research is conducted, to anyone beyond the College ███████████████████████████ community.

_____   _____
Dr. Adam T. Whitten, Department of Physics   April 7, 2011

Appendix H: Institutional Research Board Approval Notification

Institutional Research Board

Augsburg College

Box 125

2211 Riverside

Minneapolis MN 55454

April 21, 2011

To: Chris LeDuc

From: Bridget Robinson-Riegler, Chair

I am pleased to inform you that the IRB has approved your application for "Relationship between Leader Style and Employee Organizational Commitment."

Your IRB approval number that should be noted in your written project and in any major documents alluding to the research project is as follows:

2011-24-2

Your IRB approval expires one year from the date above, unless you request an extension prior to the deadline. Please inform the IRB of any changes in your address or e-mail.

I wish you success with your project. If you have any questions, you may contact me: 612-330-1498 or robinson@augsburg.edu.